

Presentation title	Abstract of the presentation	Presenters
<p><b>Art education in early childhood; methods created and used in children's cultural centers in Finland</b></p>	<p>International panel of researchers and practitioners shared their perspectives and formed a consensus on the central role of rich and diverse children's culture and arts in the international children's culture forum in Tampere in 2019. Culture education was seen as a tool for building a well-functioning and democratic society. The scholars and practitioners have stressed that the child is an active agent in their own life and an active contributor and creator of culture. Furthermore, the panel of participants identified that the key challenge in implementing children's cultural rights is to ensure and secure meaningful participation and engagement for all children. The following recommendations target the six critical issues in this task:</p> <ol style="list-style-type: none"> <li>1. Securing every child's right to participation</li> <li>2. Advancing multi-professional co-operation and partnerships</li> <li>3. Understanding diversity and the advancement of wellbeing</li> <li>4. Encouraging critical thinking and self-expression</li> <li>5. Building and supporting sustainable communities</li> <li>6. Arts education and cultural education founded on current research</li> </ol> <p>Presentation showcases recommendations to all six issues addressed in the paper. The Tampere paper was published by the Association of Finnish Children's Cultural Centers and the European Network of Observatories in the Field of Arts and Cultural Education (ENO) following the forum.</p>	<p>Aleksi Valta, Executive Director &amp; Maarit Mäkinen, Coordinator</p> <p>Association of Finnish Children's Cultural Centers</p>
<p><b>Culturally and linguistically diverse children's and families' participation and inclusion in the Finnish ECEC context</b></p>	<p>Our research has explored culturally and linguistically diverse children's and families' participation and inclusion in the Finnish ECEC in order to deepen the understanding of inclusive and participatory practices in ECEC pedagogy. Our theoretical framework encompasses inclusion and participation as central concepts and uses the strength-based approach, funds of knowledge, and socio-cultural perspective. The aspects of children's and families' strengths, knowledge and active participation relate to each other and have been considered important in studying children's and families' unique voices that have been unheard in Finnish ECEC.</p> <p>Based on our results, we have created a two-level-model of inclusive and participatory ECEC pedagogy. The macro-level includes the elements on a large scale influencing the inclusionary and participatory ECEC practices. These elements include curricula, reforms and policies, values, image of the child and teachers' understanding of diversity. The discourses of families and parenthood, available resources and services and the theoretical frameworks of the strength-based approach, funds of knowledge and socio-cultural perspective are part of the macro-level. The micro-level includes the elements meaningful for culturally and linguistically diverse children and families: (1) Dialogue, (2) Support, care and sense of belonging, (3) Mutual understanding, (4) Play pedagogy, (5) Promotion of knowledge, competence and strengths, (6) Equal interaction, (7) Active participation, (8) Importance of other children and families and (9) Positive emotions.</p>	<p>Outi Arvola, PhD student &amp; Anna-Leena Lastikka, Early childhood education expert</p> <p>University of Turku</p>

<p><b>Supporting Children's Finnish Language Learning in ECEC - Description of a Newly Developed Instrument for ECEC Personnel</b></p>	<p>In Finland, the number of foreign language speaking children (ages 0-6) has grown from under 9 000 children (year 2000) to over 35 000 children (year 2018) (Statistics Finland 2019). In this linguistically and culturally changed context, ECEC teachers need new tools to address the needs of all children in early childhood education. There has not been national instruments for assessing child's simultaneous usage of multiple language nor has there been instruments for assessing child's skills in the Finnish language. Further, an instrument for assessing the educational learning environment regarding children's second language acquisition has also been lacking. To respond to this need, a new instrument was developed at the University of Turku in a group consisting of 20 ECEC and SLA specialists. The instrument was developed for three areas that are important regarding children's language acquisition in early childhood educational context. It consists of tools for a) teacher-parent discussions, b) ECE learning environment, and c) assessing child's competence level in Finnish language. The instrument provides ECEC personnel with assessment information that can be used in developing pedagogical practices in order to support the language development of all children. This poster introduces the content of the instrument in detail, as well as describes the next steps in the instrument development process. The tool is currently being assessed in 29 municipalities across Finland. In February 2020, test-user data will be collected. Key findings of the user survey will be presented in the poster.</p>	<p>Maria Tyrer, Project researcher &amp; Niina Kekki, University Teacher &amp; Nina Thurin &amp; Marjaana Gyekye, Early Education and Care Finnish as a Second Language Specialist &amp; Heidi Harju-Luukkainen, Professor University of Turku &amp; Nord Universitet</p>
<p><b>Teacher's Role in Young DLLs Language Development: A Systematic Review</b></p>	<p>The present systematic review seeks to synthesize the research findings on teacher factors that influence DLLs' language development. We followed the procedure of existing systematic reviews, and searched for peer-reviewed journal articles from 2000 to 2019 that focused on typically developing DLLs. We focus on DLLs between age 3 to 8 to capture the critical developmental period in which they transition from home to school, during which teachers play a central role in DLLs' language development (Genesee, 2004; Pianta &amp; Cox, 1999). To identify all possible articles, we ran multiple searches across major academic databases as well as backreferenced three related systematic reviews (Dixon et al., 2012; Hammer et al. 2014; Langeloo et al., 2019). Multiple levels of review of the initially identified articles resulted in 21 articles. We found four major themes from the 21 articles: Teacher Characteristics (n = 3), Teacher Quality (n = 9), Teacher Talk (n = 12), and Teacher Emotional Support (n = 3). The results suggest that teachers play a significant role in the language development in young DLLs. Teacher Quality and Teacher Talk were generally found to have a positive effect on language outcomes among DLLs, with some variability. Teacher Characteristics and Emotional Support had more varied results, suggesting more research is needed in these areas. Finally, the review showed that teacher talk in DLLs' home language contributed to DLLs' development in both of their languages. Implications for teacher training and education for DLL children will be discussed.</p>	<p>Rica Ramirez, Assistant Professor &amp; Becky Huang, Associate Professor &amp; Laurenne McCarty, Graduate Student &amp; Amanda Palomin, Graduate Student University of Texas at San Antonio</p>

<p><b>Activity bags for toddlers – a guided play method for early childhood education</b></p>	<p>Finnish education evaluation centre (FINEEC) published on 6.9.2019 its research findings from the early education quality assessment. According to the findings the child's age was seen as one the challenges in fulfilling the aims of the early education plan. Day care staff felt that in activities with under 3 years old children it is not always possible to implement play pedagogy, art education, linguistically rich interaction or exploratory play according to the requirements of the plan.</p> <p>In my group there are 13 toddlers aged 1-3 years. For the past two years play environment has been enriched with activity bags. The bags consist of small tasks which are chosen and utilised according to the child's abilities.</p> <p>This method can be adapted for all children aged 1-6. It enables the early childhood education plan to be integrated through play. It is easy to use and it is also inexpensive as most of the small tasks are made out of recycled materials.</p> <p>ACTIVITY BAGS</p> <ul style="list-style-type: none"> <li>- satisfy the child's curiosity</li> <li>- promote the toddler's language and mathematical development</li> <li>- enhance the child's fine motor skills and hand-eye coordination</li> <li>- enable joyful learning experiences and succeeding</li> <li>- support self control and persistence</li> <li>- reflects the child's interests</li> <li>- allows the toddlers participation in their learning</li> </ul>	<p>Mira Koskinen, ECE teacher</p> <p>City of Espoo</p>
<p><b>Registration and Supervision of Early Childhood Education and Care in Finland</b></p>	<p>Private service providers who engage in early childhood education and care activities in centre-based early education or family-based daycare in exchange for compensation shall submit a written notification of their operations before the operations commence or undergo substantial changes; the notification shall be submitted in the municipality in which the services are provided to the municipal decision-making body in charge of early childhood education and care.</p> <p>The National Supervisory Authority for Welfare and Health and the Regional State Administrative Agencies maintain a national information system (a register on private service providers) for processing the notifications referred to and for supervision of and statistics on private early childhood education and care. The Regional State Administrative Agency registers the service provider and its sites if they fulfil the requirements laid down in this Act.</p> <p>For early childhood education and care organised and provided by a municipality or a joint municipal authority, the supervisory authorities are the corresponding Regional State Administrative Agency and the National Supervisory Authority for Welfare and Health. For early childhood education and care organised and provided by a private service provider, the supervisory authorities are the corresponding Regional State Administrative Agency, the National Supervisory Authority for Welfare and Health and the municipal decision-making body or an officeholder referred to.</p>	<p>Ulla Soukainen &amp; Kari Torikka &amp; Heli Söderqvist, Senior Officers</p> <p>Regional State Administrative Agency for Southwestern Finland</p>

<p><b>Evolving a Setting for Scientific Communication as a Third-place Learning - how novice ECEC practitioners develop their learning in the community compared to their working place</b></p>	<p>The children's science picture book is pointed that teaches the solid conclusion or scientific facts unidirectionally (Takigawa, 2006). Meanwhile, the digital device enables to emerge of dialogic interaction among child-adult beyond the reader-listener relationship. This is the originality of this project that child-adult create co-construct story namely new knowledge based on the scientific theme. The community has set as third place for ECEC teachers' learning development, and to create a place where inspires their philosophy as a practitioner.</p> <p>The presentation reports the process of novice practitioner's development. We analyze what is their learning in the community compared to the learning in each workplace.</p> <p>The course took place in center for education center which is publicly run by Bunkyo-ward, Tokyo in 2019. The children, parents, teachers, and researchers collaborated over a period of this research. To deepen the understandings and make discussion, the learning group is also set before and after the course for novice teachers, researchers, and stakeholders. The participants of children age under 10 years old and their parents are from the local area. Estimated child-parent numbers are 10 pairs for each. 6 novice preschool teachers join the course who have 2-3 years of experiences. The data was collected from group interview and the note they wrote as assignment from each session. This work was supported by JSPS KAKENHI, Grants-in Aid for Scientific Research, Grant Number JP19K03129 for 3 years research from 2019.</p>	<p>Chika Inoue, Senior lecturer &amp; Ikuko Goto, Research staff &amp; Akihiro Osaki, Specially appointed lecturer &amp; Kana Suematsu, Assistant professor</p> <p>Tokoha University Junior College</p>
<p><b>Importance of Gagne's nine events for vocabulary teaching in teacher-directed guided play at preschool</b></p>	<p>The Ministry of Education, Malaysia, specified the importance of learning English at preschool for upgrading the English language proficiency among Malaysian students. A special importance is given on teacher's quality to ensure an optimal English language exposure to the children. This study highlights the importance of Gagne's nine events for teaching English vocabulary in teacher-directed guided play. This study has selected qualitative case study with a purposeful sampling of 23 preschool children and their English teacher at a renowned preschool in the Klang Valley, Malaysia. Three consecutive observations were carried out for data collection. A videotape device and fieldnotes were used during observation. The video recording and fieldnotes were used for data analysis. This study used thematic data analysis process using the sequential steps. The findings indicate that the use of Gagne's nine events in teacher-directed guided play can boost both teaching and learning quality. These events provide a vast opportunity to impart the teaching goal in a systematic way that keeps the students energetic and enthusiastic throughout the learning session.</p>	<p>Atia Wasima, Master Student</p> <p>International Islamic University Malaysia</p>

<p><b>Increasing multi-professional collaboration to support the growth, development and learning of children with special educational needs - LaTVa project</b></p>	<p>The presentation introduces the LaTVa project that aims at developing a research-based and expanding learning environment to support the growth, development and learning of children with special educational needs in early childhood education (ECE). The project pilots a multi-professionally developed technology-enhanced learning environment that utilizes the expertise from professionals in enterprises, ECE, and social welfare services (Siun sote). In addition, a support kiosk model as well as a technology briefcase concept are also piloted. The project produces holistic knowledge on the support needs of the children in ECE and on the provision of needed services in ECE in North Karelia region. The presentation also introduces results from a multi-professional workshop as an example of the activities in LaTVa project. The goal of the workshop was to find solutions to support children with challenging behavior in ECE. Altogether 78 professionals from ECE and social welfare services participated in the workshop. The written feedback from the workshop participants indicated that professionals found collaboratively produced solutions as very useful to support children with challenging behavior. In addition, the participants reported that multi-professional discussions helped to understand the work of other professionals and increased motivation to continue collaboration in the future. The results and experiences from the first workshop will be used to create an expanding learning environment model that illuminates how enterprises and professionals in ECE and Siun sote.</p>	<p>Anu Alhainen, ECE Teacher &amp; Nelli Koskinen, Chief of ECE</p> <p>City of Kitee</p>
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