

| Theme | Session title | Presentation title | Abstract of the presentation | Presenters |
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| Socially strong ECEC: Session 7 | How to support socio-emotional skills? | Early childhood education professionals' understanding of children's emotion regulation skills and their support in everyday activities | <p>Children's emotion regulation (ER) skills influence children's lives in and outside academic context as these skills help them to cope with different social and learning challenges. Research shows that children's ER skills develop in everyday interactions, but professionals in early childhood education (ECE) do not always identify these interactions as possibilities for learning. Therefore, ECE professionals need research-based understanding of ER skills. This study aims to explore the effects of a research-based training program for educating ECE professionals in understanding and supporting children's development of ER skills in everyday ECE activities.</p> <p>Participants of the study are personnel from 11 day-care centres who were divided into test (N = 16) and control groups (N = 21). The test group participated in 12 weeks training. Both groups participated in pre- and post-tests. In the analysis, qualitative and quantitative changes in ECE professionals' understanding of children's ER skills are explored. Preliminary results indicate that professionals have a limited understanding of how to support children in ER skills development and they refer to activity related support rather than emotion related support. However, the results also suggest that systematic training can increase ECE professionals' understanding of children's ER skills. These findings stress the need for systematic, theory-based training for more strategic implementations of ER support in ECE contexts.</p> | <p>Susanna Kinnunen & Piia Näykki & Kristiina Mänty, Postdoctoral Researchers & Marika Koivuniemi, Postdoctoral Student & Hanna Järvenoja, Associate Professor & Sanna Järvelä, Professor</p> <p>University of Oulu</p> |
| | | Supporting and teaching social behaviors and skills in Early Childhood Education and Care: Shared expectations, systematic teaching and recognition of expected behaviors | The theoretical basis of Pre-School Wide Positive Behavior and Support and earlier research on its efficacy | Hannu Savolainen, Professor |
| | | | Description of the pilot application of Pre-School Wide Positive Behavior and Support in Finland | Vesa Närhi, Docent |
| | | | A systematic analysis of the progress reports of the Early Childhood Education and Care -units | Anne Karhu & Noora Heiskanen, Post doctoral researchers |
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| Socially strong ECEC: Session 8 | Developing ECEC systems in Estonia, Finland, Singapore and Namibia | Early childhood education policy and teachers' professionalism and leadership supporting children socio-emotional development | The aim of presentation is to provide an overview of how in Estonia the ECEC leadership, qualification, work conditions and training of Estonian preschool teachers as well as their partnership with parents affect the professionalism of preschool teachers and support the individual and socio-emotional development of every child. The professionalism of preschool teachers is influenced by the national curriculum in Estonia, the system of teacher education, in-service training and motivation, the conditions for providing preschool education as created by local municipalities, the leadership and work organisation in preschool child care institutions. The teachers can develop their professionalism and apply their knowledge in specific practical situations in cooperation with children, parents and colleagues. Professionalism then can be understood as an attribute of the entire system, developed in its reciprocal relationships (Urban, 2010). Understanding the complexity of professional knowledge and practice is an important step for all practitioners wishing to improve the quality of their practice (Dayan, 2010). Teachers need more competence concerning pedagogical leadership, including teamwork in the group, how to enable children to make choices, communicate with children individually and support smaller adult-child ratios, and how to involve teachers' assistants in the learning process (Peterson, 2017; Peterson et al. 2016). | Tiina Peterson, Chief Expert of General Education Department Ministry of Education and Research |
| | | Finnish flexibly scheduled ECEC: Practices supportive of young children's belonging | In Finland, children whose parents work during nonstandard hours – evenings, weekends and nights – may attend flexibly scheduled early childhood education and care (ECEC). This form of ECEC has been found to entail particular challenges and benefits for children. However, very little is known about young children's wellbeing in this context. In my dissertation study, I contributed to this knowledge by exploring the socioemotional wellbeing of 1- to 3-year-old children attending flexibly scheduled ECEC. Socioemotional wellbeing was studied using the concept of belonging. This presentation discusses the findings concerning the challenges for young children's belonging related to flexibly scheduled ECEC and, in particular, the daily practices that alleviated those challenges and supported young children's belonging in their ECEC context. Data were gathered by ethnographic observation of eight children aged from 20 to 36 months in two Finnish ECEC centres offering flexibly scheduled ECEC. The observations were complemented by ethnography-based interviews of seven educators. The children in this study faced challenges of belonging that resulted from ECEC schedules unsuited to their daily rhythms and needs. Also, the varying social relations created challenges for them. The children's belonging was supported by adjusting schedules, activities and routines to their needs and supporting their peer relations. On the whole, the study highlights the importance of flexible, child-responsive practices for young children's belonging in the context of flexibly scheduled ECEC. | Eija Salonen, Project researcher University of Jyväskylä |
| | | Understanding learning conditions for children with low-income family backgrounds in Singapore | Singapore government aims to improve the quality of early childhood education. One initiative is two years of pre-primary education offered to children before the school start (Kindergarten 1 and Kindergarten 2). However, with mainly privatised early childhood education system, children with low-income family background have risk to fall behind even before school start. This paper presents Understanding the Effects of Child Support Model: Experiences of Children and Families from Low Income Background -study. The Child Support Model (CSM, developed by NTUC First Campus) consists of three components: financial, social and learning. The aim of the CSM is to provide children an access to early childhood education with holistic support and early interventions. The study is grounded in the mixed methods paradigm combining the quantitative and qualitative data into case stories of children (and families) following Bronfenbrenner's (1975) ecological framework. Case studies consist of quantitative data: IED-III language and cognitive domains, Laevers Scale well-being and involvement, demographic questionnaire combined with the qualitative observations of CSM, qualitative well-being exercise, child's CSM experiences, friendships and relationships to family, teachers and CSM professionals. 60 children participate in the quantitative data collection, and 22 families for in-depth case study. The study follows children from Kindergarten 1 (K1) through Kindergarten 2 (K2) to Primary 1 (P1). Mixed method approach allows understanding children and CSM beyond the child outcomes. | Heidi Layne, Research Scientist/Lecturer & Dhannea Rohaizad, Research Assistant & Jie Ying Loh, Research Assistant & Fred Ebbeck, Senior Academic Advisor (Project Advisor) & Chew Ping Phoon, Chief Child Support Office National Institute of Education, Nanyang Technological University |
| | | Education system in Namibia from teachers' perspective | Martti Ahtisaari Primary School was established in 1991 after Namibia's independence. Until 1997 the school was called Wanaheda Primary School, after four different tribes: Owambo, Nama, Herero and Damara. In 1997 the school was named after Martti Ahtisaari, a Finnish politician and tenth President of Finland, noted for his international peace work. He was awarded the Nobel Peace Prize for his efforts on several continents in which he helped to resolve international conflicts. Martti Ahtisaari was the UN Special Representative to Namibia immediately prior to its independence. The school has around 1 400 pupils and 43 teachers. Six languages are taught to first, second and third year learners - Afrikaans, English, German, Khoekhoegowab, Oshindonga and Otjiherero. The school day is divided into two: the morning session is from 7h30 to 13h00 and the afternoon session from 12h30 to 16h30 or 17h00. In Namibia children start the school at age 6 - 7. Some of the children has been in preprimary or kindergarten. There is not an official ECEC system in Namibia and the quality is variable. In our presentation we ponder how to work in a class when children have 13 to 14 different mother languages and different backgrounds. What are the opportunities to start and complete 7 years of compulsory education. And what are the opportunities for teachers to meet all the challenges. | Emma Haraves & Victoria Shidute, Teachers Martti Ahtisaari School Namibia Windhoek |

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| <p>Culturally strong ECEC: Session 7, Symposium</p> | <p>Better motor skills - research based best practices</p> | <p>Skilled Kids -study</p> | <p>In this symposium, we will present findings of the nationally representative Skilled kids –study and suggest the best practices based on the results.</p> <p>1) Motor skills in Finland and elsewhere – the living place seems to matter! First presentation discuss children’s motor skills within Finland and compare those to other European countries. In Finland, there are differences in motor skills and the amount of outdoor play based on living area. International comparison between Finland, Belgium and Portugal, showed that Finnish children are ahead of their European peers in motor skills at ages 6 to 10 years.</p> <p>2) The significance of the ECEC playground area for children’s motor skills This presentation focus on meaning of childcare centres yard to motor skills development. Results revealed remarkable variation in the environmental condition between childcare centres. There will be need to pay attention for appropriate facilities in supporting children’s overall learning prerequisites.</p> <p>3) Factors associated with motor skills The third part of the symposium involves a presentation of those factors that are associated with children’s motor skills. The most strongly associated factors were child’s age, gender, participation in organized sports and child’s temperament traits.</p> <p>4) The physical activity parenting The last part presents socioecological factors that are explaining the variance related to physical activity parenting (PAP). Partner's PAP explained the most the PAP, whereas the child's temperament and birth order had smaller but novel associations.</p> | <p>Arja Sääkslahti, Senior researcher & Arto Laukkanen, Post doctoral researcher & Donna Niemistö, PhD student</p> <p>University of Jyväskylä</p> |
| <p>Workshop 4</p> | <p>Do Together, Learn Together – Internationalization at home with eTwinning</p> | | <p>Europe at your fingertips, with almost 800 000 other professionals and without travel. Easy, safe and free. eTwinning is the community and platform that gives you all of this, and a lot more. In this workshop Finnish eTwinning ambassador and special needs teacher Anne Levón inspires you with the award-winning projects she has done with the children at her pre-school. In eTwinning you can do short or long projects and include art, cultural and emotional competences, STEM or anything else you and your group need, using any methods you want to. eTwinning is internationalization that is sustainable and does not require extra work upon your work – just do what you would anyway, but in a new and fun way.</p> | <p>Anne Levón, Special needs teacher, eTwinning ambassador & Riikka Aminoff, eTwinning coordinator</p> <p>S:t Karins svenska skola & Finnish National Agency for Education</p> |

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| Ecologically strong ECEC: Session 4 | Ecologically sustainable pedagogies | Imaginative and multimodal pedagogies for young children's climate change education | The global climate change crisis and the rapidly changing ecological circumstances call for new pedagogical approaches that can enhance children's environmental knowledge. Meanwhile, designing and implementing pedagogical activities for young children's climate change education have been found challenging due to the complexity of topics, teachers' lack of time, knowledge and skills, and the emergence of young children's eco-anxiety. Responding to this demand, this paper presents a case study which pedagogically addresses the challenges of engaging young children (N=63, aged 7-9) in learning about climate change in a primary school context. By utilizing multimodal and playful materials, this novel pedagogy situated the children's learning experiences within an imaginative story, which encouraged the children to study environmental issues from the perspective of imagined natural 'spirits' inspired by old Finnish myths. Children's learning was framed into three different phases: 'Find', 'Think' and 'Make'. The children were encouraged to seek and discuss information across multimodal media, such as linguistic, visual and spatial. Through empirical examples of classroom activities, this paper examines the social and material aspects of interactions between the children and the teachers, discussing the potentials and tensions of engaging children in climate change education activities through imaginative stories and multimodality. | Chin-Chin Wong, Doctoral Student & Kristiina Kumpulainen, Professor & Jenny Byman, Project Worker & Jenny Renlund, Project Worker University of Helsinki |
| | | Teachers' perceptions of environmental education in early childhood settings | This article contributes to the environmental education research in early childhood settings by contributing results that can help to fill the research gap in teacher education and in-service education. The educators act as role models and their content knowledge, attitudes and practical action in environmental issues affect the children. Environmental education is studied from three perspectives: learning in the environment, learning about the environment and learning and acting for the environment. The overall aim of this study is to investigate the personal perceptions of the participating educators on environmental education according to activities, the children's share of participation and perceived challenges. The informants are educators (N = 55) working within early childhood education. The study is qualitative and it is based on the respondents' perceptions. The empirical material was collected partly by means of an electronic questionnaire and partly in the form of group discussions during in-service trainings and the participants' notes from these discussions. The results show that teachers implement environmental education in forms of recycling, reusing and actions as how to save on e.g. water. The children's sense of participation is not in focus in the teachers' descriptions. Challenges linked to environmental education are teacher's perception of having insufficient subject knowledge, lack of time and different practical obstacles. | Ann-Catherine Henriksson, Planning officer Åbo Akademi |
| | | The meaning of compassion in the moral transformation of early childhood education and care | From the perspective of achieving a more sustainable world, the promotion of care and compassion in relation to non-human beings can be seen to represent essential goals of education. For this reason, compassion, inseparably related to the construction of moral values, should be studied in the context of early childhood education and care (ECEC). In this presentation, compassion is examined as a moral phenomenon that manifests in relation to violence and oppression in the context of everyday moral education. Both compassion and moral education are approached in the theoretical frameworks of sustainability- and environmental education, and also compassion research. The theoretical conceptualization of compassion is based on both empirical observations and theoretical studies focused on compassion, constructional violence, and emancipatory action. It's suggested that education seeking to promote holistic sustainability should acknowledge the meaning of compassion in the context of ECEC. Special emphasis is given to the role of compassion in the questioning and transforming of moral norms, negotiating the limits of the established circle of concern, and in recognizing implicit manifestations of violence and oppression in educational settings. Also, it is stated that by identifying the inherently violent nature of the human condition, it is possible to overcome the boundaries constructed through perceiving particular agents as either violent or non-violent; enabling inclusive promotion of compassion also towards subjects categorized as being in the wrong. | Emma Kurenlahti, Doctoral student University of Helsinki |
| | | Listening to children's experiences and thoughts about the natural world through digital storytelling | The global sustainability crisis makes it necessary to rethink how we view and develop relationships with the natural world. In this paper, we discuss digital storytelling as a pedagogical method to support children's interactions, expression and reasoning of their thoughts and experiences about nature. We hold that such opportunities are important for enhancing children's developing relationships with nature. The paper draws on a research project in which a novel augmented reality application called Julle was utilized in a Finnish primary school as a tool for children (N=63, aged 7-9) to construct their stories around nature. The application invited children to imagine and "capture" a forest elf Julle in the natural environment through taking photos and creating a short narrative around the character. Afterwards, the digital stories of the children were shared and discussed in small groups with researchers and children. The analysis of children's interactions between adults and their artefacts, reveals how digital storytelling created a rich space for the children to express and share their experiences and thoughts about nature. The results makes visible the complex and entangled nature of the children's developing relationships with the natural world. Some children expressed a strong emotional connection to the natural world, voicing concerns about protecting nature and about climate change. Altogether, the study makes visible how digital storytelling offers a potential pedagogical method and a transitional space for children to engage with and explore nature. | Kristiina Kumpulainen, Professor & Jenny Renlund & Jenny Byman, Project Workers & Chin-Chin Wong, Doctoral student University of Helsinki |

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| Workshop 5 | Rubensbarn Doll as a tool to develop empathy | | In this workshop, Rubensbarn dolls will tell stories exploring emotional experiences and participants will have possibility to respond and discuss verbally and through art-making. Stories told by Rubensbarn dolls can help children understand emotional experiences of oneself and others, and the dolls can also listen to the social/emotional experiences of children in a non-threatening way. | Ogechukwu Eneh, Culture Producer & Eungyung Kim, Art Therapist & Visual Artist City of Helsinki, Culture office Caisa |
| Pedagogically strong ECEC: Session 4 | Pikku Norssi - teacher training centers | Research-based early childhood teacher education and cooperation with Early Childhood and Teacher Education Centre (ECTEC) in University of Turku in Rauma campus | The aim of this presentation is to introduce the action research plan of doctoral research to study research-based early childhood teacher education in cooperation with Early Childhood and Teacher Education Centre (ECTEC) in University of Turku in Rauma campus. Lately in Finland, the approach of research-based teacher education has been developed by Toom et al. (2010) and Kansanen (1995; 2012). The data will be collected by interviews, reflective writings, documents, and evaluative questionnaires. The collected data will be analysed by using mixed method approach. In this presentation, the following research problems of the action research are introduced: 1) How the concept of ECTEC in University of Turku was created and what are the aims of it? 2) How the concept of cooperation between the research-based early childhood teacher education and ECTEC in University of Turku is developed during the action research project? 3) How the cooperation can be evaluated by preservice early childhood teachers? In this presentation, the ideas, developmental process and the aims of ECTEC in University of Turku in Rauma are introduced. University training school system has been an essential part of high-quality teacher education concerning class teacher and subject teacher education. The aim of establishing ECTEC in University of Turku is not only to improve quality of teacher practice training but also to develop research-based early childhood teacher education with a holistic concept of cooperation. | Meri Pihanperä, Project researcher & Inkeri Ruokonen, Professor & Jaana Lepistö, Adjunct professor University of Turku |
| | | Pikkunorssi project - developing ECE teacher training kindergartens | Early childhood teacher education at the University of Helsinki always includes teaching practice. It is organized by the Faculty of Educational Sciences in collaboration with extensive network of affiliated kindergartens. The guided teaching practice offers prospective teachers possibilities to try out and explore in practice everything they have learned during their studies. To further develop and strengthen early childhood education teaching practice University of Helsinki, in collaboration with city of Helsinki, has created a new research-based initiative. Three, carefully selected kindergartens, compose a training unit called Pikkunorssi. Following the guidelines and principles of the University of Helsinki Viikki Teacher Training School, the staff of the Pikkunorssi will receive special supervision training and training for leadership. The long-term aim of the initiative is that the whole network of affiliated kindergartens involved in teaching practice will benefit from the Pikkunorssi initiative. Applying different methods and a variety of data sources the initiative will be followed-up. | Elina Fonsén, University lecturer & Lasse Lipponen, Professor & Heidi Chydenius, Project coordinator & Annukka Pursi, Researcher University of Helsinki |
| | | Multi-professional practicums in early childhood education | This presentation will discuss the practicums of early childhood teacher students as learning environments for multi-professional teamwork and pedagogical leadership. In the autumn of 2019, a Pikkunorssi project (Teacher training center of ECEC) began at the University of Eastern Finland. In the Finnish context, multi-professional teamwork, is a topical and necessary area for improvement, and therefore, it is an important developmental focus of this project. The purpose of the project is to develop practicums of early childhood education teacher students by researching practicums, providing training for tutors and developing a design of multi-professional practicum, in which teacher students, child nurse students and students of social services are practicing a same period in the same day care centers. The research aim of the project is to explore, how can teacher students better develop their abilities to work in multi-professional teams and to lead pedagogy in teams during practicums. The multi-professionality in early childhood education is also explored from the perspective of students by investigating how students based on their practicum experiences understand the meaning of multi-professionality and especially the importance of different qualifications in early childhood education. In addition, it is also explored how the whole multi-professional team of training centers can support students to develop their own professionalism during practicums. The first research results related to these project studies will be presented in this presentation. | Nina Sajaniemi, UPh.D., Clinical neuropsychologist, Professor & Sanni Kahila, Project teacher University of Eastern Finland |

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| Pedagogically strong ECEC: Session 10 | Child perspectives for meaningful learning 1 | Supporting Children's Finnish Language Learning in ECEC - Description of an Instrument Development Project in Adult Education | <p>The proportion of foreign language speaking children, youth and young adults, between ages 0-24 was around 4 percent and the percentage of such individuals have been steadily growing (Population Research Institute 2017b). In a linguistically changed early educational contexts, teachers on all levels need in-service training not only for multicultural education and communication, but also for other issues related to bi- and multilingualism (Harju-Luukkainen, Kuukka, Paavola, & Tarnanen, 2015; Harju-Luukkainen et al. 2014). From these premises a one and a half year project was developed and funding for it received from the Ministry of Education and Culture for the University of Turku. The project combined both in-service training on theoretical and practical levels. In total 20 teachers across Finland, working in expert positions guiding ECEC teachers in their work with children that have Finnish as their second language, participated in the project. Firstly, during the project meetings participants acquired practical skills in instrument building as well as knowledge of language acquisition and multilingualism. Secondly, the participants developed a three level tool from a language learning perspective. These were tools for a) teacher-parent discussions b) ECE environments and for c) child language competence levels. This presentation explains closer this developmental work from research perspective. During the development process data was gathered with the help of SWOT analyses and later the data was analysed with the help of content analysis.</p> | <p>Heidi Harju-Luukkainen, Professor & Nina Thurin & Marjaana Gyekye & Niina Kekki & Maria Tyrer</p> <p>Nord Universitet</p> |
| | | Everyday participation in the experiences of pre-primary school children | <p>Participation is a part of people's social character: people want to belong to something as well as to be, live and act with others (Lipponen, Kumpulainen & Hilppö 2013). The articles 12-17 of the UN Convention of the Rights of the Child state the children's right for participation (Zachrisen 2018; Unicef 1989). Furthermore, children's participation and their right to become heard are strongly present in the National Core Curriculum of pre-primary Education (2014). This paper focuses on how children's participation appears in the everyday life of pre-primary school.</p> <p>The paper is a part of a research project "Politics of Belonging" conducted in the University of Oulu and employs phenomenological approach (Giorgi 1994). The research material consists of photographs taken by children and discussions around those photographs. The material is analysed inductively.</p> <p>The photographs taken by children were positively oriented and joy became emphasised. The photographs illustrated people, events, artefacts, situations and places that the children experienced as meaningful in the pre-primary school. The preliminary results show how play with friends was central from the viewpoint of the everyday participation. The children sought for places in the pre-primary school that participated children to act together with friends.</p> <p>As practical implications, the paper brings up how children's participation could be strengthened in early childhood and pre-primary education as well as how the knowledge about children's participation could be utilised in early childhood teacher education.</p> | <p>Taina Kyrönlampi, University of Oulu /</p> |
| | | Implementing ESD through PBL: How Can Children Be the Action Researcher and the Agency of Change | <p>Education for sustainable development (ESD) is becoming increasingly popular in China, and it should start at the kindergarten stage. But how can we implement ESD in the kindergarten within their own curriculum? What's the appropriate way to do that? Can children really make a change for sustainable development? This action research is trying to find the answers to the questions mentioned above.</p> <p>This action research is currently underway for two years in the kindergarten located in Shenzhen, China, where has been designated as a national innovation development demonstration area for the sustainable development agenda, and will be built into a sustainable global innovation city by 2030. We do know that in some western countries, the project-based learning(PBL) has been utilized to explore sustainable development in kindergarten, such as Korea and Australia, because the "Gold Standards " of PBL are consistent with the characteristics and principles of ESD.</p> <p>When we carried out PBL with our children in kindergarten, we divided the project into three phases, Introductory phase, Synthesizing phase, and Culminating phase. At the same time, we incorporate action research methods, viewing children as action researchers. They will diagnose problems about environmental, economic and sociocultural sustainability, investigate the actual situation, design their plans, act their plans and evaluate and reflect on what they have learnt. We have accumulated some cases which showed how they can be the real action researchers and agencies of change.</p> | <p>Jingyi Xu, Teaching researcher & Minyi Li, Associate professor & Xuehua Qiu, Principal</p> <p>The Third Kindergarten of Shenzhen</p> |
| | | From one-way communication to real collaboration – Parents' perceptions of involvement in early childhood education in Finland | <p>Parental involvement is important for children's learning and adaptation to different social contexts (e.g., Castro et al., 2015; Ma et al., 2016). Traditionally, parental involvement has been more pronounced in the school context and the focus of research has been on educational outcomes. Yet, a growing number of parents organize themselves in parental associations also in early childhood education (ECEC). Nevertheless, parental involvement in ECEC has been less studied than parental involvement in the school context. However, parental involvement is consistently pronounced in the National Core Curriculum for ECEC (Finnish National Agency for Education, 2018). The policy documents clearly state that parental involvement is more than one-way communication. Therefore, the aim of this study was to explore parents' perceptions of involvement in ECEC in Finnish day care. A total of 9932 parents answered a web-based questionnaire in autumn 2019 about parental involvement, the local and the individual ECEC plan, the day care activities and children's wellbeing. The results showed that parents want to be involved in different ways depending on own resources, interest and opportunities to be involved. Overall, the parents were very content with the day care activities. However, the majority of the parents did not perceive to be involved in discussions about, e.g., basic values or development of the day care activities culture, which are both postulated in the National Core Curriculum for ECEC. Practical implications of the findings will be discussed.</p> | <p>Katarina Perander-Norrgård, Advisor</p> <p>Förbundet Hem och Skola i Finland</p> |

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| Pedagogically strong ECEC: Session 11 | Child perspectives for meaningful learning 2 | Multimodal storytelling and sustainability in ECEC | <p>This presentation summarizes experiences from a research project that aims to promote professional development among staff in ECEC. The focus of the research is sustainability education. More specifically, we explore how multimodal storytelling (in the form of stories, drama, art, music, and other arenas for aesthetic learning processes) can promote sustainability within ECEC. The research is informed by Nordic perspectives of ECEC, contemporary aesthetic theories and arts-based practices, relational ontology, as well as critical phenomenology.</p> <p>The research is based on two main empiric strands. The first studies how sustainability is currently envisioned and enacted in Finnish ECEC. The second explores the learning processes of students and practitioners involved in courses, tutoring, workshops, and seminars on sustainability and multimodal storytelling. We have adopted multiple research approaches in a bricolage that makes visible the present narratives and envision possible future narratives of sustainability education in ECEC.</p> <p>The findings of the research show that there is an urgent need to develop sustainability education within Finnish ECEC. Further, they show that multimodal storytelling nurtures existential reflection and can thus promote a "pedagogy of hope and action". As such, this research project prompts development of new sustainability ECEC theories and practices in the Finnish as well as the international context.</p> | <p>Ann-Christin Furu, University lecturer & Hannah Kaihoviirta & Lili-Ann Wolff, Docents, University lecturers</p> <p>University of Helsinki</p> |
| | | Child's perspective in their own ECEC process | <p>Child's involvement in making their own ECEC plan is central to the quality and effectiveness of early childhood education. However, small children cannot answer interview questions. That is why in Touhula we have been looking for ways to present the children's perspective in a child-specific way. We use storytelling and children's narrative to bring out the children's perspective. The benefits of narration are multiple because they can increase the interaction and encounter between the child and the educator. Adding storytelling and narrative to everyday life in the day-care centre also increases the opportunities for children to participate in the planning and implementation of the activities in the day-care centre together with the educators. As a part of the child's ECEC process, the child tells about his or her everyday life at the day-care centre using picture cards. In this presentation we will explain the method and its use in the everyday life in the day-care centre with the help of theory and practical examples.</p> | <p>Anni Karppanen, Communications Planner & Elina Weckström, ECEC and Quality Manager, PhD student</p> <p>Touhula-päiväkodit</p> |
| | | Creating meaningful and mutual learning environments and networks | <p>YHDESSÄ! project in University of Jyväskylä is creating network of early childhood education and care (ECEC) centers to reinforce possibilities for early years teachers practice periods and to support mutual development and learning processes in working teams of ECEC.</p> <p>This project is aiming to create larger networks and reinforce student's guidance during practice periods in early childhood teacher education. With this project we are also testing possibilities and models for distance guiding for students and workplace teachers.</p> <p>Practice period at workplaces in early childhood teacher's education is an important learning environment, which enables wide range of learning and development of professional expertise (Liinamaa 2014). Practice periods can be conceptualized as a form and process of workplace learning (e.g. Nummenmaa & Virtanen 2002; Tynjälä & Collin 2004; Liinamaa 2014).</p> <p>Communities of day care centers could see their communities as learning environments for all participants (Liinamaa 2014). Kangas and Ukkonen-Mikkola (2019) argue that development in a multi-voiced community with different participators and organizations of the ECE can be successful.</p> <p>On the grounds of this theoretical background we are also interested in finding out what kind of possibilities there are to promote the role of students in activating the continuous professional development in the workplace environments.</p> | <p>Tarja Liinamaa, Senior Lecturer & Terhi Ek, Project Researcher & Reetta Piironen, University Teacher</p> <p>University of Jyväskylä</p> |
| | | The World Heritage Agents | <p>During the autumn of 2019 we created an educational content that we call The School for World Heritage Agents, with which we wanted to give the participating children a basic comprehension of what the world nature heritage, within which they themselves live, consists of. We also wanted to plant the thought that nature has been affected by both nature itself and humans.</p> <p>The program targets children aged six, who in Finland are preschoolers. As we wanted their learning experience to be playful, yet with a clear direction, we did it in the form of a school for agents.</p> <p>The program consists of three parts:</p> <ol style="list-style-type: none"> 1. A pre-material - a video that they watch at preschool, explaining the ice age and the importance of protecting our world nature heritage, also presenting the form, the school for agents. 2. A 60 min playful lesson in the forrest, where they learn to find traces of the ice age. When they have accomplished the assignments given they become agents, just like us. The new agents are then a part of our agent organisation and we will send them another assignment in the future. 3. A creative assignment, being sent to the new agents by video, they will in class create a model of the land rising, which is a trace of the ice age and a relevant part of our world nature heritage. <p>Links to the pre-material in Swedish https://www.youtube.com/watch?v=KWzmkpxJgFU and in Finnish https://www.youtube.com/watch?v=en5VQX-9NsI</p> | <p>Jenny Ingman, Creative producer & Geir Bjyrkeland, Audience Developer</p> <p>The Ostrobothnian Children's Culture Network & Kvarken World Heritage</p> |

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| Economically strong ECEC: Session 1 | Investing on high quality ECEC | Economically sustainable teacher education from Finland Workshop | <p>High-quality early childhood education requires four items following the Economist journal (2012). These are well-defined curriculum, children-teacher ratios, trained teachers and parental co-operation. About these, teacher education is often a challenge in developing markets: Teacher training is believed to be expensive and well-trained teachers seek better working opportunities.</p> <p>On Finland solutions for more sustainable teacher education has been developed during the past years. Teachers participation, their voice and empowerment are critical aspects to consider when involvement in the pedagogical work is evaluated (Venninen, Kangas & Ojala 2015).</p> <p>In this workshop, we present a practical solution based on experience from two international operators based in Finland: FinlandWay and Hy+ and define the key elements for on-the-job learning-based teacher training in early childhood education. We follow the reflective practice's approach for teachers' professional development (Ojala & Venninen 2011) and learning and consider the multi-voiced development process in action (Kangas & Ukkonen-Mikkola 2019). Finally, through examples of international teacher training experiences, we critically evaluate the socio-cultural learning of teachers.</p> | <p>Jonna Kangas, Ph. D, University Lecturer & Minna Saade, International Business Development Manager, HY+</p> <p>University of Helsinki</p> |
| | | Profiles of children from low-income families in 10 community childcare centres in Singapore | <p>In Singapore, increasing attention has been focused on providing high quality early childhood education for young children from low-income families. The Child Support Model is one of the attempts to follow an ecological framework (Bronfenbrenner, 1975) to develop and deliver early childhood education services for this population. By addressing the learning needs, financial needs, and social needs of these children and their families, the Child Support Model aims to strengthen the partnership among school, family and the community. A series of services are provided based on each child's specific needs, such as developmental screening, classroom co-facilitators, early literacy intervention, individualized developmental support, financial assistance, extra-curricular programs, etc. A longitudinal study was launched in 2019 to follow 65 children from five to seven years of age to evaluate the impacts of the Child Support Model on these children's development and well-being. We will present the findings from a cluster analysis using the first wave data collected in 2019. Clustered variables included developmental measures from the Brigance Inventory of Early Development III, Standardized (French, 2013), Laevers Scale of Involvement (Laevers, 1994), and an emotional and behavioral measure, the Strengths and Difficulties Questionnaire (Goodman, 2005). Three distinct subgroups were revealed: On-Track, Behavioral Needs, and Learning Needs. Results show heterogeneous characteristics and clear needs for different supports between subgroups.</p> | <p>Huichao Xie, Assistant Professor & Heidi Layne & Ee Lynn Ng, Research Scientists & Fred Ebbeck, Senior Academic Advisor (Project Advisor) & Kenneth Poon, Associate Professor & Chew Ping Phoon, Chief Child Support Office</p> <p>Nanyang Technological University, National Institute of Education</p> |
| | | Building a sustainable education culture globally: case HEI Schools | <p>Finnish Education model is well recognized and valued all over the world, but is it really possible – or even desirable - to replicate it outside of Finland? What are the elements of culture, values or ways of working, that can be shared amongst very different learning environments, people and countries?</p> <p>The aim for high-quality early childhood education for as many children and families around the world as possible requires mutual values and general goals. At the same time, we must understand, that culturally strong is not a synonym for culturally similar.</p> <p>As we are building a growing global network of early education units, we started the work by defining the cornerstones for the common ground together with our partners: teachers and early education operators around the world. We created "the HEI Way", a set of shared ways of working giving a strong, research-based frame for the Finnish education model, but at the same time appreciating and valuing the best local operational and pedagogical practices and cultural elements. These practices are shared in our global teacher community and taken as inspirational professional guidelines, supporting the management, enriching the pedagogy and offering children aligned experiences around the world.</p> <p>The easy part was to set together a beautiful mission. The challenging part is to implement these in practice in a sustainable and dynamic way. In this workshop we aim to share our challenges and successes and learn together the best ways of building strong, versatile and sustainable global education culture.</p> | <p>Sylvia Hakari, Pedagogical Director & Karoliina Nygren, Pedagogical Manager & Aleksandra Pavlovic, Pedagogical Content Manager</p> <p>HEI Schools International</p> |

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| Pedagogically strong ECEC: Session 13 | From words to arts - strengthening child perspective | Child's perspective in their own ECEC process | <p>Child's involvement in making their own ECEC plan is central to the quality and effectiveness of early childhood education. However, small children cannot answer interview questions. That is why in Touhula we have been looking for ways to present the children's perspective in a child-specific way. We use storytelling and children's narrative to bring out the children's perspective. The benefits of narration are multiple because they can increase the interaction and encounter between the child and the educator. Adding storytelling and narrative to everyday life in the day-care centre also increases the opportunities for children to participate in the planning and implementation of the activities in the day-care centre together with the educators. As a part of the child's ECEC process, the child tells about his or her everyday life at the day-care centre using picture cards. In this presentation we will explain the method and its use in the everyday life in the day-care centre with the help of theory and practical examples.</p> | <p>Anni Karppanen, Communications Planner & Elina Weckström, ECEC and Quality Manager, PhD student</p> <p>Touhula-päiväkodit</p> |
| | | Experiencing and learning from art at Taideraide -art residency | <p>The department of early education and care in the city of Helsinki promotes art for children through TaideRaide -residency practice. Practically, 7 professional artist from different art fields work for 8 month periods at the day care and playground settings that provide activities also for families and school children. The early childhood education plan highlights sense of community, participation and child's experience as important factors connected to learning. Moreover, the concept of play is important. Possibilities and implications of play and how it intertwines with art have been discussed in literature in terms of aesthetics and the concept of playworld as a method creating shared ground for artistic creativity and play.</p> <p>The presentation describes realization of the residency practice of TaideRaide and shows examples of different forms for performative and visual arts allowing for verbal and nonverbal interaction and learning. For example, how words and movements are visualized with drawing or painting. Also it is shown how immaterial interaction through light and shadow on the screen is sprang up on from the visual material created by painting.</p> <p>TaideRaide -residency is an unique collaborative practice revealing inclusion in early childhood education between professionals from two fields, early education and professional art. While preparing the ground for the child as an artistic agent, it can offer new ways to both professionals to grow in their own work and create something completely different as a teacher and as an artist.</p> | <p>Sari Karjalainen, Visual Artist, Taideraide -Coordinator, MA, Researcher, PhD Candidate</p> <p>Helsinki Early Education, TaideRaide -residency</p> |