



British Early Childhood Education
Research Association

Working with Diversity: Parental Participation in Young Children's Learning



**mac - Birmingham, Cannon Hill Park
Birmingham**
19th & 20th February 2014



The 4th BECERA Conference is hosted by:

Centre for Research in Early Childhood
St Thomas Children's Centre
Bell Barn Road
Attwood Green
Birmingham
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www.crec.co.uk



The BECERA Conference is taking place at the **mac Birmingham**



BRITISH EARLY CHILDHOOD EDUCATION RESEARCH ASSOCIATION (BECERA)

BECERA is an independent organisation for those early childhood practitioners, researchers and practitioner researchers working in the British Isles who want a space to meet, enquire and discuss issues relevant to their work with young children and families.

BECERA aims to stimulate, support, create and disseminate rigorous, grounded and conceptual knowledge and its applications to our early childhood services. It does this through an annual conference where research is presented and subjected to peer-review. The knowledge generated from each conference will be made available in an on-line, searchable database.

WHAT ARE BECERA'S AIMS?

BECERA is particularly interested in practitioner research and exploring paradigms and methodologies which impact directly on services.

BECERA is interested in how knowledge is constructed, who listens and who speaks and in capturing the voices of all, including parents and children.

BECERA will provide a unique British forum to bring together research, practice and policy and strengthen the early childhood research community in the vital contribution it makes to British practice and policy.

WHO RUNS BECERA?

BECERA is an independent self-funding organisation run by the Centre for Research in Early Childhood (CREC) which has dedicated itself to improving services for young children and families in the UK for more than 25 years. CREC's Directors are Professor Tony Bertram and Professor Christine Pascal OBE.

HOW IS BECERA FUNDED?

CREC has undertaken to cover start up costs and hopes to attract sponsorship from several major UK organisations.

CENTRE FOR RESEARCH IN EARLY CHILDHOOD (CREC)

CREC is a charitable organisation established in 2007 and located in the St Thomas Children's Centre, near the centre of Birmingham, in the UK. CREC is dedicated to raising the quality of early childhood and family provision in order to enhance outcomes for children. CREC's central focus, as expressed in its Governing Constitution, is *"to promote and carry out for public benefit, research into issues relevant to early childhood provision and to publish or otherwise disseminate the useful results of such research."* CREC achieves this objective by specialising in early childhood research which has relevant and meaningful outcomes for practice and policy. Some of its research is transformed into development programmes by its sister organisation Amber Publications and Training (APT). These programmes include:

- Effective Early Learning (EEL, 3-6 years)
- Baby Effective Early Learning (BEEL, birth to 3 years)
- Accounting Early for Life Long Learning (AcE, assessing and supporting Personal, Social and Emotional Development and Communication, Language and Literacy from birth to 5 years)
- Opening Windows (creating open and equitable dialogues with parents)
- Leadership & Management in Early Childhood Settings

CREC also delivers undergraduate, postgraduate and research degrees through its close affiliations with three Midlands universities, the University of Birmingham, Birmingham City University and Wolverhampton University. It is also a strategic partner with the City of Birmingham's Children and Young People's Directorate.

CREC has a strong reputation for undertaking reviews, reports, evaluations and consultancy with central government and many UK local authorities, NGOs and overseas countries. It has also made a significant contribution to Government policy for early childhood in England through its contributions to many national committees and professional associations.

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WELCOME FROM THE CONFERENCE COMMITTEE

Dear friends and colleagues,

It is with great pleasure that we welcome you to the fourth BECERA Conference. Many previous delegates have indicated that in only a few years BECERA has become a special place for those who are passionate about developing their knowledge and understanding about early childhood and care and who wish to collaborate in sharing ideas, thinking and dialogue. The conference is inclusive of all those who operate or who have an interest in the real world of service delivery. The harsh times we are experiencing economically makes the need for support and deep thinking about the future of early childhood services even more vital.

This fourth conference has as its theme:

Working with Diversity: Parental Participation in Young Children's Learning

In format and content we are again foregrounding the importance of Practice Based Research with the particular aim of encouraging and supporting the development of Practitioner Researchers who study in the 'real world' of early childhood services. It aims to make research meaningful and relevant to practice and to capture the perspectives and knowledge of professionals and other service participants in co-constructing our understanding of the quality of experience for families and young children. Reflective practitioners have wide-ranging knowledge and BECERA provides a forum where this can be presented and held for systematic peer-review and examined for its transferability and relevance to others.

BECERA offers you a wonderful opportunity to network and become part of a new sector wide 'community of learners' aiming to inform and enhance the quality of service to children and families. We are hoping that the conference will provide delegates with the confidence and skills to develop evidence based practice, which can show the impact and outcomes of this work. The knowledge we generate, including all presentation abstracts, will be posted on a new online database on the BECERA website for wider dissemination. Practice based inquiry has become increasingly important to policy makers and during this conference you will be able to explore it creatively, curiously and companionably.

We at BECERA believe that shared learning can be fun, rigorous and deeply ambitious for ourselves and the children and families for whom we work. We believe that learning realised most effectively when we are both nurtured and deeply engaged. We hope this conference will challenge you, inspire you and support your development both personally and professionally.

Yours sincerely,

Tony Bertram & Chris Pascal

CREC Directors

CONFERENCE ORGANISING COMMITTEE

Professor Tony Bertram, Centre for Research in Early Childhood (CREC),
Birmingham, UK

Professor Chris Pascal, Centre for Research in Early Childhood (CREC),
Birmingham, UK

LOCAL ORGANISING COMMITTEE

Centre for Research in Early Childhood (CREC)

SCIENTIFIC COMMITTEE

Professor Tony Bertram, Centre for Research in Early Childhood, Birmingham

Professor Christine Pascal, Centre for Research in Early Childhood, Birmingham

MAJOR CONFERENCE SPONSORS

Centre for Research in Early Childhood (CREC)
& Amber Publications & Training Ltd (APT)
www.crec.co.uk



GENERAL INFORMATION

HOST

The host of the fourth BECERA Conference is the Centre for Research in Early Childhood (<http://www.crec.co.uk>).

REGISTRATION DETAILS

The conference fee for participants includes: admission to the conference, documentation, coffee breaks and lunches on 20th & 21st February 2013.

COFFEE BREAKS AND LUNCHES

Tea, coffee and lunches are served at the Midlands Arts Centre (**mac**) Arena Bar or the Performance Studio (1st floor).

During the last 5 minutes of your break, please move to the room in which your chosen symposium is located. Coffee/Tea will be served in disposables so you can take it with you.

CONFERENCE DINNER

This is taking place on Wednesday 19th February 2014 at The Pickled Piglet Restaurant (35 Gas Street, Birmingham B1 2JT) Starting at 19:00. Places at the dinner need to be pre-booked.

INFORMATION DESK

The 'Registration Desk'/'Help Desk' will be located in the foyer of the **mac**. After 10 am on both days queries should be directed to the CREC stand that is located in the Performance Studio (1st floor).

MESSAGES

There will be a messages board near the main CREC stand where you can put your messages to participants.

STAFF ASSISTANCE

The CREC team will be happy to provide assistance with practical matters during the conference. The team will be stationed around the venue during the conference and there will always be one member of the team at the CREC stand.

NOTE FOR PRESENTERS

Each symposium room is equipped with a PC and a data projector. We recommend you save your presentations as a Microsoft PowerPoint document, Office 2003 version to avoid any compatibility issues. We also recommend that you locate your symposium room in advance and arrive at your symposium room at least 15 minutes prior to your symposium start time in order to load your presentation and ensure a prompt start. All PCs are fitted with USB drives and we recommend you load your presentation on a USB memory stick (also known as a 'pen drive', or a 'flash drive'). We hope you will have dialogue with your symposium co-presenters and Chair before the Conference by email or a social network.

NOTE FOR CHAIRS

Please be present in your symposium room at least 15 minutes prior to your session. It is important that the sessions stay on schedule so that individuals who want to listen to a specific talk may do so, and each presenter gets an equal opportunity to present their work. If a presentation is cancelled you may either convene a general discussion or instead call a recess.

SYMPOSIUM ROOMS

Symposiums will take place across 4 rooms. Depending on which room your intended symposium is in, it may take up to 2 minutes to walk between rooms. We recommend you make your way to the symposium rooms in advance to make sure you get there in good time and that you can find a seat.

CONFERENCE BADGES

Your personal badge is your entry ticket to all keynotes, symposia, lunch, refreshments and workshops. We ask that you wear your badge at all times whilst at the venue.

TRANSPORT TO/FROM THE CONFERENCE VENUE

The mac is located in Cannon Hill Park, Birmingham, opposite the County Cricket Ground on Edgbaston Road, off Pershore Road (A441) and Bristol Road. (A38). The **mac** is easily accessible using all the major city road routes and is served by a number of buses from Birmingham City Centre including 1, 35, 45, 47, 62 and 63.

For those who wish to call a taxi we can recommend the following local firms:

TOA taxis: 0121 427 8888

Castle Cars: 0121 472 2222

Falcon Cars: 0121 603 6666

LIABILITY INSURANCE

The conference cannot accept any liability for personal injuries or for loss or damage to property belonging to the delegates, either during, or as a result of the meeting. Please check the validity of your own personal insurance before travelling.

WIFI

The mac has free Wi-Fi throughout the venue – look for the network “mac public” – there is no need to register or login to use this network.

SOCIAL MEDIA

You can follow the BECERA conference on both Facebook (“BECERA”) and Twitter (“BECERAssoc”). Please post or tweet your comments during the conference and your photos using hashtag #BECERA2014

CONFERENCE OVERVIEW

Day 1: Wednesday, 19th February 2014

08:00 - 09:30 Registration & refreshments **Foyer**

09:30 – 11:00 Opening session & Keynote I **Cinema**

Michel Vandebroek – “Building reciprocity in unequal relations”

11:00 - 11:30 COFFEE BREAK **Performance Studio**

11:30 - 13:00 An ethical code for early childhood:
Reviewing the new EECERA ethical guidelines **Cinema**

13:00 - 14:00 LUNCH **Performance Studio**

14:00 - 15:30 Symposium Set I
A Pinsent Masons 1,
B Hexagon Theatre,
C Pinsent Masons 2,
D Deloitte

15:30 - 16:15 COFFEE BREAK **Performance Studio**

Book Launch by Sage Publishing: Effective Assessment in the Early Years
Foundation Stage by Jan Dubiel, co-published by Early Excellence

16:15 - 17:15 Keynote II **Cinema**

**Margy Whalley - “Contesting the Concept of ‘Hard to Reach’ Families -
Enhancing the Accessibility of Public Sector Services for all”**

17:15 “The History of Birmingham Nursery
Schools” Exhibition Launch **Performance Studio**

SOCIAL PROGRAMME

19:00 Conference dinner at the Pickled Piglet restaurant, Gas Street (Birmingham City Centre).

CONFERENCE OVERVIEW

Day 2: Thursday, 20th February 2014

08:00 - 09:30 Registration & refreshments

Foyer

09:30 - 10:30 Keynote III

Cinema

<p>Helen Barnard – “Poverty and Education – Working with Parents to Close the Attainment Gap”.</p>

10:30 - 11:00 COFFEE BREAK

Performance Studio

11:00 - 12:30 Symposium Set II

**A Pinsent Masons 1,
B Hexagon Theatre,
C Pinsent Masons 2,
D Deloitte**

12:30 - 13:30 LUNCH

Performance Studio

13:30 - 15:00 Symposium Set III

**A Pinsent Masons 1,
B Hexagon Theatre,
C Pinsent Masons 2,
D Deloitte**

15:00 - 15:30 COFFEE BREAK

Performance Studio

15:30 - 16:30 Plenary

Cinema

4th BECERA Conference

PROGRAMME OVERVIEW

Day 1: WEDNESDAY 19th FEBRUARY 2014

09:30 - 11:00 Keynote I

Cinema

“Building reciprocity in unequal relations”

Michel Vandebroek, The Centre for Innovation in the Early Years in Ghent, Belgium

Curricula for ECEC from all over the world stress that parents are the first educators and that we should therefore work in partnership with parents. What such a partnership means, however, may substantially vary from one curriculum to another. More specifically, how the partnership is framed often stresses the inequality, rather than the reciprocity in the relation between ECEC and the family.

Indeed, the relation between the early years workforce and parents is often fundamentally unequal in nature and this is particularly the case when parents are from immigrant backgrounds or when their status is significantly lower than the status of the professional experts (see for instance Spivak 1988; Freire 1979).

In this lecture I will start from a brief analysis of different framings of the relationship between parents and ECEC professionals in curricula. I then draw inspiration from a 5-years project in Brussels working with newcomers on one side and with 89 day care centres on the others. From that experience, I analyse at what reciprocity may mean in unequal relations and on the importance of *insierimento* in this process. I will also turn to the broader macro-level and see how a combination of bottom-up and top-down approaches may enhance accessibility of vulnerable parents on a broader scale.

The lecture will draw on – among others - the following publications:

Vandebroek, M., Roets, G., & Snoeck, A. (2009). Immigrant mothers crossing borders: nomadic identities and multiple belongings in early childhood education. *European Early Childhood Education Research Journal*, 17(2), 203-216.

Vandebroek, M., Geens, N., & Berten, H. (2014). The impact of policy measures and coaching on availability and accessibility of early child care: A longitudinal study. *International Journal of Social Welfare*, 23, 69-79.

PROGRAMME OVERVIEW

Day 1: WEDNESDAY 19th FEBRUARY 2014

11:30 – 13:00

“An ethical code for early childhood: reviewing the new EECERA ethical guidelines”.

Cinema

SYMPOSIUM SET I: 14:00 – 15:30

	Symposium Title	Room
I/A	The Value of outdoor learning	Pinsent Mason 1
I/B	Working with poverty in ECE settings	Hexagon Theatre
I/C	Supporting parent participation	Pinsent Mason 2
I/D	Working with parents to support young children’s learning and development	Deloitte

15:30 – 16:15 Break – SAGE Book Launch

*SAGE are delighted to be launching **Effective Assessment in the Early Years Foundation Stage** by Jan Dubiel, co-published by Early Excellence, at BECERA 2014. Please come and join us for a celebratory drink at 3.30 on Wednesday 19th February and hear all about the book from the author, Liz Marsden and SAGE.*

PROGRAMME OVERVIEW

Day 1: WEDNESDAY 19th FEBRUARY 2014

16.15 – 17.15 Keynote II

Cinema

“Contesting the Concept of ‘Hard to Reach’ Families - Enhancing the Accessibility of Public Sector Services for all”

Dr. Margy Whalley – Director, Pen Green Research Centre

The enthusiastic, energetic, radical Dr Margy Whalley, Director of Pen Green Research Centre in Corby, England, presentation aims to inspire us all to keep fighting for the best opportunities for our youngest children in true partnership with their parents and carers. Key messages for her presentation are:

1. In every small community there should be a service for children and their families.
2. Don't problematise your parents, every parent finds the job of being a parent hard. Stop 'othering' people.
3. The adults around the child need to learn from each other, accepting that nobody has all the answers.
4. Change the power balance between citizens (parents/carers) and professionals. Embrace cultural humility.

PROGRAMME OVERVIEW

DAY 2: THURSDAY 20th FEBRUARY 2014

09:30 - 10:30 Keynote III

Cinema

“Poverty and Education – Working with Parents to Close the Attainment Gap”.

Helen Barnard – Policy and Research Programme Manager, The Joseph Rowntree Foundation

Helen Barnard will discuss the drivers of the early attainment gap between children from different backgrounds and the role of services and parents in helping to reduce this. Drawing on the findings from Joseph Rowntree Foundation’s Education and Poverty research programme she will highlight the types of interventions which have the strongest evidence for impact.

SYMPOSIUM SET II: 11:00 – 12:30

	Symposium Title	Room
II/A	Working with vulnerable children	Pinsent Mason 1
II/B	The value of play in learning	Hexagon Theatre
II/C	Pedagogy, leadership & philosophy	Pinsent Mason 2
II/D	Methodological Innovations	Deloitte

PROGRAMME OVERVIEW

DAY 2: THURSDAY 20th FEBRUARY 2014

SYMPOSIUM SET III: 13:30 – 15:00

	Symposium Title	Room
III/A	Innovation and curriculum in pedagogy	Pinsent Mason 1
III/B	Supporting difference in ECE settings	Hexagon Theatre
III/C	Improving outcomes for two year olds	Pinsent Mason 2
III/D	Partnership working	Deloitte

CONFERENCE PROGRAMME

WEDNESDAY 19th FEBRUARY 2014

11:30 – 13:00: “An ethical code for early childhood: reviewing the new EECERA ethical guidelines”.

This year the conference will also include a special symposium introducing the new draft EECERA ethical framework.

The five collaborators on the framework (Chris Pascal, Tony Bertram, Margy Whalley, Julia Formosinho and Colette Gray) will present the draft guidelines, then each lead a break out group for discussion on the topic. You will have the opportunity to discuss and provide feedback on the guidelines with fellow delegates at the conference.

WEDNESDAY 19th FEBRUARY 2014

SYMPOSIUM SET I: 14:00 – 15:30

SYMPOSIUM I/A

The value of outdoor learning
Room: Pinsent Mason 1

CHAIR: TIM WALLER, Anglia Ruskin University

It's just a puddle! – An investigation of the learning opportunities of young children's play.

Menna Godfrey, CREC and Wolverhampton University

"They get this fantastic (outdoor) experience in nursery and then it stops when they go to school". An investigation of parental involvement in an outdoor learning project in England.

Tim Waller, Anglia Ruskin University

SYMPOSIUM I/B

Working with poverty in ECE settings
Room: Hexagon Theatre

CHAIR: EUNICE LUMSDEN, University of Northampton

Resisting the caricature to embrace diversity and "the hard bit" of engaging with parents in poverty

Donald Simpson, Eunice Lumsden & Rory McDowall Clark, Teeside University, University of Northampton & University of Worcester

Remediating child poverty via preschool: exploring a sample of practitioners' perspectives in the New York metropolitan and suburban area (USA)

Sandra Loughran, Dowling College

Pre-School Teachers' views on the root causes of poverty and the perceptions of children and parents living in poverty

Philip Mazzocco & Christian Winterbottom, Ohio State Univeristy at Mansfield

SYMPOSIUM I/C

Supporting parent participation
Room: Pinsent Mason 2

CHAIR: PAULETTE LUFF, Anglia Ruskin University

Developing social capital in children's centres: the child at the centre

Andrea Richardson, Leeds Metropolitan Univeristy

Parent Participation in group care contexts: understandings and strategies

Paulette Luff & Estelle Martin, Anglia Ruskin University & University of East London

SYMPOSIUM I/D

Working with parents to support young children's learning and development
Room: Deloitte

CHAIR: KAREN DAVIES, Manchester Metropolitan University

Changing landscape of diversity - issues around parent participation

Chandrika Devarakonda, University of Chester

Parents' and speech and language therapists' roles in intervention for pre-school children with speech and language needs

Karen Davies, Manchester Metropolitan University

THURSDAY 20th FEBRUARY 2014

SYMPOSIUM SET II: 11:00 – 12:30

SYMPOSIUM II/A

Working with vulnerable children

Room: Pinsent Mason 1

CHAIR: GRACE PATON, University of the West of Scotland

Partnership working and ECEC provision for vulnerable scottish toddlers

Grace Paton, University of the West of Scotland

Child protection: A study investigating the socio-cultural perspective on child sexual abuse in the Kingdom of Saudi Arabia

Amal Banunnah, Umm Al-Qura University & The University of Sheffield

SYMPOSIUM II/B

The value of play in learning

Room: Hexagon Theatre

CHAIR: AMANDA NORMAN, University of Roehampton

Stories from home: What are young children 'telling us' when they play?

Frances Atherton, University of Chester

Discovery Play and the role of the practitioner

Amanda Norman, University of Roehampton

SYMPOSIUM II/C

Pedagogical leadership and philosophy
Room: Pinsent Mason 2

CHAIR: SARAH COUSINS, University of Bedfordshire

Diverse landscapes of love: a narrative and poetic enquiry

Sarah Cousins, University of Bedfordshire

Challenges facing pedagogical leaders in Saudi early childhood settings

Lubna Alshanqiti, Canterbury Christ Church University

The nature of 'becoming' and the development of early years leaders

Martin Needham, Manchester Metropolitan University

SYMPOSIUM II/D

Methodological innovations
Room: Deloitte

CHAIR: HELEN LYNDON, CREC

Using documentary analysis in early childhood research

Geraldine Davis, Anglia Ruskin University

Praxeological Learning: examining early childhood education teacher programmes

Christian Winterbottom & Philip J. Mazzocco, The Ohio State University

Methodological Diversity; the search for something new!

Helen Lyndon and Faye Stanley, CREC & University of Wolverhpton

THURSDAY 20th FEBRUARY 2014

SYMPOSIUM SET III: 13:30 – 15:00

SYMPOSIUM III/A

Innovation in curriculum and pedagogy
Room: Pinsent Mason 1

CHAIR: JESSICA PITT, University of Roehampton

Exploring the social representation within society as presented in comics for the early years

Yasmin Stefanov-King, University of Hull

The role of music with participants in a children's centre: an exploratory mixed-methods study

Jessica Pitt, University of Roehampton

iLearn with iPads

Cath Foster & Linda Shaw, Entrust Staffordshire

SYMPOSIUM III/B

Supporting difference in ECE settings
Room: Hexagon Theatre

CHAIR: COLETTE GRAY, Stranmillis Univeristy College: A college of the Queen's University, Belfast

Enabling Marginalised Voices

Colette Gray, Stranmillis University College: A college of the Queen's University, Belfast

An investigation of behavioural problems in Saudi Arabian early years education

Basma Rashed, Princess Noura University

SYMPOSIUM III/C

Improving outcomes for 2 year olds
Room: Pinsent Mason 2

CHAIR: JANICE DARKES-SUTCLIFFE, Liverpool Hope Univeristy

How do we individually and collectively integrate research and practice to improve outcomes for two year olds?

Janice Darkes-Sutcliffe, Liverpool Hope Univeristy

An examination into the effectiveness of the Two Year progress check as a tool for early intervention in relation to speech and language difficulties

Nyree Nicholson, Canterbury Christ Church Univeristy

SYMPOSIUM III/D

Partnership working
Room: Deloitte

CHAIR: JANE MURRAY, University of Northampton

Partnership.....in name or reality

Sally Fox, The University of Northampton

Learning from one another: a comparative critical review of parent-practitioner cooperation in early childhood education and care in England and Kazakhstan

Jane Murray & Marzhan Tajiyeva, University of Northampton

How can practitioners support foster children in an early years setting?

Carys Hancock, The University of Northampton

ABSTRACTS

WEDNESDAY 19th FEBRUARY 2014

SYMPOSIUM SET I

14:00 - 15:30

SYMPOSIUM I/A

THE VALUE OF OUTDOOR LEARNING

CHAIR: TIM WALLER, Anglia Ruskin University

ROOM: Pinsent Mason 1

It's just a Puddle! - An investigation of the learning opportunities of young children's puddle play

MENNA GODFREY, CREC and University of Wolverhampton

Research aims and questions:

To investigate the self-directed play in puddles engaged in by young children (aged 2-5) and to explore the value of such play as interpreted by parents and other partners.

Relationship to previous studies by others and self

This links to outdoor play, child-initiated learning and forest schools practice, in addition, my previous small scale research projects (at masters level) following children engaged in self-directed play both indoors and outdoors. Studies in the field of outdoor, child initiated play (including Knight, 2009, Maynard and Waters 2007), in addition EPPE (Sylva et al 2004) considering both the quality of provision and parent participation.

Theoretical and conceptual framework of research:

An enquiry into the way that children co-construct knowledge where practitioners provide high quality learning opportunities outdoors and allow children to engage with the environment for extended periods of time. A socio-constructivist approach

(Vygostky) is further informed by Whitebread's understanding of the development of children's self-regulation and meta-cognition Work by Whalley and the Pen Green Team supports parental engagement approaches.

Paradigm, methodology and methods:

Taking an ethnographic approach as a participant observer data was gathered in the form of video and still photography. This was used as a stimulus for discussion with children, parents, practitioners and local authority advisors, in an effort to understand the learning that the children were engaging in.

Ethical considerations:

BERA guidelines were followed, consent was gained from parents and staff and assent from children on a minute by minute basis. Ethical approval was gained from University of York St. Johns.

Main findings or discussions:

Discussion of the following key findings

- Children's co-construction of knowledge
- Parent participation as interpreters of their children's play and the impact for ongoing participation
- Practitioners confidence to enable and support children's self-directed learning

Implications, practice or policy:

Consideration will be given to the effectiveness of using video as a tool for sharing information about children's learning and development with parents, to enhance parent participation, in addition to the significance for practitioners as they seek to reflect on their practice.

Keywords: *Play, Practice-based enquiry, Outdoor play, parents' participation*

"They get this fantastic (outdoor) experience in nursery and then it stops when they go to school". An investigation of parental involvement in an outdoor learning project in England.

TIM WALLER, Anglia Ruskin University

Research aims and questions:

This paper will explore the role and perspectives of parents in the construction of shared narratives around outdoor spaces. Children aged 3-4 years are given regular access to extensive wild outdoor environments and are afforded the opportunity to explore and play in the environment with minimal adult direction and intervention. The aims of the research are to investigate children's dispositions within the outdoor environment, to elicit children's, parents' and practitioners' perspectives of their outdoor experiences and to investigate the relationship between outdoor environments and pedagogy in early childhood.

Relationship to previous studies by others and self

The project, based at a nursery school is ongoing and has been reported regularly since 2004. It reports on new findings from the ongoing Outdoor Learning Project. Published material relating to this project includes Waller and Tovey (2014), Waller and Bitou (2011) and Waller (2010).

Theoretical and conceptual framework of research:

The paper will analyse the research findings from a sociocultural perspective focussing on transformations of participation and understanding arising from outdoor experiences (Rogoff).

Paradigm, methodology and methods:

Parents' perspectives of this project have been documented through focus groups around visual data recorded by both children and parents, following the 'polyvocal' method (Tobin).

Ethical considerations:

Careful reference is made to ethical guidelines (National Children's Bureau) to consider the balance of harm and effect on the children, confidentiality and issues of informed consent, applying particularly to research with children.

Main findings or discussions:

The paper will critically discuss the transforming power of a shared articulation of outdoor pedagogy between parents and practitioners, drawing on frameworks developed by Whalley and Athey.

Implications, practice or policy:

The paper will reflect on how parental involvement in the Outdoor Learning Project in a nursery school also impacted on the curriculum of a primary school, as the children progressed and the wider implications for pedagogy and practice.

Keywords: *Pedagogy, Focus groups, Outdoor Play, Parents' perspectives, Parents' participation*

SYMPOSIUM I/B**WORKING WITH POVERTY IN ECE SETTINGS**

CHAIR: EUNICE LUMSDEN, University of Northampton

ROOM: Hexagon Theatre

Resisting the caricature to embrace diversity and "the hard bit" of engaging with parents in poverty

DONALD SIMPSON, EUNICE LUMSDEN & RORY MCDOWALL CLARK, Teesside University, University of Northampton & University of Worcester

Research aims and questions:

This research project aimed to identify pre-school practitioners' perspectives about child poverty and the ways they engage with parents and children in poverty.

Relationship to previous studies by others and self

Scholars and policy makers highlight the importance of pre-school practitioners developing effective relations with parents in poverty to support their children's learning (Sylva et al, 2004; DfE/DWP, 2011). But there is little research consulting with practitioners about how they adopt, adapt and engage with this expectation (Simpson, 2013).

Theoretical and conceptual framework of research:

Theories of poverty (Levitas, 2012), new class analysis (Sayer, 2005; Roberts, 2011) and effective partnership work with parents in the early years (Simmons et al, 2007; Draper and Wheeler, 2010) provide insight.

Paradigm, methodology and methods:

The research falls within an interpretive paradigm adopting a qualitative (phenomenological) methodology and 30 interviews with senior pre-school practitioners in 3 geographic areas of England.

Ethical considerations:

Ethical approval was obtained from the School of Social Sciences and Law's Research Ethics Committee at Teesside University. Consent was obtained from all participants who were provided with a guarantee of anonymity.

Main findings or discussions:

Practitioners adopted a majority and minority construction of child poverty with each position differing in regard to attribution of cause, blame and responsibility for the condition. The relationship between the morality pervading these two very different positions and the shaping of on-going engagement (or not) between respondents in the study and parents in poverty will be discussed.

Implications, practice or policy:

The potential effectiveness of pre-school's role outlined in the child poverty strategy and the need for a poverty proofing toolkit in the pre-school sector will be critically considered.

Keywords: *Personal social and emotional development, Real world, Leadership, Learning environment, Parents' participation*

Remediating child poverty via preschool: exploring a sample of practitioners' perspectives in the New York metropolitan and suburban area (USA)

SANDRA LOUGHRAN, Dowling College

Research aims and questions:

This research project aimed to identify US-based pre-school teachers' perspectives about child poverty and the ways they engage with parents and children in poverty.

Relationship to previous studies by others and self

This research is replicating in the New York context a study in England by Simpson, Lumsden and MacDowall Clark: Remediating child poverty via preschool: exploring practitioners' perspectives in England (Simpson, 2013).

Theoretical and conceptual framework of research:

Theories relating to child poverty and the role of preschool in its remediation will offer insight. There are approximately 24 million young children under age 6 in the US with 25% (6 million and their families) living in poverty (National Center for Children in Poverty, 2011). In examining preschool teachers' perspectives about families in poverty this research will seek ways to maximize partnerships through teacher training/family collaborations.

Paradigm, methodology and methods:

The research falls within an interpretive paradigm involving a qualitative methodology and 20 interviews with preschool teachers in the New York metropolitan and suburban areas (USA).

Ethical considerations:

The research protocol was evaluated and approved by the Internal Review board of Dowling College. Consent was obtained from all participants.

Main findings or discussions:

Emerging findings from New York will be discussed relating to the relationship between preschool teachers' views on poverty and their interactions with parents and children in poverty. Discussion will also focus upon implications of a Society for Educational Studies funded extension to the research enabling UK-US collaboration and what this will involve.

Implications, practice or policy:

Projecting possibilities for work in this area with practitioners is the desired outcome of this research. These possibilities will be explored in this presentation and the wider symposium.

Keywords: *Real world, Leadership, Learning environment, Parents' participation*

Pre-School Teachers' Views on the Root Causes of Poverty and the Perceptions of Children and Parents Living in Poverty

PHILIP MAZZOCCO & CHRISTIAN WINTERBOTTOM, Ohio State University at Mansfield

Research aims and questions:

This study examines the relationship between pre-school teachers' views on the nature of poverty and the treatment of children and parents living in poverty.

Relationship to previous studies by others and self

Scholars have provided extensive literature that documents the benefits of a high quality childcare environment for child development in all domains (Phillips & Howes, 1987; Winterbottom & Piasta, in press). Given the dearth of research on neighborhood influences on childcare poverty, this study aims to examine the perspectives of the teachers working in the preschools located in low socio-economic status areas.

Theoretical and conceptual framework of research:

The work of DeVol (2010) on naïve theories of poverty was the dominant framework employed in this project.

Paradigm, methodology and methods:

Preschool teachers serving low-income families within a tri-county area were surveyed regarding their views on the nature of poverty. These responses were then associated with the perceptions of both children and parents living in poverty.

Ethical considerations:

The research protocol was evaluated and approved by the Internal Review Board of Ohio State University. Consent was obtained from all participants and the research methodology insured response anonymity.

Main findings or discussions:

Findings examine the relationship between preschool teachers' views on poverty and the treatment of children in the classroom as well as parental interactions.

Implications, practice or policy:

This project has implications for interventions designed to change teachers' views on poverty and create corresponding effects on child and parent interactions in and out of the classroom.

Keywords: *Pedagogy, Early Childhood Professionalism, Ethics, Impact*

SYMPOSIUM I/C

SUPPORTING PARENT PARTICIPATION

CHAIR: PAULETTE LUFF, Anglia Ruskin University

ROOM: Pinsent Mason 2

Developing social capital in Children's centres: the child at the centre

ANDREA RICHARDSON, Leeds Metropolitan University

Research aims and questions:

This research examines how Children's Centres are working with local communities and parents to build social capital within and across the community, and how services and ways of working are developing in Children's Centres to engage with and build reciprocal relationships with parents. This proposal presents conclusions around how the child acts as a mediator in the developing relationship between parents and staff.

Relationship to previous studies by others and self

The research contributes to the body of knowledge around how and why social capital develops and its impact on social inclusion within the communities studied. The findings deepen understanding of the relational and contextual factors that develop "bridging" capital between different groups to create new knowledge, skills and confidence.

Theoretical and conceptual framework of research:

A number of significant theoretical conceptualisations were used: Uri Bronfenbrenner's (1977) reflections on the ecology of human development; Michael Woolcock's (1998) relational dimensions of social capital and Pierre Bourdieu's (1977) concepts around power, influence and control.

Paradigm, methodology and methods:

An ecological framework was used to connect data in multi-dimensional, social contexts and situations. Data is collected using ethnographic tools including semi structured interviews, observation and focus groups to consider how individuals behave and interact and how things change over time.

Ethical considerations:

Role of as a senior leader within sites for research, the anonymity of staff and parents.

Main findings or discussions:

The centrality of the child as mediator in parent and staff relationships reconceptualises the notion of a child centred approach creating new knowledge around how Sure Start Children's Centres are able to develop new social capital in community relationships

Implications, practice or policy:

Development of family support.

Keywords: *Case study, Integrated Services, Multiprofessional collaboration, Real world, Parents' perspectives*

Parent participation in group care contexts: understandings and strategies

PAULETTE LUFF & ESTELLE MARTIN, Anglia Ruskin University and University of East London

Research aims and questions:

The aim of the paper is to explore how caring relationships may provide a context and a vehicle for participation, with parents and their young children

Relationship to previous studies by others and self

The authors draw upon the concept of a triangle of care as a means to explore socially and culturally situated reciprocal relationships between child, parent and practitioner.

Theoretical and conceptual framework of research:

We recognise the significance of transactional relationships between people and their environments and the impossibility of studying parents of babies and toddlers separately from the systems in which they participate.

Paradigm, methodology and methods:

Arguments for a relational approach to participatory work with the youngest children and their parents are drawn from research literature and exemplified with case studies of practice drawn from small-scale qualitative studies undertaken in day nursery settings.

Ethical considerations:

The projects were approved by relevant university research ethics panels. The work is informed by an ethic of care reflecting the respect and responsibilities that characterise researchers' relationships with participants and mirror, in some ways, the interactions between practitioners and parents.

Main findings or discussions:

Discussion focusses upon the parent and the other participants in the care triangle, emphasising the connections and communication between them, how these relationships are understood, and the positive strategies that are employed to enable participation of all parties.

Implications, practice or policy:

In conclusion, we advocate for reciprocal relationships between practitioners and parents of babies and toddlers. Ways in which external researchers and practitioners working in settings can relate and reflect, in order to create communities of practice that include parents of babies and toddlers, is identified as a fruitful area for research.

Keywords: *Ethics, Parents' perspectives, Parents' participation*

SYMPOSIUM I/D**WORKING WITH PARENTS TO SUPPORT YOUNG CHILDREN'S LEARNING AND DEVELOPMENT**

CHAIR: KAREN DAVIES, Manchester Metropolitan University

ROOM: Deloitte

Changing landscape of diversity - issues around parent participation

CHANDRIKA DEVARAKONDA, University of Chester

Research aims and questions:

This research aims to explore the strategies used by primary school staff to involve parents in their child's learning, and the impact of diverse population.

Relationship to previous studies by others and self

This research will focus on previous studies that focussed on a range of issues around parent involvement. EPPE, Goodall (2011), Beckett et al (2012) Kohl et al (2000)

Theoretical and conceptual framework of research:

Bronfenbrenner (1976) Epstein and Saunders theory of parental involvement, Plowden report, Rumbold report, Sure start, EYFS and Tickell Review (2011)

Paradigm, methodology and methods:

This study will use multi-method case study approach of a school - interviewing staff and questionnaires to parents, focus group with children. Information obtained will be analysed using qualitative coding.

Ethical considerations:

Explicit references to consent and ability to withdraw in the participant information sheet.

Main findings or discussions:

The findings of this research will open up discussions around the ways in which parents are involved in the school activities, impact of parental involvement on children as well on the staff member and the school and local community at large.

Implications, practice or policy:

The research will relate to the ways in which parents are involved and the barriers mentioned by the staff members and the parents and implications for future practice and policy will be made

Keywords: *Focus groups, Case study, Parents' perspectives, Parents' participation*

Parents' and speech and language therapists' roles in intervention for pre-school children with speech and language needs

KAREN DAVIES, Manchester Metropolitan University

Research aims and questions:

To explore parents' and speech and language therapists' conceptions of their respective roles in intervention for pre-school children with primary speech and language needs and to understand the features that contribute to changing conceptions and their influence on children's outcomes.

Relationship to previous studies by others and self

It is widely believed that parents and carers play a central role in supporting language development in young children (Roberts & Kaiser 2011). Practitioners, such as speech and language therapists, believe that parents' roles may be particularly important for children with language delay. Intervention uses either,

parent education (Law et al, 2010) or a parent-as-aide model (Watts Pappas & McLeod 2009), but little is known of parents' conception of their role

Theoretical and conceptual framework of research:

The study considers models of partnership, co-production and family centred care, together with conceptual change theory from education

Paradigm, methodology and methods:

A two phase exploratory study was designed, using a mixed method approach to explore parents' and SLTs' conceptions of their respective roles in intervention. Study 1 was a longitudinal, qualitative study exploring parent and SLT conceptions of their roles and possible association with behaviour such as attendance at appointments and participation in intervention, in four typical NHS service in England. Data collection was undertaken using semi structured interviews of 12 parent-SLT dyads. Each parent was interviewed three times over a 30 week period. The interviews were analysed for initial themes using Thematic Network Analysis to identify basic, organising and global themes. The second level analysis used Framework Analysis in order to track any changes in parents' conception of roles from Interview 1 to Interview 3. 15 parents and 12 SLTs participated in first interviews. A total of eight parents participated in follow up interviews, five in 2nd and 3rd interviews and an additional three in 2nd interviews only.

Study 2 was a quantitative cross sectional survey of a larger sample of parents and SLTs, to examine the generalisability of the findings to a wider range of therapeutic contexts. The questionnaire was designed using the initial findings of the qualitative study. 46 parents completed the questionnaire as a structured interview and 62 SLTs completed an on-line survey.

Ethical considerations:

Ethical approval was gained through University Ethics, NHS Ethics and NHS Trust R&D Approval. The study involved interviewing speech and language therapists (SLT) and parents referred to SLT services. Gaining consent followed NHS ethics guidelines. This included providing accessible information briefs, consent forms explaining the purpose of the research, the benefits and options for withdrawing at any point. There were no risks attached to participating in terms of accessing routine services. Parents and professionals were given time to consider participating, or not, prior to the interview and then provided signed consent.

Participant confidentiality was maintained throughout the interview process and records anonymised to ensure confidentiality.

Main findings or discussions:

Many parents' conceptions of their own and the speech and language therapists' roles were vaguely formulated. They were seeking clear advice from a specialist who was trained and experienced in speech and language development. Their concept of acting as partners was also vaguely formulated and only occasionally articulated, but they frequently expressed readiness to participate in intervention.

Implications, practice or policy:

Professionals can support a process of change that enables parents to develop clear roles as partners in supporting their child's language development.

Keywords: *Communication Language and Literacy, Parents' perspectives, Parents' participation*

THURSDAY 20th FEBRUARY 2014

SYMPOSIUM SET II

11:00 - 12:30

SYMPOSIUM II/A

WORKING WITH VULNERABLE CHILDREN

CHAIR: GRACE PATON, University of the West of Scotland

ROOM: Pinsent Mason 1

Partnership Working and ECEC Provision for Vulnerable Scottish Toddlers

GRACE PATON, studied at University of the West of Scotland

Research aims and questions:

The research aims to examine professional/familial partnership implicit in Scottish early intervention policy and practice, where funded childcare placements are provided for 'vulnerable' children under-three.

Relationship to previous studies by others and self

It contributes to reconceptualist research in early childhood education and care (ECEC) and to UK feminist research which problematises policy with potential to marginalise women.

Theoretical and conceptual framework of research:

Using a feminist post-structuralist paradigm and a Foucauldian conceptual framework, the experiences of ten Baby Room children acted as 'boundary objects'.

Paradigm, methodology and methods:

Data collection focused on human and non-human elements of the *dispositif* of the placement. Methods included semi-structured interviews with associated professionals and family members, observation of practice in the Baby Room, content analysis of cultural objects, including guidance documents, artefacts and the architecture of the setting. Situational analysis and the listening tool provided complementary tools for data analysis.

Ethical considerations:

It was ensured that adult informed consent and the rights of the child were upheld through sensitive and consultative action by the researcher.

Main findings or discussions:

Findings, presented as conceptual narratives, found discursive practices in official practice guidance varied within and across documents. Parental and professional practices were individualistic and situated, often resisting government promoted discourses. Austere resourcing of targeted provision and a focus on measurable outcomes impacted on the nature of service provision and pedagogical approaches, with 'normalcy' valued over care and relational working. Expected benefits to society relied disproportionately on the efforts of women.

Implications, practice or policy:

Social justice may be better ensured by introducing early childhood education and care provision as a universal, locally negotiated entitlement and reconceptualising competence for ECEC professional work.

Keywords: *Birth to Three, Integrated Services, Learning environment, Parents' perspectives, Parents' participation*

Child protection: A study to investigate the socio-cultural perspective on child sexual abuse in the Kingdom of Saudi Arabia.

AMAL BANUNNAH, Umm Al-Qura University, the Kingdom of Saudi Arabia, and University of Sheffield, the United Kingdom

Research aims and questions:

This paper explores the significance of sex education in the early years curriculum to protect children from sexual abuse in the Kingdom of Saudi Arabia (KSA). It forms part of a PhD.

Relationship to previous studies by others and self

Sex education actually forms a key protective role in helping children to acquire the necessary skills and knowledge for avoiding dangerous situations and to protect themselves (Buston et al, 2002). Child sexual abuse has been shown to be less likely to occur when children are not ignorant of sexual matters (Halstead and Reiss, 2003). In KSA, there is a rapid rise in child sexual abuse due to contemporary social changes and the lack of sex education. Thus, 89% of parents in the KSA are concerned about child sexual abuse (Banunnah, 2012). Ogunjini (2006) argues that

it is imperative that appropriate directives to safeguard children are included in sex education curriculum.

Theoretical and conceptual framework of research:

A socio-cultural conceptual framework enables child protection in the sexual education practice.

Paradigm, methodology and methods:

This is an interpretive study, with the qualitative and quantitative research design by questionnaires and interviews.

Ethical considerations:

It is applied with the University of Sheffield.

Main findings or discussions:

Studies demonstrate the importance of sex education as it pertains to supporting sexual abuse prevention programmes. Discussion will focus on how sex education can protect children from sexual abuse and enhance the awareness for children and their families.

Implications, practice or policy:

Sex education is important to protect children. However, the legal approach in the KSA needs to work side by side with the educational approach, to provide holistic protection for children at risk.

Keywords: *Life of inquiry, Early Childhood Professionalism, Personal social and emotional development, Ethics, Curriculum*

SYMPOSIUM II/B

THE VALUE OF PLAY IN LEARNING

CHAIR: AMANDA NORMAN, University of Roehampton

ROOM: Hexagon Theatre

Stories from Home: What are young children 'telling us' when they play?

FRANCES ATHERTON, University of Chester

Research aims and questions:

To explore how young children under three pursue their schemas in the home setting.

Relationship to previous studies by others and self

The paper emerges from a larger study which considered how young children under three pursued their schemas in an early years setting. It investigated what aspects of thinking, learning and development were revealed as children played. It explored how adults could intervene to support young children as they pursued their schemas and considered what the implication of identifying schemas could be in practice in the learning experiences of young children.

Theoretical and conceptual framework of research:

I draw on: Athey (2007), Nutbrown (2011), Meade and Cubey (2008) and Arnold (2003, 2010) schemas, Rogoff (1990) social context of cognitive development, Piaget (1959, 1969) the development of thought and language and Clarke (2005, 2007) children's perspectives.

Paradigm, methodology and methods:

An ethnographic study. Focussed conversations with parents to find out how children are playing at home with photographs used to elicit discussion.

Ethical considerations:

Perspectives were sought in this participatory study with permission negotiated and renegotiated throughout.

Main findings or discussions:

The importance of having parents more actively involved in children's learning with clear and shared theoretical understandings about learning, recognising the different and complementary roles parents and professional educators have.

Implications, practice or policy:

When practitioners come together with parents, the prospect of delightful details emerging which add to and enrich the unfolding picture of the child, can be shared. Meetings with parents can allow for relationships to develop so that the child, so well known, can be more fully and richly understood through a schematic lens.

Keywords: *Data gathering, Play, Children's perspectives, Parents' perspectives, Parents' participation*

Discovery play and the role of the practitioner

AMANDA NORMAN, University of Roehampton

Research aims and questions:

The focus of enquiry was to explore how practitioners and children interact with heuristic materials (Goldschmied, 1990) and a range of sensory tools. The play sessions were carried out with an emphasis on the emotional benefits of play, using Axline's non-directive approach. The study examined the role practitioners assume in allowing the children to direct their own play and freely manage the materials presented. The paper draws its findings from a pilot study on how emotions, using non-specific play materials are managed by two leading practitioners.

Relationship to previous studies by others and self

This proposal is part of a pilot research project considering the benefits of therapeutic play in education.

Theoretical and conceptual framework of research:

Aspects of social constructivism are considered with the emphasis of Rogers (1980), Axline (1990) and Goldschmied (1990).

Paradigm, methodology and methods:

This is an action research project using a case study approach.

Ethical considerations:

For each session parent permission was sought and the children were allowed to decide if they wanted to partake. Ethical considerations were also based on PTUK guidelines.

Main findings or discussions:

The findings highlighted the challenges the practitioners faced in being engaged without directing the play. The major implications for the study was listening to the

children and allowing them to evolve their own play through a range of emotions and behaviour with materials designed to evoke imagination. The types of materials played with were those commonly found in the home.

Implications, practice or policy:

How the materials were played with could be discussed with parents as part of bridging nursery and home, and in supporting positive behaviour alongside an appreciation of the emotional benefits of play.

Keywords: *Action Research, Pedagogy, Personal social and emotional development, Play, Learning environment*

SYMPOSIUM II/C

PEDAGOGICAL LEADERSHIP AND PHILOSOPHY

CHAIR: SARAH COUSINS, University of Bedfordshire

ROOM: Pinsent Mason 2

Diverse Landscapes of Love: a narrative and poetic inquiry

SARAH COUSINS, University of Bedfordshire

Research aims and questions:

This research project elicits stories from a diverse group of London-based practitioners about the importance of love in Early Childhood Education and Care.

Relationship to previous studies by others and self

The research develops Page's (2010, 2011) conceptualisation of 'professional love' and Osgood's (2010) notion of 'professionalism from within'.

Theoretical and conceptual framework of research:

It draws on Bourdieu's (1997) theorisations of 'corporeal knowledge' and 'habitus', and develops Deleuze and Guattari's (1988) concept of milieu.

Paradigm, methodology and methods:

The research rests within an interpretive, qualitative paradigm, using cultural objects, including maps and poems, to create new connections of meaning and say things differently. The research develops a spiral-patterned methodological approach that is slow and recursive, with time to assimilate the rich stories about people's diverse lives.

Ethical considerations:

Ethical considerations remain at the forefront of this research. The researcher elicited detailed stories about the work and lives of practitioners. The narrative sessions took place in practitioners' work spaces, which in the case of the childminder, doubled up as her home. The researcher was acquainted with the practitioners before she began the research. These factors warranted careful attention.

Main findings or discussions:

The research does not offer any generalisability but emphasises the rich diversity of professional practice in ECEC. It proposes that different practitioners build different landscapes of love in teams and with the children and families they work with.

Implications, practice or policy:

Work in ECEC is complex. This needs to be acknowledged, with time for practitioners to discuss issues and feel supported. Practitioners also need to feel empowered to draw on their own understanding about love with reference to their diverse social and cultural heritages.

Keywords: *Early Childhood Professionalism, Personal social and emotional development, Methodological approaches, Multiple narratives*

Challenges Facing Pedagogical Leaders in Saudi Arabian Early Childhood Settings.

LUBNA ALSHANQITI, Canterbury Christ Church University

Research aims and questions:

Investigating the challenges facing pedagogical leaders in Saudi Early Childhood settings in Riyadh city.

Relationship to previous studies by others and self

The research draws on Male and Palaiologou's (2013) Pedagogical leadership in the 21st century: evidence from the field and Al-Ahmadi, H. (2011) Challenges facing women leaders in Saudi Arabia, Human Resource Development International, 14 (2), 149-166.

Theoretical and conceptual framework of research:

Early childhood leaders are not living in an isolated context and are influenced by various issues occurring in the surrounding environment. Examples in the case of Saudi Arabia might include adapting to change as a result of changes such as the

Ministry of Education educational reform strategy or being a female leader in a male dominated society.

Paradigm, methodology and methods:

Within an interpretive approach, semi-structured interviews were conducted with a series of preschool leaders with varied experiences and different nationalities, and implementing different curricula, in Riyadh city.

Ethical considerations:

Ethical issues were considered very carefully in this research, for example, explaining the research and presenting all the supporting documents from the university, my sponsor and the recommendation letter from the Ministry of Higher Education helped to allay participants' concerns.

Also, the researcher was committed to ensuring that the research would not harm the participants' privacy and confidentiality, deception was avoided and findings are reported fairly and honestly. Furthermore, the ethical procedures of the university were followed.

In data collection, the research aims, objectives and nature were presented to all participants involved in the study in order to ensure they understood what was being asked and could consider the possible consequences. Informants were free to withdraw or participate in the interviews and their safety and anonymity were guaranteed and maintained.

Main findings or discussions:

Challenges facing the preschool leader include: the challenge of change, policy reforms in such as the curriculum and the challenge of centralization. The findings reveal the main challenges faced by EC leaders that influence their effectiveness and show the importance of synergistic relationships among stakeholders for school effectiveness.

The nature of 'becoming' and the development of early years leaders

MARTIN NEEDHAM, Manchester Metropolitan University

Research aims and questions:

This paper explores the use of the word 'becoming' in the formation of identity through the use of cases studies from an evaluation of a leadership mentoring project.

Relationship to previous studies by others and self

Hadfield et al. (2012) identified a variety of ways of being and becoming Early Years Professionals. Olsson (2009) explored the value of Deleuze and Guattari's ideas for early education.

Theoretical and conceptual framework of research:

Deleuze and Guattari (2004) describe 'becomings' as a process connecting experiences into assemblages of knowledge which form identity. This may involve a less structured view of individual learning as compared to other ontological perspectives.

Paradigm, methodology and methods:

Two rounds of qualitative, interpretive, semi-structured interviews were conducted separately with nine leaders of preschool settings. The first round of interviews took place in the summer of 2012 and the second in the summer of 2013. These formed the basis for investigating how mentors helped support leaders developing sense of themselves as learners and leaders.

Ethical considerations:

Bera ethical protocols were followed. Participants were able to review, validate and revise the summaries and quotes in their individual cases studies together with the interim and final reports on the project.

Main findings or discussions:

The interviews with practitioners explored the barriers they experienced in engaging with leadership courses, their sense of themselves as leaders and how contact with other leaders helped to precipitate a sense of themselves becoming leaders.

Implications, practice or policy:

The study has implications for the nature of support offered to developing leaders in Early Years settings suggesting ways in which mentors might support developing leaders.

Keywords: *Early Childhood Professionalism, Case study, Leadership*

SYMPOSIUM II/D

METHODOLOGICAL INNOVATIONS

CHAIR: HELEN LYNDON, CREC

ROOM: Deloitte

Using documentary analysis in early childhood research

GERALDINE DAVIS, Anglia Ruskin University

Research aims and questions:

The purpose of this paper is to critically examine the use of documentary analysis as a research method in early childhood research.

Relationship to previous studies by others and self

Many research studies which seek to involve parents and children draw data from documents produced in the course of everyday early childhood practice. This use of documents is not always criticised, and there may be an assumption that such data naturally fit the purposes of the research. Earlier work by Davis (2012) identified that documentary analysis must be considered carefully, to ensure that rigour is applied to the research process.

Theoretical and conceptual framework of research:

This paper uses concepts of trustworthiness and authenticity in qualitative research to consider the use of documentary analysis in early childhood research.

Paradigm, methodology and methods:

Using examples of documents analysed in a variety of research projects, an analysis the application of rigour is presented alongside the benefits and challenges of using documentary analysis.

Ethical considerations:

All material has been fully anonymised and confidentiality has been maintained. The ethical guidelines from the British Educational Research Association have been followed.

Main findings or discussions:

Documents are widely available in early childhood practice, and are a valuable source of data for research with children, parents and families. As more practitioners

become research active the rigour of the research process must be maintained, so that the contribution of their research to practice can be enhanced.

Implications, practice or policy:

Careful consideration of the benefits and limitations of the documentary source used for documentary analysis is required so that the credibility of the research findings can be strengthened.

Keywords: *Data gathering, Methods, Authenticity*

Praxeological Learning: Examining Early Childhood Education Teacher Programs

CHRISTIAN WINTERBOTTOM & PHILIP J. MAZZOCCO, The Ohio State University

Research aims and questions:

This study examines the praxeological learning experiences of early childhood pre-service teachers in education programs in the United States.

Relationship to previous studies by others and self

In the last decade, praxeological-learning has gained recognition as an effective pedagogy for involving students of all diverse populations; strengthening links between the classroom and real-world settings (e.g. Freeman & Swick, 2003; Author, 2009; Taylor & Balengee-Morris, 2004). Praxeological-learning, therefore, reinforces the notion that schools should serve as a thoroughly socialized affair in contact at all points with the flow of community life.

Theoretical and conceptual framework of research:

Voice and Empowerment are examined, with particular reference to the work of Freire (1970) and Rosenberger (2000).

Paradigm, methodology and methods:

This paper examines teacher education programs using a praxeological pedagogical approach. The university student participants are junior and sophomore years and were located in classrooms across a three county area. A mixed method approach was used to analyze the student experiences.

Ethical considerations:

Responsibility to the participants, the research profession and to the public are considered (see BERA, 2005). Moreover, consent and assurances of confidentiality were obtained from all participants and any possible risks to anonymity were

explored where relevant and appropriate. In addition, consent and assurances of confidentiality were obtained from all participants.

Main findings or discussions:

Findings examine teacher education programs, giving students and the community voice, teacher expectations, and classroom communication with children and parents.

Implications, practice or policy:

The research reflects on the changing nature of teacher education programs and how a praxeological approach to teaching and learning can help inform future practice when working with all students and families in the schools.

Keywords: *Action Research, Pedagogy, Early Childhood Professionalism, Practice based inquiry*

Methodological diversity; the search for something new!

HELEN LYNDON & FAYE STANLEY, CREC and University of Wolverhampton

Research aims and questions:

This presentation will draw together two PhD students methodological journeys and explore two diverse methodological approaches in relation to children's voice and capturing the role of the adult and their values in a Swedish and English early years setting.

Relationship to previous studies by others and self

Faye's work follows from work on polyvocal ethnography by Cath Arnold and Carmel Brennan (2013) and work on visual ethnography Hayashi and Tobin (2012).

Helen's work is based on work on children's voice (for example Clarke and Moss 2005) and work on taking children seriously (Brooker 2011).

Theoretical and conceptual framework of research:

Both pieces are from a sociocultural approach and use ethnographic and phenomenological principles.

Faye's work focuses primarily on the dialectical view of research advocated by Vygotsky and Rogoff.

Helen's work will draw upon theories of power provided by Bourdieu, Freire and Foucault.

Paradigm, methodology and methods:

Both studies operate within a qualitative paradigm with both students developing praxeological methods.

Ethnographic principles will be applied to case studies.

Ethical considerations:

Working with preschool children the ethical considerations remain paramount. Informed consent, confidentiality and valuing all opinions are some of the issues to be considered.

Main findings or discussions:

Both students are using creative and diverse methodologies to explore their relevant fields providing methodological advancement.

Implications, practice or policy:

Both students are exploring topical and current research issues with the hope of providing practical guidance and capturing real life experience to enhance practice and ultimately improve outcomes for children.

Keywords: *Data gathering, Methods, Methodological approaches, Case study, Real world*

THURSDAY 20th FEBRUARY 2014

SYMPOSIUM SET III

13:30 - 15:00

SYMPOSIUM III/A

INNOVATION IN CURRICULUM AND PEDAGOGY

CHAIR: JESSICA PITT, University of Roehampton

ROOM: Pinsent Mason 1

Exploring the social representation within society as presented in comics for the early years

YASMIN STEFANOV-KING, Hull University

Research aims and questions:

The aim of the study is to explore the social representation within society as presented in comics for the early years, looking at patterns of tension between a pluralistic and homogenous society. It will focus on gender as a microcosmic view of society in general, whilst reflecting upon the lag between what is happening in society and the presentation to children in various media forms.

Relationship to previous studies by others and self

Research has been carried out in relation to picture books, but nothing in terms of comics for the Early Years. The research builds upon Stanley and Sturm's (2008) work on Sequential Art Books & Beginning Readers as well as Jackson and Gee's (2005) and Wharton's (2005) studies in gender construction looking particularly at representation of families.

Theoretical and conceptual framework of research:

Social learning theory and the idea that children need to see different familial constructs reflected in all formats in order to create a strong personal identity.

Paradigm, methodology and methods:

The comics will be assessed and defined via content analysis both pictorially and textually with the relationship between text and image assessed to find are they 'complementary' or 'enhancing'? (Nikolajeva & Scott, 2000). The families for this study will be gathered from the pre-school and after-school club of a local nursery,

as well as children aged 3-5years who attend the associated Children's Centre. The aim is to appeal to as wide a demographic as possible, bearing in mind the make-up of the small coastal town in question. Children, parents and practitioners will be included within the study which will aim to ascertain individuals' views on comics and comic related products including toys.

Ethical considerations:

Working with young children; carrying out studies in a small town where there are a multitude of interpersonal links and a limited number of settings to work with, confidentiality and anonymity must be high priority.

Main findings or discussions:

Existing research has looked at picture books, and sequential art for older children, I am looking to see whether the findings are equally relevant within the disposable format of comics for the early years.

Implications, practice or policy:

To what extent are we accurately reflecting our children's society within texts available, and if we are not, then how can we counteract this?

Keywords: *Children's perspectives, Parents' perspectives, Gender, Social representation*

The role of music with participants in a Children's Centre: An exploratory mixed-methods study

JESSICA PITT, University of Roehampton

Research aims and questions:

This doctoral research project explores the role of music with participants in a Children's Centre.

Relationship to previous studies by others and self

Parent-infant interactions (Stern et al., 1977, Papousek & Papousek, 1981, Trevarthen and Malloch, 2000) Froebel, Pestalozzi and Isaacs view of mothers

Transfer benefits of music (Bilhartz et al., 1999; Anvari et al., 2002; Schellenberg et al., 2013; Kirschner et al., 2010)

Musical parenting (Ilari, 2002; Street, 2006; Tafuri, 2008)

Parent-child group music (MacDonald, Hargreaves and Mieill, 2001; Standley et al., 2009; Scott-Hall, 2008)

Theoretical and conceptual framework of research:

Research Questions:

Why is music offered in Children's Centres?

What do Children's Centre professionals consider to be the benefits of musical activities for families?

What do parents/carers consider to be the benefits of music for their child/ren?

Do parents/carers benefit from attending music groups together with their child/ren?

Do children benefit from their parents'/carers' involvement in the group music-making sessions?

Paradigm, methodology and methods:

This study is a pragmatic, exploratory, sequential mixed-methods design - findings from the first study influence the design of subsequent study, etc.

Ethical considerations:

Voluntary, informed consent

Right to withdraw

Data storage and use

Dissemination

Main findings or discussions:

Social, emotion and learning most important benefits, significant differences between parents and practitioners. Unexpected finding: being in the majority age-group (27-35yrs) parents more positive responses in items related to nervousness. 63% practitioners & 30% managers lead music activities.

Music provides an inescapable learning environment, group symmetry of interaction may assist with children's self-assessment and confidence

Implications, practice or policy:

Non-specialist practitioners are leading music activities with training implications. Although free musical play is beneficial, group 'led' activities offer symmetry of interaction that is valuable

Keywords: *Personal social and emotional development, Methodological approaches, Integrated Services, Parents' perspectives, Parents' participation*

iLearn with iPads

CATH FOSTER & LINDA SHAW, Entrust Staffordshire

Research aims and questions:

The aim of the research is to investigate the potential of modern technologies to enrich pedagogical interactions between adults and children within and beyond early years classrooms

Relationship to previous studies by others and self

The research has grown out of a completed MA (Cath Foster, 2012) investigating the use of iPads to support learning and development in early years settings. and ongoing Phd research (Linda Shaw) into ways in which practitioners and children might negotiate competing social and educational theories within the pedagogies and practices of early years organisations.

Theoretical and conceptual framework of research:

The work is informed by critical theory as articulated in the work of both How (2003) and Marshall (1996) thus allowing for possibilities of transformations in practice. It also draws on texts by Prensky (2001) framing the notion of the 'digital native'.

Paradigm, methodology and methods:

The epistemological stance for this study was broadly interpretivist. This paradigm was selected because it is rooted in the search to understand the subjective worlds of human experience (Cohen et al 2007). Methods used to collect data included lesson observations, interviews and questionnaires.

Ethical considerations:

Ethical recognition has been gained from both partner universities (Staffordshire University and MMU). The research follows ethical protocols relating to the dual role of researcher and teacher consultant. Special consideration has been given to issues around eSafety.

Main findings or discussions:

Findings support the potential for technologies to 'untether learning'; impact on dynamics of teaching and learning and contribute to Characteristics of Effective Learning in EYFS.

Implications, practice or policy:

The research is being used to develop and deliver professional development opportunities for practitioners within Staffordshire and neighbouring Local Authorities

Keywords: *Pedagogy, Technology and ICT, Parents participation*

SYMPOSIUM III/B

SUPPORTING DIFFERENCE IN ECE SETTINGS

CHAIR: COLETTE GRAY, Stranmillis University College: A college of the Queen's University, Belfast

ROOM: Hexagon Theatre

Enabling marginalised voices

COLETTE GRAY, Stranmillis University College: A College of The Queen's University Belfast

Research aims and questions:

This paper reports findings from a small-scale project that sought to explore the experiences of mothers of children with an autistic spectrum disorder (ASD) child from two ethnically diverse groups: Irish Traveller and non-Traveller communities. Four children with ASD were also involved in the study.

Relationship to previous studies by others and self

An extensive review of extant literature revealed a dearth of research on the experiences of parents with a child with ASD living within Traveller and non-Traveller communities and a paucity of scholarly evidence giving voice to young children with ASD in the research process.

Theoretical and conceptual framework of research:

A rights based approach offered the overarching conceptual framework for the present study, the research lens was informed by the bio-ecological systems theory. This was considered an appropriate methodological approach given the impact that lifestyle differences have on the experiences of the participants and on the design of the present study.

Paradigm, methodology and methods:

A case study approach was utilised. The methodology was largely interpretative and involved non-directive one-to-one interviews with mothers and children.

Ethical considerations:

Permission was sought from the author's University Ethics Committee, from the participating parents and each child.

Main findings or discussions:

Irrespective of ethnicity, mothers remain concerned for the health, welfare and future prospects of their child with ASD. Children with ASD feel invisible and when their ASD is compounded by their ethnicity, experience bullying.

Implications, practice or policy:

Sensitivity and reflexivity are the essential skills required of researchers seeking to give voice to minority and hard to research groups.

Keywords: *Data gathering, Methodological approaches, Case study, Children's perspectives, Parents' participation*

An investigation of behavioural problems in Saudi Arabian early years education

BASMA RASHED, Lecturer in Princess Noura University, Saudi Arabia

Research aims and questions:

How teachers in early childhood education in Saudi Arabia deal with the behavioural problems that are presented by some children in their class.

Relationship to previous studies by others and self

Studying the behavioural problems of children in Saudi Arabia has not yet received enough attention (Al-Bughami, 2007). A study by Al-Bughami (2007) reveals that there is a shortage of literature and that social and psychiatric specialists are not available in kindergartens. This may result in less attention being paid to children with behavioural problems that may arise during their time in school.

Theoretical and conceptual framework of research:

This research will be based on Western explanations of what is meant by behavioural problems (i.e. Mcbrien and Felce, 1992, Emmerson and Einfeld 2011, de Winter, et al. 2011) and aims to develop a working definition of what is meant in the culture of SA.

Paradigm, methodology and methods:

This research will employ the Mixed methods approach. Qualitative data through interviews with teachers and observations of lessons and activities with children will be collected. Additionally, a questionnaire will be designed for the parents in an attempt to investigate their views on what behavioural problems are in early childhood.

Ethical considerations:

The researcher will obtain ethical approval for the current study from the Faculty of Education, Ethics Committee at the Canterbury Christ Church University. All participants (children, their parents and teachers) will be provided with an information sheet about the study and consent will be obtained. The agreement of participants will be requested with regard to recording the interviews and observations in pre-school settings. Problems of preschool children in Saudi Arabia.

Main findings or discussions:

As this is work in progress the key finding so far is that there is a lack of clear understanding of what is meant by behavioural problems in early childhood education in SA and a miscommunication between parents, teachers and children.

Implications, practice or policy:

The study aims to shed light onto what is meant by the term behavioural problems in the context of early childhood education in SA which will have an impact on the policy and curriculum implications.

Keywords: *Early Childhood Professionalism, Impacts, Case study, Outcomes*

SYMPOSIUM III/C**IMPROVING OUTCOMES FOR TWO YEAR OLDS**

CHAIR: JANICE DARKES-SUTCLIFFE, Liverpool Hope University

ROOM: Pinsent Mason 2

How do we individually and collectively integrate research and practice to improve outcomes for two year olds?

JANICE DARKES-SUTCLIFFE, Liverpool Hope University

Research aims and questions:

To engage Early Years Practitioners in a collaborative process of inquiry and explore ways they can create, develop and articulate a pedagogy appropriate to the needs of two year olds.

To develop a new way of working with Early Years practitioners that values the contribution they make to improving outcomes for children and which engages and involves them in ways that traditional approaches to training have failed to do.

Relationship to previous studies by others and self

This project builds on a partnership project with Liverpool Hope University [Walton, J. (2011) A collaborative inquiry: 'How do we improve our practice with children?', Educational Action Research, 19:3, 297-311]

Expanding a previous project where managers and practitioners from PVI settings, researched their own practice using values as a basis for reflection. Each person identified what mattered to them and created their own 'living theory' based on how they could more fully put their values into practice in order to make a difference for children and families. (Walton 2011).

Theoretical and conceptual framework of research:

Informed by Ledwith and Springett's (2009) transformative model for participatory practice; Heron's (1996) co-operative inquiry; Walsh and Khan's (2010) collaborative working; McNiff's (2006) my story is my living educational theory and Gunter's (2001) notion of educative leadership.

Paradigm, methodology and methods:

It is situated within a participatory paradigm adopting co-operative inquiry as a methodology. It is based on shared narratives and action reflection cycles where the participants (including the facilitators) learn with and from each other.

Ethical considerations:

Thoughtful regard has been paid to the BERA Ethical Guidelines for Educational Research (2011).

Relevant permissions from children, parents and practitioners and settings are in place

Main findings or discussions:

'Every Moment Counts'- the practitioners are able to provide narratives of transformed practice as a consequence of engagement in the research, including improved confidence in working with parents.

Implications, practice or policy:

Practitioners moving from being passive recipients of change to actively facilitating it. Deepened understanding of the significance of their role in supporting early intervention.

Keywords: *Action Research, Pedagogy, Early Childhood Professionalism, Practice based inquiry, Leadership*

An Examination into the Effectiveness of the Two Year Progress Check as a Tool for Early Intervention in Relation to Speech and Language Difficulties

NYREE NICHOLSON, Canterbury Christ Church University

Research aims and questions:

This research project was based within the locality of Hull which suffers from higher unemployment rates compared with the rest of the country (Hull City Council, 2010). This research seeks to investigate whether the participants involved in the research think the two year progress check is, and can be, a tool for practitioners and parents in identifying communication and language difficulties in young children.

Relationship to previous studies by others and self

A literature review has been conducted to examine what is meant by a language difficulty; how language difficulties are identified and the problems faced by those working with young children in trying to identify a potential difficulty. It will explore some of the potential long-term effects of a child developing a language delay such as social exclusion (Rice et al. 1991). It will argue that language delay can affect not only a child's ability to learn to read and write and full interaction with the curriculum (Wake et al. 2012) but also their self-esteem (Hadley and Rice 1991), in some cases leading to affecting long term mental health (Pinborough-Zimmerman et al. 2007).

Theoretical and conceptual framework of research:

This study is a qualitative study. Theories of language acquisition were examined in an attempt to understand how language develops in young children and when there might be a language difficulty (Martin and Miller, 2003). This study examined what constitutes a language delay in young children and the difficulties many of the professionals have in identification of a language delay (Prelock et al. 2008). In addition, we investigated the long-term impacts of language difficulties on an individual's life (i.e. Pinborough-Zimmerman et al. 2007), and the possible individual interventions that can make a difference to a child's long-term outcomes (Forest and Elbert, 2001).

Paradigm, methodology and methods:

As the two year progress check has just been introduced by the government there is limited research on the field of early years professionals' perception of the effectiveness of the 2 year check. Thus this project is based on Grounded theory and qualitative content analysis methodology to collect data. The aim of the research was to further our understanding of to what extent the 2 year check can be effective for early intervention for children with language delay instead of being "diverted from [...] truism to test existing theories or a theory that they have barely started to generate" (Glaser and Strauss, 1967:2).

Ethical considerations:

All participants have signed consent forms and have been kept informed throughout the research project.

Main findings or discussions:

Professionals working in the field are concerned about the training of the practitioners who will be carrying out the two year progress check.

Implications, practice or policy:

Trepidations were raised over the consistency and quality of the qualifications already achieved and the training being given to support those who carry out the checks.

Keywords: *Early Childhood Professionalism, Impacts, Case study, Multiprofessional collaboration, Outcome*

SYMPOSIUM III/D**PARTNERSHIP WORKING**

CHAIR: JANE MURRAY, University of Northampton

ROOM: Deloitte

Partnership..... in name or reality

SALLY FOX, The University of Northampton

Research aims and questions:

To gather parents' and practitioners' values, thoughts and beliefs on parental involvement in children's learning with a view to enhancing parent partnership in an early years setting.

Relationship to previous studies by others and self

Links to other research were the EPPE project and publications such as PPEL project, EYFS and PICL at Pen Green

Theoretical and conceptual framework of research:

Publications highlight the importance of parental partnership and involvement, stating that outcomes for children will be improved if early years settings and parents work together (Plowden, 1967; Ball, 1994; ECM, 2003). The EPPE project (Sylva et al., 2004) signified the importance of parents in the child's learning and extended the research of Desforges and Abouchaar, 2003).

Paradigm, methodology and methods:

The work was conducted within an interpretivist paradigm. The research involved participants' views, feelings, values, beliefs and perspectives. Action research was used with questionnaires and semi structured interviews adopted for both parents and practitioners.

Ethical considerations:

The action research project was carried out in accordance with BERA (2011) guidelines. Consent was requested from participants, they were informed of their right to withdraw and data was kept confidential and secure.

Main findings or discussions:

Findings indicate that parents considered both home and nursery as environments for learning and development. They suggest that parents do not solely consider themselves as the educators as research tends to imply. However a key factor for not getting involved was lack of time.

Implications, practice or policy:

Early years professionals need to reflect on their own practice and recognise the extent to which parents want to be involved. Therefore a qualitative triangular relationship is highly beneficial.

Keywords: *Action Research, Early Childhood Professionalism, Practice based inquiry, Knowledge, Parents' participation*

Learning from One Another: A comparative critical review of parent-practitioner cooperation in early childhood education and care in England and Kazakhstan.

DR. JANE MURRAY & MARZHAN TAJIYEVA, University of Northampton

Research aims and questions:

English and Kazakh ECEC colleagues pursue the aim of developing a comparative critical review concerning ECEC practitioner-parent cooperation in their respective countries.

Relationship to previous studies by others and self

Recently, numerous comparative ECEC studies have emerged (Bennett et al., 2010; Watson, 2012; OECD, 2012; Pascal et al., 2013) yet comparisons between England and Kazakhstan remain uncommon. English research concerning parent-practitioner cooperation is prolific (Sylva et al., 2003; Evangelou et al., 2005; Nutbrown et al.,

2005; Whalley and the Pen Green Team, 2007; Goodall and Vorhaus, 2011), while Kazakh ECEC is currently influenced by a limited range of predominantly Russian research (Vinogradova, 1989; Danilina, 2000; Khalipova and Telepiyeva, 2004).

Theoretical and conceptual framework of research:

Contextual analysis, critical policy comparisons since 1997, semantics, parents' roles, attachment theory, conflicts.

Paradigm, methodology and methods:

Within an interpretive paradigm, a comparative critical review was conducted through documentary analysis, triangulated with Kazakh and English ECEC colleagues' narrative commentaries.

Ethical considerations:

UNESCO's Bucharest Declaration (2004) and BERA Ethical Guidelines (2011).

Main findings or discussions:

Findings reveal internationally shared themes and the state of individual nations. Whilst policy in both countries promotes parental engagement and parental choice, neither is fully established in either country. Kazakhstan has the later school-starting age and English parents seem more pressurised towards 'schoolification', yet parents in both countries are expected to support ECEC as preparation for schooling.

Implications, practice or policy:

Findings will inform ECEC learning in the researchers' universities and an academic paper will disseminate widely to HEIs and policymakers, potentially affecting praxis. Juxtaposition of England and Kazakhstan regarding an ECEC aspect promotes fresh discourse and international understanding. It is proposed to treat other ECEC aspects similarly.

Keywords: *Pedagogy, Multiple narratives, Knowledge, Parents' perspectives, Parents' participation*

How Can Practitioners Support Foster Children in an Early Years Setting?

CARYS HANCOCK, The University of Northampton

Research aims and questions:

To identify how practitioners can effectively support foster children in an early years setting

Relationship to previous studies by others and self

Evidence of the Staying Put Pilot Scheme (2008-2010), Bowlby's attachment theory (1907-1990), Maslow's hierarchy of needs.

Theoretical and conceptual framework of research:

The theory of attachment with literature from Bruce and Meggitt (1999) and evidence from Sinclair et al's (2005) research. Promoting resilience, with supporting literature from Goodyer (2011) and Schofield et al (2012). The outcomes for foster children with literature from Harber and Oakly (2012) and Triseliotis et al (2000). Experiences from Baptiste (2012) are also explored.

Paradigm, methodology and methods:

The work was conducted within an interpretivist paradigm. The methodology was case study. Interviews with foster parents, social workers and early years practitioners were the adopted method. Multiple interviews from varied sources strengthened validity.

Ethical considerations:

The guidelines from the British Educational Research Association (BERA) (2011) were followed throughout the research project to safeguard and protect everyone involved. The works of O'Hara (2011) were used who state that honest and trustworthy research comes from ensuring the participants wants are abided by.

Main findings or discussions:

There is not enough support for children coming out of foster care at 18 which increases the chance of the cycle of fostering. A secure attachment should be made with a child regardless of how long they are in care. Attending an early years setting helps in supporting development and in turn helps to promote resilience.

Implications, practice or policy:

- More in-depth training should be available for foster parents.
- Stronger links between all involved in the child's life
- Better support for foster children after leaving care

Keywords: *Early Childhood Professionalism, Personal social and emotional development, Impacts, Real world, Knowledge*

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EECERA2014 – Call for Papers



Dear Friends and Colleagues,

This year, the prestigious 24th EECERA Annual Conference will be held 7th – 10th September 2014 in Hersonissos, Crete, hosted by the University of Crete. The theme of this year's conference is **“US, THEM & ME: Universal, Targeted or Individuated Early Childhood Programmes”**.

We warmly invite you to respond to this 24th conference call of papers and hope you will be able to participate in this year's conference scientific activity. Full guidance and details of how to register online and submit a proposal for a conference paper or poster can be found on the conference website: <http://www.eecera2014.org>.

Proposals should be submitted online until 4th March and successful applications will be notified by late May 2013, following the meeting of the Scientific Committee. There is a full programme of social activities for those who want to network.

We really are looking forward to welcoming you in our beautiful island and encourage you to participate and contribute to what is acknowledged as the European early childhood research community's most important forum.

With warm regards,

Dr. Vasilis Grammatikopoulos

Conference Chair, EECERA 2014