

Theme	Session title	Presentation title	Abstract of the presentation	Presenters
Socially strong ECEC: Session 1	Developing art activities for socially stronger ECEC	Culture Call - The Model of Early Childhood Arts Education in Espoo	<p>Culture Call is a new structure for arts education in Espoo. In it artists and cultural professionals visit day care centers and work together with early childhood education staff. The purpose of the model is to get all children involved in high quality arts education in their own surroundings. The model increases the playfulness of learning environments and supports the goals of participation, equality and equity in early childhood education. It also familiarizes children with different art forms and ways of expressions.</p> <p>The aim of Culture Call is to create a lasting impact on children and their educators through arts, even when the resources limit the number of visits per day care center. This is done by educating the teachers and producing pedagogical materials to support the experiences.</p> <p>In the presentation we'll go through the process of developing a new model in cross-sectoral cooperation. How we made room for cooperation, how we supported the interdisciplinary dialog? Did we succeed?</p> <p>Espoo is a large city in Finnish scale and facing a rapid change in population. The children in early education are more multicultural and at the same time areas are more diverge. Children have different starting points, but they have all the right to create and enjoy arts and culture.</p>	<p>Susanna Tommila, Cultural director</p> <p>City of Espoo</p>
		"COULD PRITNEY GIVE US A CALL?" Experiences of puppetry and bibliotherapy in day care as a case study	<p>This paper will focus on the possibilities of puppetry and bibliotherapy in early childhood education (ECE) among children in day care. We explore compassion and emotions - how these are manifested during the moments of puppetry, which is a vehicle to make feelings visible. The data is collected in practice, by attending, observing, and by video cuts. The analysis is data-driven. A method called Pritney has been created to realize the project. The research group consists of children in two Finnish day care center. The theoretical background consists of puppetry, literary arts and bibliotherapy. Findings are assessed, especially related to bibliotherapy and emotions raised during the moments, in which puppetry and Pritney method has been experimentally used. Based on the observations and remarks of children attending Pritney's puppetry, this paper considers the value of conveying puppetry and bibliotherapy to a child as a stimulation for curiosity and emotions. Reflection is followed by the examples of practice in day care. In summary, the artistic experiments created by puppetry and bibliotherapy are valuable in transferring cultural heritage and creating aesthetic and pedagogical moments. There are ways to support emotional and behavioral development by means of drama in ECE. Method may be used to strengthen the interaction among children and to enhance wellbeing. The research is funded by the National Agency for Education in the project entitled Rinnalla (Side by Side), in which the Pritney method is further developed</p>	<p>Pirjo Suvilehto, University lecturer, Docent & Jaana Keränen, PhD Student, project coordinator</p> <p>University of Oulu</p>
		Art educators in early childhood education	<p>Art teacher activities in the early education of the City of Vantaa.</p> <p>Vantaa, Finland's fourth largest city, launched a pilot project in 2014 employing 10 highly educated art teachers in various fields. The purpose of the experiment was to support the balanced growth and development of the child through art education.</p> <p>The focus was on strengthening the child and his or her self-image, self-esteem and individual identity, and supporting the creative thinking and activities of ECEC staff, and strengthening cooperation between cultural services and ECEC.</p> <p>The results were measured in terms of children's development and learning and the implementation of support for growth and learning -and were so good that the operation was established in 2016 and the number of art educators is gradually increasing to 20.</p> <p>The aim is to provide development and learning support as far as possible in a day care close to the child's home. In addition to pedagogical support, groups of children may be given structural support, of which art educators are one group.</p> <p>So what do art educators do in groups? Almost anything that helps children express their feelings and thoughts, develop and blend into the rest of the group. We strive to create common worlds with children and to develop them through the pedagogical means of our own art.</p> <p>Art educators in Vantaa are ready to shed light on their activities and tell about their group projects with live and picture / power point presentations.</p> <p>Let the children tell themselves through art projects!</p>	<p>Johanna Pahtela & Saara Teini Laura Tuhkanen, Art educators</p> <p>City of Vantaa</p>
		Engaging young audiences - enjoyment and participation at the Finnish National Opera & Ballet	<p>The Finnish National Opera & Ballet offers Audience Outreach program through learning and participation to people of all ages all around Finland. We aim to provide activities that link with the main stage repertoire and offer creative, artistic, pedagogical and participatory activities of the highest quality.</p> <p>We aim to offer easy access to culture: most of our activities are free. At the audience outreach, we have total 50 000 contacts annually and our early years programme has annually app. 24 000 contacts. Once children start school, we run a wide list of activities for schools, children from 7 years to 18 years old youth.</p> <p>In this presentation I would like to offer insights to 3 of our monthly, early years artistic programme. We start from the age of 0 and go to 6 years old:</p> <p>Baby Opera & Ballet: in collaboration with Uniarts, Sibelius Academy's Early Years Music Education, specialist studies. Free sessions for babies of 0-9 months / 10-18 months and their carers. Students lead 30min long sessions with 2 musicians from the Opera house and ballet dancer in a purpose built sets with lights and costumes.</p> <p>All sessions create an artistic journey through participation and are based on main stage repertoire.</p> <p>Miniopera: enjoyment through tailor made operas that last 30min: Magic Flute, La Cenerentola, Barber of Seville, Carmen and Rheingold. These performances are aimed at children from 2-5/6 years old and are performed by 2 opera singers and 2 musicians.</p> <p>Rep based workshops for pre sch children: 5-6 yrs old focusing on set design/ dance/ music /make up / drama.</p>	<p>Tuula Jukola-Nuorteva, Head of Education</p> <p>Finnish National Opera & Ballet</p>

Socially strong ECEC: Session 2	Do I belong here? Towards social inclusion and togetherness	Fleeting Moments of Being Together	As a consequence of the demographic change in the European population, new knowledge on migrant children's experiences of citizenship and belonging in kindergarten is an urgent topic for Early Childhood Education and Research (Boldermo & Ødegaard, 2019). The World Organization of Early Childhood Education, OMEP 2016, has identified social exclusion as potential high-risk situations for migrant and refugee children. With an aim to develop new knowledge on inclusive practices for refugee and migrant children in early childhood education, the following research question was explored: What characterizes small children's negotiations of belonging and togetherness in diverse peer groups in kindergarten? Drawing on McMillan and Chavis (1986) and Koivula and Hännikäinen (2017), the concepts of membership and shared emotional connection were explored and perceived as closely related to children's negotiations of belonging and togetherness in kindergarten. The analysis was conducted within a cultural-historical framework, drawing on Mariane Hedegaard's (2008, 2012) model of children's learning and development through their participation in institutional practices. The findings revealed that regardless of their diverse backgrounds, the two-year-old children's ongoing negotiations of belonging and togetherness were highly influenced by the features of the peer-culture, and characterized by the drawing of boundaries, sharing of joint experiences and emphasis on mutual bonds.	Sidsel Boldermo, Ph.D student UiT The arctic university of Norway
		Social inclusion and social capital for all the children- the model of activity and participation of the child with special needs in practice	This presentation is based on a doctoral thesis published as a monograph (x 2010). This grounded theory-study explored, how the child with special educational needs is perceived as an actor and a participator in daily activities in co-operation of parents and professionals in habilitation, early learning and early intervention. The substantive theory of this case study is a model of activity and participation of the child with special educational needs. It upgives rise in particular to a meaning of interaction between children as a core interaction and possibilities for core interaction in key activities in context- based activity and participation. The study points out that including children with disabilities is unlikely to spontaneously enhance interactions between children with and without disabilities. It is essential to develop and promote the core interaction and key activities of a child with special educational needs to facilitate interactive situations. Shared meanings in co-operation with parents and professionals can ensure that also children with multiple disabilities can be active participants in their lives and make meaningful progress toward valued life outcomes. This is a way to ensure that all children receive an optimal social capital in early childhood. This model has been tested between 2011-2019 in three piloting processes in eight municipalities. The model can be used as a modeling aid when parents and professionals plan, implement and evaluate early learning, early intervention and habilitation aiming social inclusion for all.	Kristine Järnefelt, Lecturer University of Eastern Finland
		Reading between the lines: what do refugee children tell us about their sense of belonging?	Until governments adopted the 2030 agenda for sustainable development in 2015, very few innovate practices targeting education for a sustainable society explicitly involved refugee children (Solomon & Sheldon, 2019) and their well-being during school and leisure time. The available studies suggest that refugee children go through a process of acculturation and face challenges when negotiating their sense of belonging (McCarthy & Marks, 2010). They seem to adapt to the implicit cultural requirements of the adoptive countries and often lack the vocabulary to express what they need. However, research also suggests that the concept of leisure time is abstract for most young children (Peleman & Boudry, 2016) and that the teamwork in cultural and sport-based activities can raise well-being and resilience in refugee youth (e.g. Whitley et al, 2016). The Centre of Expertise in Pedagogical Support is currently conducting an experiential, participatory study involving young refugee children that live in reception centres in Belgium. While cursory analysis of the data confirms acculturation tendencies and the fact that leisure time is a difficult concept to discuss, in-depth analysis suggests that the children are very capable of expressing what they need to feel at home. In the presentation we will focus on the way various forms of data elicitation (e.g. photo-voice, arts-based enquiry) and multi-layered methods of listening (e.g. Gilligan, 1992) can raise our awareness of refugee children's needs and can thus strengthen a broad take on education for a sustainable society.	Siska Van Daele & An Piessens, Senior researchers (PhD) KDG University of Applied Science and Arts
		Design for children's wellbeing in learning communities	Design is a complex concept. Through contemporary movements in human-centered design, participatory methods and codesign, it is interpreted as a set of various distributed activities. Vaughan 2019, 8. During last decade the phenomena of design for wellbeing has emerged as well. Positive design initiatives deliberately intend to increase people's subjective wellbeing. Desmet and Pohlmeier 2013, 5 – 6. Following determinants of psychological wellbeing have been formulated as part of design for wellbeing (Casais et al 2016): 1) Positive relations: products and artefacts that symbolise meaningful and reciprocal relations and affiliations that provide a sense of belongingness. 2) Personal growth: products that symbolize acceptance of past experiences or openness to challenges, which afford a sense of maturity and development. 3) Purpose in life: products that symbolize personally significant goals. 4) Environmental mastery: products and artefacts that symbolise social thriving and the ability to build a context that is suitable for personal needs and values. 5) Autonomy. 6) Self-acceptance. The purpose of this presentation is to discuss how design for wellbeing can be organised as social and deliberative democratic practice in early learning. How design activities with children can be organized, how materialities can be emphasized and how inter-generational relationships and decision making practices needs to be modified. The presentation is based on design cases in Finland during years 2017 - 2019.	Minna Lumme, Education Manager, PhD candidate Aalto university

Culturally strong ECEC: Session 1	The power of arts education	Art pedagogy in Vantaa - enhancing the wellbeing and cultural competence of children with special needs in the practices of early childhood education	The presentation focuses on the role of art pedagogy in facilitating the children with special needs in the day care centers of the city of Vantaa. The TAIKAVA project, on the basis of development work on 2014-2016, constructed new forms for administrative co-operation as a joint undertaking of the cultural and early childhood services. Since now, over five years, the art pedagogues, as a new group of professionals, have developed new practices for supporting the children with special needs. The presentation is based on the analysis of the interviews with three art pedagogues, three day care center directors and three officials from the cultural and early childhood services. First will be asked how the children have benefitted this kind of support and which kind of art pedagogical means have been successful in enhancing the wellbeing and cultural competence of children. Secondly will be focused on the questions concerning the frame of pedagogical and cultural co-operation in the professional teams.	Sinikka Rusanen, Title of Docent University of Helsinki
		Music for every child – language and cognitive benefits of music playschool	Musical training has been shown to be beneficial for children’s development in many ways, e.g., for the development of auditory cognition, linguistic and other cognitive skills. In Finland, studies have suggested that music playschool – playful group music sessions for small children – contribute to children’s auditory and language development, even in hearing-impaired children using cochlear implants (CI). In a community setting, weekly music playschool or dance lessons taught by professional teachers were provided to children within early childhood education (ECEC). We tested the linguistic and cognitive abilities of the children in intervention and control kindergartens four times over two school-years and found that music playschool significantly improved the development of children’s phoneme processing, vocabulary and rapid naming skills, but not non-verbal reasoning or inhibition. Furthermore, another Finnish study has showed that CI children participating regularly in professionally provided music sessions outperformed their CI peers with no music activities in prosodic perception. Thus, it seems that in addition to being enjoyable social acts, group music sessions also contribute to children’s language development. Based on these studies, we recommend providing regular music playschool lessons in early childhood education, both for typically developing children and children with developmental challenges. The studies emphasize the significance of professional music teachers, but also encourage to provide enhanced music education for ECEC personnel.	Tanja Linnavalli, Post doctoral researcher & Mari Tervaniemi, Research Director & Minna Huotilainen, Professor University of Helsinki
		Singing, identity and the sense of belonging in the culturally diverse Finnish school: Listening to the voices of first grade students	In this doctoral study I explore the meanings singing afford (DeNora 2000) in the construction of the individual and social identities of first-grade students (age 7) in one culturally diverse lower-level school in the capital area of Finland. The focus of this study is on children’s perspectives on singing and on their own experiences of singing inside and outside school. The purpose of this narrative study (Bruner 1986) is to understand these children’s experiences and their engagement with singing as part of their identity work. For the purpose of this study I interviewed 22 children who come from culturally diverse backgrounds. Artifacts such as drawings and figures were used to facilitate the conversation with the children. Interviews were combined with extended observations in the school. The themes arising from a first level of analysis of the children’s interviews suggest that children’s singing – and the particular ways of using the voice when singing – is connected with emotions and feelings of everyday life. Furthermore, it suggests that children use singing for self-regulation and for changing moods and that group singing is important for the children as well as their personal moments of singing. In this sense, the songs of the “home-land” were very important for these children but some of them preferred not to bring them to school. The discussion on how teachers can work on the endorsement of all student’s cultural identity in the classrooms while supporting community building will be open in this presentation.	Analiá Capponi-Savolainen, MMus, Doctoral candidate University of the Arts Helsinki, Sibelius Academy
		Rubensbarn Doll as a tool to develop empathy	In this oral presentation we will use the Rubensbarn dolls, handmade ecological dolls as our teaching material. We present that Rubensbarn Doll can enable children to explore their feelings in a non-threatening way, giving the teacher opportunities to support the child's emotional exploration and provide time for the child to be listened to. The child benefits from playing with dolls. By doing physical activities with the doll as dressing, moving the doll around, the child's motor skills can develop and improve. Furthermore, they can help children to explore a range of cognitive and emotional issues such as prejudice, discrimination and racism in a non-threatening way, and develop empathy to handle these. To support these, Rubensbarn dolls include ones with various cultural and linguistic backgrounds, interests and experiences. Children through play practice future roles as adults and when they care for dolls like babies, it encourages them to obtain a nurturing attitude towards others. Imaginative doll play is important for developing young children's confidence in their ability to solve problems and interact with their environment.	Ogechukwu Eneh, Culture Producer & Eungyung Kim, Art Therapist & Visual Artist City of Helsinki / Culture Office Caisa

Culturally strong ECEC: Session 2	The rich world of languages	The power of multilingualism	Our kindergarten is in Berlin. Berlin, like many other large cities, is a seedy mixture of people, cultures and languages. The children who were born here or live here from an early age wiggle with the self-reliance of living with the recognition of their own roots. In our house coexist and interact bilingual groups: Spanish-German and English-German groups. This means that we experience a very exciting and wide variety of global interaction and consciously support it. These children are experiencing another concept that has been talked about so far; MULTI instead of BI! In our day-to-day work, we experiment with a continuous exchange of languages and cultures. We celebrate together with the children and their families. These families feel respected and welcomed by an equally diverse team. Trust and empathy are born through the common languages, and for the children, an example of multicultural society. This Children try to understand a language even though they "do not know" it. Children who are talkative and not afraid to make mistakes. Children who experience communication outside of language with the key of openness!	Manuel Tejera, Staatlich anerkannte Erzieher & Prísila Marilu Arones de Medino, Erzieherin & Elizabeth Josephine Mollers, Erzieherin & José Manuel García, Kunst Lehrer Kindergarten Alegria
		Strong learning environments for children with different linguistic backgrounds	Over 70% of the children in Swedish speaking early childhood education in Espoo are bilingual. Most of the children speak Swedish and Finnish also at home, some children speak other languages at home and learn Swedish in early childhood education. Therefore, our linguistic environment is rich and versatile with different languages spoken by the children every day. We value and support a versatile linguistic environment. It is our special mission to support and enrich the language development of all the children. To support the personnel, we have built up structures and tools to help them find different ways to enrich every child's language development in everyday activities. In this workshop you will hear more about the tools we have created for the personnel and learn about our best pedagogical experiences of how to support the language development of all the children.	Elisa Stark, Pedagogical Specialist City of Espoo
		Finnish early education in the multilingual European School	"A village school inside a multicultural city" The presentation describes how early education is taught in a Finnish setting inside a large multilingual and multicultural school in Luxembourg. The presentation illustrates how the key elements of Finnish early education (e.g. concept of play and participation) are implemented in the context of European schools own curriculum, and how the students' own national identity and language is being taught for a starting point of cultural diversity. In addition the presentation gives practical examples how the multilingual setting of European school affects the everyday life of students and personnel in all matters from the playground to the staff meetings, and how the different cultures, habits, and celebrations of different language sections of the European school are constantly visible for the students and families throughout the school year, giving ample possibilities to showcase and learn cultural diversity.	Kimmo Käsälä, Preschool teacher European School Luxembourg I

Ecologically strong ECEC: Session 1	Digital world on the doorsteps of kindergarten	Being with technology in an age of ecocrisis	Värri (2018) points to the need of taking a critical stance towards the ecologically harmful practices and suppositions at the very heart of our society. One of his key arguments is the Heideggerian claim that we live an era of a 'technological frame', which makes it impossible for us to face the problems inherent in our worldview, since we continually turn to technology to find solutions. I offer a theoretical analysis of 'holistic craft' as a means of relating to technology in a way that allows children to see beyond it. The study was conducted as part of the INNOplay project, where the integration of technology and craft is studied in the context of early childhood education. With the help of examples drawn from craft workshops carried out in the project, I connect the philosophical work of Värri and Heidegger to the concrete world of classroom activities. I show that, by allowing children to engage with the 'essence' of technology (in the Heideggerian sense), holistic craft offers possibilities for re-evaluating our relationship with the world, but only provided that the activity follows very specific parameters. My research addresses a gap in previous research on early childhood education for sustainability and, consequently, helps in developing early childhood education teachers' professional competence with regard to this important issue. It also shows the educational possibilities inherent in the somewhat counter-intuitive idea of using technology education as a context for promoting an ecologically viable relationship with the environment	Jan Varpanen, Project researcher University of Tampere
		Media Education for a Sustainable Future	Various media are a part of children's everyday life (e.g. Chaudron, 2015). Children have also been recognized as an important target group of commercials and as a specific consumer group (e.g. Calvert, 2008). As an example of childhood overconsumption, an average British child owns 238 toys but plays with only 5% of them on a daily basis (The Telegraph, 2017). A growing environmental concern has also focused on the effects of the wide-spread use of digital technologies in society and education (e.g. Selwyn, 2018). The need to develop educational practices for a more sustainable future is urgent. Could media education contribute both to children's media literacy and environmental awareness? Do practitioners in early childhood education and care (ECEC) have competencies for media education pedagogies? In Finland, studying ECEC professionals' media awareness and competences is especially relevant with the national core curriculum guidelines for ECEC (2018) including media education. According to the guidelines, the task of media education is to support children's self-expression and active agency in communities. The guidelines' normative nature means that all children attending ECEC should be catered with this curriculum and ECEC communities should have competences to provide the education described in the curricular texts. This presentation introduces a model of media educational consciousness in ECEC (Salomaa, 2016) and discusses with practical examples its implications for supporting children's critical media literacy in the context of sustainable development.	Saara Salomaa, Deputy Director National Audiovisual Institute (KAVI)
		How do teachers in pre-school work to implement the new curriculum for young children regarding science and technology – with sustainable focus	In July 2019, the Swedish government introduced a new curriculum that will guide operations for preschools. A piece of change is the area science and technology that in the new settings have goals that indicate the children to "develop its ability to discern, explore, document, ask and talk about science " (Skolverket, s. 14). Children's learning and development require interaction with others, both adults and other children to provide guidance, support, direction, challenge and impetus (Rogoff, 1990, p.vii). The preschool should give the children an education characterized by a positive belief in the future and talk about science ..." and "... develops its ability to discern technology in everyday life and explore how simple technology works" (Skolverket, 2018, p. 15). The preschool teachers should give the children the opportunity to acquire an ecological and caring approach to their surrounding environment and to nature and they should be given the opportunity to develop knowledge about how different choices can contribute to sustainable environmental development. However, there is less guidance in the curriculum of how this should practically be implemented. This study aims to describe how preschool teachers intend to work with the subject – science and technology and how they stimulate an awareness of sustainable knowledge in education. The result provides essential information on the implementation of the new steering documents concerning sustainable thinking within science and technology. The data collection consisted of focus groups interviews.loggboks.	Anna Katharina Jacobsson, Associate professor Nord Universitet, University of Gothenburg
		Digital media use of Finnish preschool-aged children	The use of digital devices is widespread among children in the western societies, already at a young age. Screen media use has been found associated to children's well-being in many aspects, including physical activity. However, more knowledge is needed on young children's use of digital media and social differences therein, for tackling inequalities in physical activity, health and well-being. This symposium includes three presentations on an ongoing research project on screen media use and its association to physical activity and play of Finnish children aged 2–6 years. The data is gathered from parents via an online questionnaire in 2019 as a part of an international research project. The Finnish sample is nationally representative and yields analyses of social, cultural, regional and differences. The first presentation, Description of the project, focuses on the aim, the method and the significance of the research. The second presentation, Digital media use, focuses on the results concerning digital media habits of Finnish children and their parents. Results on the use of different devices, the amount of use, and the purposes of digital media use are presented. Age, gender and language differences are discussed. The third presentation handles parents' worries about their children's digital media use. The concerns of mothers and fathers are examined, as well as differences regarding parents' age group and language.	Arja Sääkslahti, Senior researcher & Hanna Vehmas, University lecturer & Elina Hasanen, Post Doctoral researcher University of Jyväskylä

Culturally strong ECEC: Session 8	Early Language Teaching in Finland: sharing of best practices from international projects		How the Finnish curriculum supports early language learning and what added value can international projects bring to language acquisition? This session will introduce the latest advancements in early language learning in Finland, providing participants concrete and inspirational methods to apply in their work.	Santeri Suvanto, Senior Programme Advisor Finnish National Agency for Education
Pedagogically strong ECEC: Session 1	Leadership and excellent leaders	Identification of Early Childhood Education Directors' Practices in the Process of Leadership and Assessment of the Core Curriculum of Early Childhood Education	As in many other countries (Fonsén et al. 2019; Turani et al. 2019), during the past decade the field of Finnish Early Childhood Education ECE, has experienced many gradual changes in terms of legislation (Act 540/2018), curriculum (FNAE 2016; FNAE 2018), and qualification requirements of the staff. Further, ECE has been moved under the administration of education sector in 2013. From the policy perspective, these changes aim to unify and systematize the ECE field in terms of practices, for example, through the obligation for the formulation of local ECE curricula (MoE, 2019). Consequently, these changes have moved ECE from caregiving closer to education, and the concept of pedagogy and its leadership have emerged more strongly in the discourses around ECEC (Fonsén & Vlasov 2017). In this article, the Finnish ECE context is looked at from the perspective of ECE directors' descriptions of the process of leading the implementation of ECE curriculum. The focus will be on identification of practices within the framework of educational change (e.g. Fullan 2003; Hargreaves & Fink, 2006) and pedagogical leadership. The data are ECE directors' (n=41) answers to three open-ended questions in an electronic survey in 2018 concerning the process of leading the curriculum and the assessment of the process.	Raisa Ahtiainen, Researcher & Elina Fonsén, University lecturer & Laura Kiuru, Research assistant University of Helsinki
		How to Build Interactive Working Culture - Joy of Work	We will share our thoughts about building interactive and playful working culture in ECEC. Focus is on leadership, practices and structures in interactive ECEC unit and how all this is connected to participation and work well being. Presentation is based on practical examples of leadership in Day care unit. Successful, playful and interactive working culture is the ground for pedagogical work. It encourages people to participate and develop themselves. It is built on good Everyday Leadership and common trust between educators and leader. We strongly believe that good structure supports pedagogical discussion, professional working behavior and positive working atmosphere. When working atmosphere is positive and people are committed to their work they are creating positive, enthusiastic learning environment for children to shine. From leadership point of view, in order to create interactive and playful working culture, it is necessary to focus on several things: knowing individuals and where they stand in their working career, successful team building, shared understanding about the structure and creating the story of the Day Care Centre. It is important that leader is able to create "This is us"- atmosphere and bind pedagogical vision together with educators. To conclude we believe that when we are able to create playful and interactive working culture individuals will shine and play is used as every day method among children and educators. Joy of work is created from trust, knowledge, shared learning, play and professional teams.	Soile Granholm & Tarja Turunen, Directors of Day Care Centre City of Vantaa
		Participation in the heart of Finnish ECE - Aspects for pedagogical leadership	The new national curriculum for early childhood education emphasizes a child's participation, cooperation and their opportunities to take part in the planning of everyday life in day care. Operational culture in early childhood education should focus on negotiation, discussion and collaboration, mutual ideation and co-existing. It is the educators' job to offer the children versatile opportunities to play, move, explore, do arts, express themselves in different ways, enjoy music and stories, dance and do crafts without the adults pre-determining what is done, when, by who, with whom, how and what the children should be interested in. The educators' task is to encourage the children to think independently, to take initiatives and to let them have chances to affect the ways their days are constructed. Together we learn how to take initiatives, to make choices and compromises and how to negotiate together about the ways we built our everyday lives in day care. The main goal of early childhood education is to raise children who can think, have positive self-images, are able to negotiate, are active, innovative and creative, and who have good communicational skills. Children who have learned the principle of reciprocity: I listen and I will be heard. In our presentation we will focus on the pedagogy of participation and how to lead new pedagogigy. We will tell many examples from the real life with children and also present some practical tools for leadership.	Elina Kataja, Coordinator of early childhood education & Roosa Tammela, Manager of kindergarten City of Hämeenlinna
		Paths to leadership in private early childhood education leaders' stories	This study addresses to leadership in private provided early childhood education. In the beginning of the year 2019 27,5% of Finnish early childhood education (ECE) in day care centres is provided by private producers (Statistical report 2019). According to Mäntyjärvi and Puroila (2019), the private centres form a heterogeneous context for leadership enactment in private Finnish ECE. This study draws from the contextual leadership theory (Nivala 1999, Hujala 2004). The study asks what kind is the path to become a leader in private ECE? Eight leaders were interviewed in this study. The leaders are from different types of private ECE leadership positions (owner-leaders, centre leaders, head of leaders) both from for-profit and from not for-profit centres. Leaders' stories were analysed with holistic content analysis and dialogic re-narration (Viljamaa 2012). The stories and the contextual leadership theory intertwined in the dialogic re-narration process, and as initial result, three new stories were narrated. The initial results suggest that according to these stories, the leadership paths have evolved due the personal choices, life experiences but also influenced by the contextual opportunities and changes and the ECE core work. Entrepreneurial leadership was a strong connecting phenomena in these stories. Due to the narrative nature of this research the findings do not aim to generalisation but offers some viewpoints to the discussion and development of leadership in private ECE in Finland.	Marjo Mäntyjärvi, University teacher, PhD researcher University of Oulu

Pedagogically strong ECEC: Session 7	Policy trends in ECEC - views from three countries	Datafication of early childhood education: Children first?	<p>Datafication, which refers to the large-scale collection of digital data from people (Cheney-Lippold, 2017), is one of the leading trends in contemporary formal education (Williamson, 2017) including early childhood education (ECE) (Bradbury & Roberts-Holmes, 2018). In practical level datafication takes place in several forms including the use of predictive analytics (Bradbury & Roberts-Holmes, 2018) and the use of wearable sport technologies that collect data from (and conduct analyzes of) children's physical activity (Mertala et al., in review).</p> <p>Regardless the form, datafication of ECE is typically justified by being beneficial for pedagogy of ECE and, thus, for children. For example, a private ECE provider Touhula explains the use of activity wristbands by stating that "the activity tracker provides easy and clear data regarding the day: how much the kids have been sitting, standing, or moving around. With the aid of the measured data, tracking the quality of activities is easy."</p> <p>This position paper problematizes the inherent positivity behind pro-datafication discourses. I will critically examine the political and economic questions and objectives related to the rapid intensifying of datafication. as well as question the claims about the accuracy of digital data. Last, I will exemplify how the image of child in datafication discourses is often in contrast with the agentic child of new sociology of childhood.</p>	<p>Pekka Mertala, Post-doctoral researcher</p> <p>University of Oulu</p>
		The pedagogue of ECE in Finnish ECE policy documents 1973 – 2018	<p>In this study the focus is on early childhood education and its pedagogue in Finnish ECE policy documents 1973 – 2018. The aim is to examine the changes in documents, which have acted as a nation wide plan or as an core curriculum from 1973 to 2018. The material in this study includes five "curriculums" beginning with "Iloiset toimintatuokit" [Happy Activities] (1975) and ending to Varhaiskasvatussuunnitelman perusteet [The CC of ECE] (2016). These nation wide plans are contexted in this study to the existing directional national office and the era. The time line is here meaningful, for the institutions and their activities, like the education and pedagogue, have constructed historically. According to Karila and Lipponen (2013) "The pedagogue of ECE come about and develops as a part of the wider context and its changes". The meaning of these documents is remarkable for they include and pass on a political message and a political will (Ozga 2000, 33; Rizvi & Lingard 2009, 4-5). These documents' meaning has been and still is to guide the work of the personnel in day care/ECE, and they can be seen as "social facts" (see Atkinson & Coffey 1997). They have been made and shared socially in government of the state and implemented in day care/ECE.</p> <p>The material consists of five curriculums/nation wide plans altogether 367 pages. The analysis is leaning on qualitative content analysis and it is currently going on. The idea in this presentation is to present the study and the results of it.</p>	<p>Päivi Pihlaja, Docent, university researcher</p> <p>University of Turku</p>
		Education for sustainable development in early education in Poland	<p>The past, the political, economic and social context set the framework, directions and pace of change in the future. On the example of Janusz Korczak's pedagogical activities, the transformation possibilities of education in Poland will be shown. The context of teachers' current pedagogical activities is determined by the inconsistencies and contradictions of the legal framework, expectations and challenges of the future. How do early education teachers work for education for sustainable development (ESD) in such reality? The subject of the presentation will be teachers' research and educational practices and activities in early education for ESD.</p>	<p>Ewa Lewandowska, Assistant Professor</p> <p>The Maria Grzegorzewska University</p>
		Presenting the Green Kindergarten's Network	<p>In Hungary the kindergartens basically work by the Core Programme of Kindergarten Education (ÓNOAP). The local educational programs composed by ÓNOAP can be including local colours, act upon the local facilities, and lay emphasis on some particular aspect.</p> <p>The ÓNOAP is including the viewpoints of the environmental education, and the possibilities of the sustainability education can be also found in every parts of it. However some kindergartens try to lay special emphasis on this aspect.</p> <p>The Green Kindergarten's Network was established more the 10 years ago in order to support the sustainability education in the kindergartens, the connections between the kindergartens with the same approach, and the related methodology researches and means innovations.</p> <p>The pre-school teacher students of ELTE TÓK latch willingly on to the work of green kindergartens. With them, we have made more researches to find out what a green kindergarten provides in fact to the children attending there, in what it provides more than a non-green kindergarten, and how it can influence the mind of the families. We would like to present some of these results.</p>	<p>Klára B. Dr. Zsoffay, Assistant Professor & Ilona Bihariné Dr. Krekó, Honorary PhD & Gábor Áron Dr. Vitályos, Assistant Professor</p> <p>Eötvös Lorand University</p>

Pedagogically strong ECEC: Session 8	Inspiring world of mathematics	Enhancing multilingual children's early numeracy skills through playful math training in daycare	<p>This study investigates how playful math training at daycare can support the development of early numeracy skills of multilingual children. Recent studies indicate that multilingual children show lower mathematical performance levels compared to their monolingual peers (FINEEC, 2019; OECD, 2016). One developmentally important aspect of early numeracy is children's learning to focus on numerical aspects in the surroundings, a tendency that can be enhanced at day care (Hannula, et al., 2005). Previous studies of SFON (Spontaneous Focusing On Numerosity) show that this tendency plays an important role in development of early mathematical skills and later school mathematics achievement. (Rathé, et al., 2016.)</p> <p>Count how many -intervention focuses on developing 3–5-year-old children's SFON, recognizing and using of small exact numbers and counting skills. We tested the effects of the intervention on numeracy skills and oral language skills of 3–5-year-old multilingual (n = 16) and monolingual (n = 16) children. The groups were matched by age, gender, SFON and cardinality recognition skills. Measures of early numeracy, story comprehension and vocabulary skills were collected at pretest, posttest and delayed posttest.</p> <p>Results show similar development of numeracy, story comprehension and vocabulary skills in both groups. The results suggest that the time spent in supporting early numeracy skills is not away from language learning, but can support both early math and language skills. Small group sizes do not allow drawing any firm conclusions, so more research is needed.</p>	<p>Katri Luomaniemi, Doctoral student</p> <p>University of Turku</p>
		ECE teachers' awareness of how they can motivate and support children to explore mathematics through interdisciplinary activities	<p>The main aim of this study is to explore early childhood education (ECE) teachers' in-service training within three different mathematics projects. These mathematics projects are developed by researchers' within the LUMA Center and funded by the Finnish National Board of Education.</p> <p>All three mathematic projects aim to increase ECE teachers' awareness of how they can motivate and support children to explore mathematics through interdisciplinary activities and in everyday situations through play and interaction. Two of the projects are online-courses where the participants also are offered lectures where the ECE teachers are invited to get together and discuss different themes. The third project however offers hands on coaching in how to plan, execute and develop different interdisciplinary projects together with the children. During this third project, we also help ECE teachers to identify which aspects are mathematical within these interdisciplinary projects. Methodologically, the collected data will be analyzed using principles from mixed methods (Creswell & Creswell, 2018).</p> <p>The research results from these three projects, based on the teachers' perceptions, can increase the knowledge about how to identify and develop different strategies that can generate into in-service training models for ECE teachers. Furthermore, this study can increase the understanding about how ECE teachers work with mathematics through interdisciplinary activities and in everyday situations through play.</p>	<p>Johanna Hirvi, University teacher, doctoral student & Ann-Catherine Henriksson, EdD</p> <p>Åbo Akademi University</p>
		The change and stability of numeracy skill profiles in early childhood education	<p>Early numeracy skills are important for later learning in mathematics (Aunola, Leskinen & Nurmi, 2006; Clements & Sarama, 2014; Jordan, Glutting & Ramineni, 2010). The aim of this study was to analyze the change and stability of numeracy skill profiles in early childhood education within a year. The study group consisted of 361 children (176 girls; Mage = 6.20, SD = 0.30) from 21 kindergartens in the Swedish-speaking areas of Finland. Children's early numeracy skills were measured at three time points during the kindergarten year (beginning, middle, and end) with the LukiMat-test for screening and identifying children at risk in mathematics learning (Koponen, Salminen, Aunio, Polet, & Hellstrand, 2011). Based on the first assessment four skill profiles were identified through latent profile analysis: well performing in all areas of numeracy (66%), low performing in mathematical relational skills (21%), low performing in non-symbolic and symbolic number knowledge (10%), and low performing in all areas of numeracy (3 %). In the presentation we will also focus on the early numeracy learning during one year (three time points) within these profiles. The results are discussed in the context of identifying and supporting children at risk for learning difficulties in mathematics in early stage, and especially how systematic assessment can promote children's mathematical learning and give equal opportunities for every child to develop sufficient early numeracy skills.</p>	<p>Heidi Hellstrand, M.Ed. & Johan Korhonen, PhD & Pirjo Aunio, Professor</p> <p>Åbo Akademi University</p>
		Active Early Numeracy – learning and learning difficulties in children's mathematical and motor skills	<p>Our ongoing study (University of Helsinki and University of Jyväskylä) focuses on the developmental dynamics and interaction between early numeracy and motor skills within 3-6 year-old children (Funded by the Finnish Cultural Foundation 2019-2022 and Finnish Academy of Sciences/Ministry of Education 2019-2022). Early numeracy skills are highly relevant to later mathematical learning (Aunio & Niemivirta, 2010; Geary et al. 2013). Difficulties in early numeracy skills easily lead to mathematical learning difficulties, which, in turn, seriously interfere with students' academic achievement (Hakkarainen et al. 2013; Korhonen et al. 2014). New approaches must be found to prevent mathematical learning difficulties. Motor skills proficiency is correlated with engagement in physical activity during childhood (Jaakkola et al. 2015). Moreover, brain research has demonstrated that physical activity is positively connected to cognitive skills (Khan & Hillman, 2014) and, in turn, developing numerical skills. So, motor skill proficiency and increased physical activity in children should result in better numeracy skills in children. Our current research project is targeted to understand how motor skills and physical activity, early numeracy skills and learning difficulties are developmentally related in children aged 3-6 years old. In addition, we investigate how cognitive skills (executive functions and language skills) contribute to that development. In Children's First conference we will present results from our first data collection.</p>	<p>Pirjo Aunio, Professor & Arja Sääkslahti, Senior researcher & Mari Tervaniemi, Research director</p> <p>University of Helsinki</p>

Socially strong ECEC: Session 9, Symposium	Social-emotional skills in focus – Towards better early childhood education	Socio-emotional skills in focus - general description of the RCT conducted with four different interventions	Vesa Närhi, Docent, Päivi Moiso, Project researcher & Hannu Savolainen, Professor University of Jyväskylä
		Pre-school Wide Positive Behaviour Support - enhancing social skills with common expectations, direct teaching and positive feedback	Anne Karhu, Post doctoral researcher University of Jyväskylä
		Papilio – program in supporting young children’s social-emotional competence	Merja Koivula, University teacher, Noora Heiskanen, Post doctoral researcher & Marja-Leena Laakso, Professor, Vice rector University of Jyväskylä
		Learning friendship skills through narrating – description of a program	Kerttu Huttunen, Professor (video presentation) University of Jyväskylä
		Animal Fun - program enhancing social skills through motor skills training	Ida Mälkönen, M.Sc. (Health Sciences), Project researcher & Helena Viholainen, University teacher University of Jyväskylä
Workshop 1	Playing BIG - Playpower!	<p>Which education and teaching practices promote children’s wellbeing and advance their growth and learning?</p> <p>The training / workshops introduces Hannelandia’s idea of developing play pedagogy in early childhood education. Power of play refers to the different roles and professional skills of an adult. Environment of play is seen as the third breeder, and the play steps out of the box in 3D. Power of play is the ability to influence a child as the starting point for action. The child is seen as the builder of his own environment and as an active constructor of creative play.</p> <p>Play, with the power of play, brings together the adult and the child in a playful world where learning by fun and experience plays a key role. Experiential learning packages support children’s play and learning skills and engage children more deeply emotionally. Integrative teaching allows for a natural combination of play, rhythm, expression, and stories.</p> <p>How to teach by play? What does the educator plan when planning an activity? How does the teacher build an environment while listening to a child? Is the environment built for the height of the child and the needs of the child?</p> <p>Play should be understood as a holistic, play-like nature. The forms of play, the types of play and creativity create a pedagogical palette within which learning takes place in a child-centered way. Together, educators and leaders should look for the answer to the question: What does an educator need to know about play pedagogy and how to make play a central part of early childhood education?</p>	<p>Hanne Nyman & Milla Salonen, Teachers of early childhood education</p> <p>Hannelandia</p>