

Presentation title	Abstract of the presentation	Presenters
Exploration and Pedagogical Innovation Laboratory - effort to strenghten the pedagogical practices in Kindergartens through partnership	<p>KINDknow Research Center has adopted a systemic approach to the what and how of research into Education for Diversity (EfD) and Education for Sustainable Futures (ESFin kindergartens. The poster will visualize participatory research methodologies that ensure that the research is “with” key stakeholders and not “about” them. These are essential characteristics of EfD and ESF, and has been an ongoing topic in dialogue with local and international partners. The partners have established partnership agreements with the municipality in Bergen (Norway) and insitutions in China, a partnership that allows the partners to realise the EX-PED-LAB (Exploration and Pedagogival Innovation Laboratories).</p>	<p>Elin Eriksen Ødegaard, Professor & Marion Oen, PhD student & Johanna Birkeland, Post. doc & Mimi Bjerkestrand, Director Western Norway University of Applied Sciences</p>
Responsible animal care in early childhood	<p>An important part of sustainability education (ESD) is the relationship with the living things and animals of our environment. Children are very receptive, emotionally open to contact with animals in early childhood. In many cases, contact with animals, or even animal-assisted therapies, can be a great help in elevating children who have some disability or difficulty. The Hungarian kindergarten practice includes responsible animal care, but some kindergartens pay special, extra attention to this. Our students in kindergarten education took part in programs that included visiting a farm or animal shelter as part of responsible animal care. During the summer, students also had the opportunity to visit animal assisted therapy sessions and they could follow throughout a week the effects of the therapy with dogs to children with special needs. In our poster, we try to show the diversity of these activities, based on documentation from some specific projects and camps.</p>	<p>Veronika Fülöp, Expert teacher & Klára B. Zsoffay & Katalin Hill, Assistant professors & Zita Bauer, Expert teacher Eötvös Lorand University</p>
Towards Mathematics World		<p>Minna Hannula-Sormunen, Professor University of Turku</p>
Socially and culturally strong early childhood education for sustainable childhood in Lagos state, Nigeria	<p>Learning is a combination of inherent ability and interaction with the environment. This is also true for children especially when they are provided with the environment that stimulates and supports their growth and development. Early childhood education centres on learning experiences which children receive during their formative years and it goes a long way to lay the foundation for their future success. The social and cultural environment in which children are raised play significant role in the holistic development of young children, specifically in the acquisition of social skills and cultural norms. Most researchers have directed attention on early childhood education pedagogies but there is dearth of studies on the issue regarding socially and culturally strong background of young children. Furthermore, few studies advocated the importance of equipping the adults who drive these theories and curriculum in terms of interpreting children’s learning process at different stages and how they may help them develop the competence in their cognitive, affective and psychomotor domains. Hence, the paper argued that in achieving socially and culturally strong early childhood education for sustainable childhood, efforts should be geared towards the delivery of appropriate adult education programmes such as family life education to parents and other care givers, strengthening and empowering the family unit and promoting well articulated and implemented social policies towards the holistic development of children.</p>	<p>Olukemi Abiodun Keshinro, Dr. University of Lagos</p>

<p>Together we sparkle - Cooperation between organizations mobilize all resources in the city of Rovaniemi</p>	<p>To get children take part of the community we should let them act as them self and as an active participant in the community, and with cooperation bring children visible in their community. In the city of Rovaniemi early childhood education has developed in long-term cooperation between different organizations and operators. Cooperation with organizations we gain and can exploit all the knowledge and resources we share. By networking with other operators the little investments done by all we achieve more development, innovations and new know-how. Cooperation between organizations generates genuine doing together and participation between the adults and the children. This also makes the early childhood education curriculum concrete with the theme "I and our community". Participating together helps children to build common history, and the story about us and me as a member of community. The joy of doing together increases the feeling of safety and ability for empathy, prevents social exclusion and helps children to grow strong self-image. Genuine cooperation with different ages and backgrounds gives a model for the community life.</p> <p>In our poster we represent with multimedia some examples for the ways to cooperate over the organizational borders between the city units and other organizations or private sector: Joint events with different organizations and different ages in the city of Rovaniemi, Art education model in early childhood education and in Media education, and the service development by using information and communications technology.</p>	<p>Päivi Pihlaja, ICT-designer for ECE & Ira-Eerika Kopakka, Culture Manager in Children's Culture</p> <p>City of Rovaniemi</p>
<p>Early childhood education promoting agency and participation</p>	<p>The study describes educators and children's experiences of children's agency and participation in the activities of day care centre's activities and also how experience it. This study also aims to develop the design model of early childhood education for promoting children's participation.</p> <p>The theoretical framework of the study is based on the Model of New Systems Theory of Early Childhood Education by professor Ulla Härkönen. It has been used to categorize the researched phenomenon and knowledge relating to it. Systems paradigm with and qualitative methods has been chosen. There are four material aspects to the present study, which were approached using four methods: (1) children's open interviews, which were videoed, (2) children's short stories, (3) educators' theme interviews, also videoed and (4) pre-existing documents. All data was analysed using content analysis.</p> <p>In this study children's agency has got four dimensions: (1) children as objects of the educator's actions, (2) children as actors directed by the environment, (3) children as equal actors both with each other and with educators, and (4) children as self-reliant actors. Children's participation is depending on their agency and linked to democracy, gender equality and varied activities.</p> <p>In the Core Curriculum children's agency and participation have been recognized as guiding principles for the development of educational culture. This research has immediate application value and social significance.</p>	<p>Päivi Virkki, Director of Branch, EdD</p> <p>City of Lappeenranta</p>

<p>SAGA – supporting social and emotional development in Early Childhood Education</p>	<p>Socio-emotional (SE) skills are essential abilities in communicating with other people and functioning in life. In early childhood, SE skills play an important role in, e.g., school readiness. Supporting children’s SE development is thus one of the main tasks of Early Childhood Education (ECEC). Shared story book reading (SSR) – joint reading and dialogues – has been found to enhance SE and language development among children. Yet, there is limited research knowledge about the implementation of SSR in the everyday practices of ECEC.</p> <p>In this presentation, we will introduce the SAGA project that addresses this research gap. In SAGA, we provide coaching in SRR for ECEC-personnel and arrange SSR intervention in ECEC centres to 1) enhance personnel’s mentalizing skills in interaction with children and 2) promote children’s language development and SE understanding. The SAGA project will also introduce SSR to caregivers, via monthly parental meetings. Volunteered ECEC centres are assigned randomly to groups either carrying out SSR according to SAGA model, or carrying out regular reading. Before and after the intervention children’s language and SE skills are tested. Furthermore, ECEC personnel answer questionnaires about children’s SE development, and assess the cohesion of the groups, similarly pre- and post intervention. Via statistical comparisons, we will see if SAGA model contributes to children’s language and SE development. SAGA sessions are recorded and participants interviewed to study the feasibility of SAGA model in the ECEC centres' daily routines.</p>	<p>Tanja Linnavalli, Post doctoral researcher & Mirjam Kalland, Professor & Kristiina Kumpulainen, Professor</p> <p>University of Helsinki</p>
<p>Highlights from TaideRaide - artist residency in Helsinki day care</p>	<p>TaideRaide -residency for artists at Helsinki city day care promotes art for children allowing 7 professional artists work for 8 month periods at the day care and play ground settings. TaideRaide is an unique venue for implementing art in early childhood learning whereby the concepts of play, sensitivity, participation and child's experience are important. The child's narrative can take many different forms. Art creates space for these narratives and encounters allowing also multicultural interaction.</p> <p>The poster presentation introduces the model of TaideRaide -residency and examples of art works giving practical insight into the professional artists' work with children like extensions of play into art combining movement with visual art and Still Life art works created from objects which can be just momentary, temporary pieces of work or allow continuity of play. Works can also aim at huge shared interactive space for immersive fairy tale worlds allowing performance and learning that may take place also through dialogical reading combining literary and visual art.</p> <p>The presentation aims at opening paths for discussion about meanings of art in early education in more depth. How art can contribute to deeper understanding of child-orientation. How art can offer opportunity for adult to be sensitive and to identify child's personal initials in play and self expression in everyday life?</p>	<p>Sari Karjalainen, Visual artist, Researcher, Artist Coordinator</p> <p>Helsinki City Early Education, TaideRaide -residency</p>

<p>The Multidisciplinary Early Childhood Education and Care in Everyday Life</p>	<p>City of Hyvinkää updated 2019 the local Early Childhood Education and Care (ECEC) curriculum with an emphasis on equality in the interaction. The focal concept is that each child is growing, developing and learning in interaction with other people and the environment.</p> <p>The number of children with various needs has increased in early childhood education and care. In addition, both the perspective and needs of providing support in children's everyday environment are changing, as The National Core Curriculum for Early Childhood Education and Care obliges educators, the rehabilitation field is going through a change as well as immigration is constantly increasing. This situation has required us to develop new working methods and approaches to work both from a preventative and a rehabilitative perspective.</p> <p>Multidisciplinary teamwork plays an important role when creating support. Speech and language therapist and Finnish as a second language teacher consult and train educators, model different means (for example AAC), guide small groups and enable dialogue. Their professional skills strengthen the expertise of educators in supporting speech/ language development and learning, accessible communication and quality interactions. The means used to support interaction and language development are largely the same as those used to support second language learning.</p> <p>We strongly believe in the multidisciplinary work in early childhood education. By sharing the professionals' knowledge from different disciplines, we build stronger and earlier support for every child.</p>	<p>Taina Olkinuora, Speech and Language Therapist & Virpi Hämäläinen, Finnish as a Second Language Teacher & Hanna Kekonen, Teacher</p> <p>City of Hyvinkää</p>
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