17TH EECERA ANNUAL CONFERENCE

EXPLORING VYGOTSKY’S IDEAS: CROSSING BORDERS

PRAGUE, CZECH REPUBLIC – 29TH AUGUST – 1ST SEPTEMBER, 2007

CONFERENCE PROGRAMME
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Dear Colleagues,

On behalf of the European Early Childhood Education Research Association and the International Step by Step Association, I am delighted to welcome you to EECERA’s 17th Annual Conference. With this year’s theme Exploring Vygotsky’s Ideas: Crossing Borders, conference participants will probe Vygotsky’s concepts of the importance of early childhood in an international context. I can think of no better place to do this than in Prague, this beautiful city where West, East, North, and South come together.

For the past several years, members of the International Step by Step Association have enthusiastically participated in EECERA’s conferences. With such similar beliefs, values, and missions, it seemed only natural for ISSA and EECERA to join efforts in promoting quality care and education in the early years. We are very pleased to collaborate in organizing this conference.

We, the conference organizers, are proud and happy that a conference on quality in early childhood education has been able to attract so many participants. This is proof that not only parents, but also so many caregivers, teachers, researchers and scholars, are deeply interested and passionate about the lives of our children. Today, more than 750 researchers and practitioners from all over the globe have come together to participate in an international dialogue on early childhood education and care, to share their experiences, concerns, findings, and ideas. We hope you will all return to your home countries with new knowledge and new energy to work for the well-being and development of children—the citizens of our future world.

We are deeply honoured to welcome our distinguished keynote speakers: Elena Kravtsova, the granddaughter of Lev Vygotsky, Ph.D., Russian State University for the Humanities, L. S. Vygotsky Psychology Institute (Russia); Elena Bodrova, Ph.D., Principal Researcher, Mid-continent Research for Education and Learning (McREL), Denver, Colorado (United States); Bert van Oers, Ph.D., Department Education and Curriculum, Free University Amsterdam (The Netherlands) James V. Wertsch, Marshall S. Snow Professor in Arts and Sciences, Director, McDonnell International Scholars Academy Campus (United States) and Susanna Mantovani, Professor of Education, University of Milan, Bicocca (Italy).

We need conferences like this to address the many important issues of early childhood education and care that are common throughout the world. All children deserve and have the right to be well cared for, to receive a high quality education, and to feel safe and loved. Good achievements in education very often start from positive self-esteem, which is why ISSA has been so devoted to making sure that children feel that they are valued members of a community of learners in their classroom, in the community outside the school, and in the global community. Early childhood issues are embedded in the cultures of different nations and regions, and we will hear a lot about this during coming days. However, there are basic principles, values and rights crossing borders which we, educators, care-providers, researchers and parents, have to take into consideration to create a world that is good for all children.
Today, science and new technologies are developing with ever increasing speed. These scientific developments have not only improved our day to day lives, they are constantly giving us new insights into the human brain—insights of enormous importance in helping us understand the first years of a child’s life. With these insights, we can explore ever more effective, efficient, and enjoyable ways to transfer knowledge to children. We hope to hear evidence and suggestions on how research results can influence not only practice but also important policy decisions.

I would like to extend special appreciation to the sponsors of the conference: Teaching Strategies, Community Playthings, the Open Society Institute, Routledge/Taylor & Francis and the Bernard van Leer Foundation.

I would also like to mention the enormous contribution of Easy Prague and the ISSA staff, who have been actively involved in organizing this conference and have worked tirelessly to make it possible.

Thank you all who have been involved in organizing the conference for your cooperation and support!

At the conference in Reykjavik one of the keynote speakers, Prof. Lars Dencik from Denmark, introduced a new term: “we-ness.” The sense of “we-ness” characterizes the atmosphere of mutual enrichment and empowerment, and the real pleasure of being together, which we hope all participants will experience during these days in Prague.

On behalf of the Organizing Committee, I truly hope you all enjoy the conference and have a good time together with old and new friends from EECERA, ISSA and the many other organizations and networks who have crossed borders to meet here in Prague.

Sincerely,

ZENIJA BERZINA
Chair of the 17th EECERA Conference
EECERA Standing Committee
TONY BERTRAM Centre for Research in Early Childhood, United Kingdom
JOHANNA EINARSDÓTTIR Iceland University of Education, Iceland
FERRE LAEVERS University of Leuven, Belgium
SYLVIE RAYNA INRP / University Paris 13, France

Local Organizing Committee
LIANA GHENT International Step by Step Association
EVA IZSAK International Step by Step Association
SARAH KLAUS Open Society Foundation, United Kingdom
MARCELA STRAKOVA Step by Step Czech Republic Foundation, Czech Republic

Scientific Committee
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EVE KIKAS University of Tartu, Estonia
ELENA KRAVTSOVA Russian State University for the Humanities, L. S. Vygotsky Psychology Institute, Russia
GERDA SULA Quendra Hap pas Hapi, Albania
AJIA TUNA International Step by Step Association
ELENA YUDINA Moscow City Psychological and Pedagogical University, Russia

Conference Chair
ZENIJA BERZINA International Step by Step Association

Conference Sponsors
Teaching Strategies – main conference sponsor
Community Playthings – main conference sponsor
Open Society Institute
Bernard van Leer Foundation
Routledge/Taylor & Francis

Exhibitors
CITO
EECERA
ISSA
NAEYC
Open University Press
Routledge/Taylor & Francis
SAGE Publications

In-kind contributors through generous discounts:
Dagmar and Vaclav Havel Foundation – VIZE’97
The reconstruction of Prague Crossroads, the venue of the Opening Reception is one of the projects of the VIZE ’97 Foundation, founded by the former Czech president, Vaclav Havel and his wife, Dagmar Havlova. Hosting the Opening Reception at Prague Crossroads contributes to the further reconstruction of this historical monument.

Palace ZOFIN
The venue of the Conference Dinner, one of the most beautiful buildings in the historical centre of Prague, offered a significant discount in order to support the 17th EECERA Annual Conference.

Etincelle
This organisation, which offers job opportunities for persons with disabilities, produced the Conference bags.
PROGRAMME OVERVIEW

PRE-CONFERENCE PROGRAMME

Tuesday, 28th August, 2007

7:45 Shuttle bus from Volha Hall to Top Hotel
8:00 – 18:00 Registration/Information Desk

One Day Pre-Conference Seminar – Exploring Qualitative Paradigms

(additional fee applies)

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<tr>
<th>Time</th>
<th>Session</th>
<th>Location</th>
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<tr>
<td>9:00 – 10:45</td>
<td>Plenary session</td>
<td>Congress Hall II</td>
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<tr>
<td></td>
<td>Introduction and Objectives</td>
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<td></td>
<td><em>Sarah Klaus</em> and <em>Michelle Neuman</em></td>
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<td></td>
<td>Three Paradigms of Research</td>
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<td></td>
<td><em>Chris Pascal</em> and <em>Tony Bertram</em></td>
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<td>Case Study as the Method of Choice for Child Study</td>
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<td><em>Robert Stake</em> and <em>Natalia Sofiy</em></td>
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<td>10:45 – 11:15</td>
<td>Coffee break</td>
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<td>11:15 – 12:45</td>
<td><strong>Parallel Workshop Sessions</strong> (Participants choose one workshop to attend)</td>
<td>Lounge 1 &amp; 2 &amp; 3</td>
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<td></td>
<td>Data Collection Methods and Applications</td>
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<tr>
<td>12:45 – 14:15</td>
<td>Lunch</td>
<td>Restaurant Moravia</td>
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<tr>
<td>14:15 – 15:00</td>
<td><strong>Plenary session</strong></td>
<td>Congress Hall II</td>
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<td></td>
<td>Researching with Young Children: New Possibilities, Different Challenges</td>
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<td></td>
<td><em>Alison Clark</em></td>
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<tr>
<td>15:00 – 16:30</td>
<td><strong>Parallel Workshop Sessions</strong> (Participants choose one workshop to attend)</td>
<td>Lounge 1 &amp; 2 &amp; 3</td>
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<tr>
<td></td>
<td>Data Analysis Methods and Reporting</td>
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<tr>
<td>16:30 – 17:00</td>
<td>Coffee break</td>
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<tr>
<td>17:00 – 17:30</td>
<td><strong>Plenary session</strong></td>
<td>Congress Hall II</td>
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<td>Wrap-up and next steps</td>
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<td></td>
<td><em>Sarah Klaus</em> and <em>Liana Ghent</em></td>
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<tr>
<td>17:30 – 18:00</td>
<td>Optional Session: Writing for publication</td>
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<td></td>
<td><em>Chris Pascal</em></td>
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</table>
Additional Meetings:

14:00 – 18:00 Meeting of the international project group of the 'Day-in-the-life-of-an-early-years-practitioner' research project Lounge 9

19:30 Shuttle bus from Top Hotel to Volha Hall

CONFERENCE PROGRAMME

Wednesday, 29th August, 2007

7:45 Shuttle bus from Volha Hall to Top Hotel

8:00 – 17:00 Registration / Information Desk

9:00 – 12:00 Meeting of the EECERA Board of Trustees Lounge 1

13:00 – 14:30 Meeting of the Editorial Board of the EECERA Journal Lounge 1

14:30 – 15:30 Meeting of the EECERA Electoral College Lounge 1

15:30 – 16:30 Annual General Meeting of the EECERA members Lounge 1

9:00 – 17:00 ISSA Council Meeting Conference Hall III

12:30 – 17:30 SIG meetings Lounge 9

17:15 Shuttle bus from Top Hotel to Volha Hall

18:00 – 18:30 Transfer from Top Hotel to the venue of the Opening Reception
Buses will leave from Top Hotel every 10 minutes between 18:00 – 18:30.
Transfer from Volha Hall at 18:30.
Please note that the transfer includes a short walking tour as well.

19:30 – 21:30 Opening Reception at Prague Crossroads

22:00 – 23:00 Transfer from the Opening Reception to Top Hotel and Volha Hall
Buses leave from the parking place of Zofin Palace at 22:00, 22:30, and 23:00 (last transfer).
### Thursday, 30th August, 2007

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Location</th>
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<tbody>
<tr>
<td>7:45</td>
<td>Shuttle bus from Volha Hall to Top Hotel</td>
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<tr>
<td>8:00 – 18:00</td>
<td>Registration / Information Desk</td>
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<tr>
<td>8:45 – 9:30</td>
<td>Opening Ceremony</td>
<td>Top Congress Hall</td>
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<td><em>Zenija Berzina</em>, Chair of 17th EECERA Annual Conference</td>
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<td><em>Prof. Dr. Karel Rýdl</em>, CSc., Ministry of Education, University of Pardubice</td>
<td>Czech Republic</td>
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<td><em>Prof. Dr. Ferre Laevers</em>, President of EECERA</td>
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<tr>
<td>9:30 – 10:30</td>
<td>Keynote I</td>
<td>Top Congress Hall</td>
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<tr>
<td></td>
<td>Vygotsky and his non-classical psychology</td>
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<td><em>Elena Kravtsova</em>, Professor, Russian State University for the Humanities, L. S. Vygotsky Institute of Psychology (Russian Federation)</td>
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<td>Chair: <em>Aija Tuna</em>, International Step by Step Association</td>
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<tr>
<td>10:30 – 11:00</td>
<td>Coffee break</td>
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<tr>
<td>11:00 – 12:30</td>
<td>Symposium Set I</td>
<td></td>
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<tr>
<td>12:30 – 14:00</td>
<td>Lunch</td>
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<tr>
<td>14:00 – 14:45</td>
<td>Keynote II</td>
<td>Top Congress Hall</td>
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<td>Make-believe Play vs. Academic Skills: A Vygotskian Approach to Today’s Dilemma of Early Childhood Education</td>
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<td><em>Elena Bodrova</em>, Principal Researcher, Mid-continent Research for Education and Learning (McREL), Denver, Colorado (United States)</td>
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<td>Chair: <em>Dr. Elena Yudina</em>, Moscow City Psychological and Pedagogical University, Russia</td>
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<td>14:45 – 15:15</td>
<td>Coffee break</td>
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<tr>
<td>15:15 – 16:45</td>
<td>Symposium Set II</td>
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<tr>
<td>16:45 – 17:40</td>
<td>Poster Presentations</td>
<td>Top Congress Hall</td>
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<td>17:40 – 18:00</td>
<td>Presentation of ISSA – Host of the 17th EECERA Annual Conference</td>
<td>Top Congress Hall</td>
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18:00 Shuttle bus from Top Hotel to Volha Hall
19:00 – Transfer starts from Top Hotel to the venue of the Conference Dinner
   Buses leave every 10 minutes between 19:00 – 19:30
19:30 Transfer from Volha Hall to the venue of the Conference Dinner
20:00 – 24:00 Conference Dinner – Žofín Palace
   Address: Slovansky Ostrov (island), Prague 1
22:00 – Transfer starts to Top Hotel and Volha Hall
   Buses leave at 22:00, 22:30, 23:00, 23:30 and 24:00.

Friday, 31st August, 2007
8:30 Shuttle bus from Volha Hall to Top Hotel
8:45 – 18:00 Information Desk
8:45 – 9:30 Keynote III
   Helping Young Children to Become Literate: the Relevance of Narrative Competence for Developmental Education
   Bert van Oers, Professor of Cultural-historical Theory of Education, Department of Theory and Research in Education, Free University Amsterdam, The Netherlands
   Chair: Prof. Dr. Ferre Laevers, President of EECERA
9:45 – 11:15 Symposium Set III
11:15 – 11:45 Coffee break
11:45 – 12:30 Keynote IV
   Vygotsky on Human Nature and Human Development
   James V. Wertsch, Marshall S. Snow Professor in Arts and Sciences, McDonnell International Scholars Academy, Washington University, USA
   Chair: Sarah Klaus, Open Society Foundation
12:30 – 14:00 Lunch
14:00 – 15:30 Symposium Set IV
15:30 – 16:45 Poster Presentations
15:30 – 16:45 EECERA Members’ Forum
16:45 – 18:15 Symposium Set V
18:15 | Shuttle bus from Top Hotel to Volha Hall
19:00 – 19:30 | Transfers from Top Hotel to evening programmes (Transfer is provided to the following programmes: Dinner on the boat and Dinner at U Fleku.) Transfers from Volha Hall at 19:30.
| Participants who signed up for the Mozart: Requiem concert or for the Laterna Magica performance are kindly requested to arrange their own transportation.
19:30 | Transfer from Volha Hall to evening programmes
20:00 – 23:00 | Optional evening programmes
22:00 – 23:00 | Transfers back to Top Hotel and Volha Hall

**Saturday, 1st September, 2007**

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<tr>
<td>8:45 – 17:00</td>
<td>Information Desk</td>
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<td>8:45 – 10:15</td>
<td>Symposium Set VI</td>
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<td>10:15 – 10:45</td>
<td>Coffee break</td>
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<tr>
<td>10:45 – 11:30</td>
<td>Keynote V</td>
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<td><strong>Top Congress Hall</strong></td>
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<td><strong>Susanna Mantovani, Professor of Education, University of Milan, Biocca, Italy</strong></td>
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<td>Chair: Dr. Sylvie Rayna, INRP / University Paris 13, France</td>
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<tr>
<td>11:30 – 12:15</td>
<td>Closing Session</td>
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<td><strong>Top Congress Hall</strong></td>
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<tr>
<td>12:15 – 13:45</td>
<td>Lunch</td>
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<td>13:15</td>
<td>Shuttle bus from Top Hotel to Volha Hall</td>
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<td>14:00</td>
<td>Pick-up for sightseeing tour of Prague from Top Hotel (for participants who registered)</td>
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<tr>
<td>14:15</td>
<td>Pick-up for sightseeing tour of Prague from Volha Hall (for participants who registered)</td>
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<td>18:00</td>
<td>Sightseeing tour ends</td>
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<td>SIG:</td>
<td>Room:</td>
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<td><strong>Professionalism</strong></td>
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<td><strong>Children's Perspectives</strong></td>
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<td><strong>Diversity and Equality</strong></td>
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<td><strong>Birth to Three: Well-being</strong></td>
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<td><strong>Creativity</strong></td>
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<td><strong>Mathematics: Birth to Eight Years</strong></td>
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SOCIAL PROGRAMME

WEDNESDAY, 29TH AUGUST, 2007

19:30 – 21:30 Opening reception in the Prague Crossroads (cost included in the conference fee)

We would like to invite you to the opening reception which will be held in a very special place – the Prague Crossroads, an international spiritual centre, located in a long-deconsecrated church originally founded by St. Wenceslas in 927. The reconstruction of the Prague Crossroads is one of the projects of the Czech former president Vaclav Havel and his wife Dagmar’s Foundation VIZE ´97.

Please note that the transfer from the conference venue to the Opening Reception includes a brief walking tour to the Prague Crossroads, which is located in the historical centre of Prague – buses will not be able to drive all the way up to the entrance of the Prague Crossroads. We suggest you bring along an umbrella in case it rains. Only drinks and snacks will be served during the reception.

Transfer from Top Hotel starts at 18:00 and Volha Hall at 18:30.

Transfers back to the Top Hotel and Volha Hall leave from Palace Žofín parking place at 22:00, 22:30 and 23:00. Every bus will stop first at the Top Hotel and then at the Volha Hall.

If you are coming to the Opening Reception on your own, the address is: The Prague Crossroads – St. Agnes’s Church (Pražská křižovatka – kostel sv. Anny), Annenské náměstí (Square), Praha 1

THURSDAY, 30TH AUGUST, 2007

19:00 – 24:00 Conference dinner in Prague Žofín Palace.

We would like to invite you to the conference’s gala dinner which will be held in the very beautiful Žofín Palace located on an island in the historical centre of Prague.

A delicious three-course dinner with wine will be served together with music and entertainment. Do not forget your voucher, which is valid as a ticket and must be shown at the entrance!

Price: EUR 60. If you have not yet signed up for the dinner, tickets can be purchased at the information desk until Wednesday, 29th August, at 14:00.

Transfers from the Top Hotel leave at 19:00 (from Volha at 19:30) to Žofín Palace.

Transfers back to Top Hotel and Volha Hall from Žofín Palace leave at 22:00, 22:30, 23:00, 23:30 and 24:00. Every bus stops first at the Top Hotel and then goes to the Volha Hall.

Address: Žofín Palace, Slovanský Ostrov (island), Praha 1

FRIDAY, 31ST AUGUST, 2007

19:00 – 23:00 Dinner and Dancing on the Boat

We would like to invite you for a Dinner Cruise along the Vltava River (drinks are not included in the price). Join us in admiring the illuminated sights of Prague while enjoying live music.

Do not forget your voucher which is valid as a ticket and must be shown when boarding the boat.

Price: EUR 37. If you have not yet signed up for the dinner, tickets can be purchased at the information desk until Thursday, 30th August, at 14:00.
We will take you from the Top Hotel at 19:00 (Volha Hall 19:30) to the Vltava River, where you will board a comfortable boat called Jazzboat.

The cruise will end at 23:00 at the Čechův Bridge. Transfers back to the Top Hotel and Volha Hall will leave from the parking place on the opposite side of the river. You will be guided there by conference staff. Every bus stops first at the Top Hotel and then continues to Volha Hall.

Address: The starting point of the cruise is at Pier No.5 under the Čechův Bridge, Praha 1 (end of Pařížská street, metro station Staroměstská or tram No. 17)

FRIDAY, 31ST AUGUST, 2007

19:00 – 23:00 Czech Feast in a Traditional Restaurant and Brewery „U Fleku“

We will take you from the Top Hotel or Volha Hall to a famous 500-year-old traditional Restaurant and Brewery „U Fleku.“

You will enjoy a traditional Czech meal. The price includes 6 drinks (beer, wine, soft drinks, and coffee). We kindly ask you to pay for any additional drinks beyond this limit. Do not forget your voucher which is valid as a ticket and must be shown at the entrance!

Price: EUR 37. If you have not yet signed up for the dinner, tickets can be purchased at the information desk until Thursday, 30th August, at 14:00.

Transfer from the Top Hotel leaves at 19:00 (from Volha at 19:30.)

The end of the dinner is at 23:00. Transfers back to the Top Hotel and Volha Hall leave from a parking place in Resslova street at 22:00 and 23:00. You will be guided there by conference staff.

Address: U Fleků, Křemencova street no. 11, Praha 1

FRIDAY, 31ST AUGUST, 2007


Mixed choir – Vox Pragae, Orchestra – Praga Sinfonietta, Conductor – Miriam Nemcova

Enjoy a classical music concert of the highest quality. Smetana Music Hall is very famous and the most beautiful concert hall of Prague. It is located inside the beautiful art-deco Municipal House of Prague.

Do not forget your voucher which is valid as a ticket and must be shown at the entrance! No transfer will be provided.

Price: EUR 33. If you have not yet signed up for the concert, tickets can be purchased at the information desk until Thursday, 30th August, at 14:00.

Address: Obecní dům – Smetanova síň (Municipal House– Smetana Hall), Náměstí míru (Republic Square) no. 5, Prague 1
FRIDAY, 31ST AUGUST, 2007

Laterna Magika – Wonderful Circus Performance

Laterna Magika is a unique Czech theatre experience, a wonderful and very special combination of film, music, visual effects, and ballet. Because the story unfolds visually, there are no language barriers to Laterna Magika. Wonderful Circus performance is a miraculous circus where you can join two clowns following the mysterious beauty of Venus and experiencing a series of wondrous adventures. Enjoy a performance full of perfectly attuned scenic dance, pantomime, and black theatre.

Do not forget your voucher which is valid as a ticket and must be shown at the entrance!

Price: EUR 25. If you have not yet signed up for the concert, tickets can be purchased at the information desk until Thursday, 30th August, at 14:00

Address: Národní street no. 4, Praha , Glass building of Laterna Magika adjoining historical building of National Theatre by Vltava river.

SATURDAY, 1ST SEPTEMBER, 2007

14:00 – 18:00 Grand city tour + Prague Castle in detail

This tour will show you Prague as a whole. The highlight of this Grand Tour is not only a bus tour through the historical districts (New, Old, and Lesser Towns), but a detailed visit of the Prague Castle interiors and its grounds. While admiring the grandeur of the Royal Castle, you will be shown around the St. Vitus Cathedral and its presbytery, you will be impressed by the architecture of the Old Royal Palace and its imperial Wladislav Hall, and you will, of course, visit the charming Golden Lane. After the visit to the Prague Castle, we will drive you to the Charles Bridge from where the tour continues on foot across the impressive bridge and through the Old Town, ending at Old Town Square. You are then welcome to stay in the city centre or return to Top Hotel or Volha Hall.

Do not forget your voucher which is valid as a ticket and must be shown when boarding the transfer vehicle!

Price: EUR 33. If you have not yet signed up for the tour, tickets can be purchased at the information desk. Buses leave from the Top Hotel at 14:00 (from Volha 14:15), transfer back to Top Hotel and Volha Hall is provided.

Price includes: admissions to St. Vitus Cathedral and its presbytery, Old Royal Palace and Wladislav Hall, Golden Lane

SATURDAY, 1ST SEPTEMBER, 2007

14:00 – 18:00 Vltava river cruise + Old Town + Jewish Quarter

After a short guided bus tour, you will reach the Prague historical centre from where you will continue on foot through the Jewish quarter – Josefov. You will have the chance to admire the exteriors of its synagogues and marvellous streets. Then our guide will acquaint you with the history of the Old Town, the Old Town Square and the Old Town Hall with its astronomical clock.
The visit to the Old Town will be crowned by a visit to the Clementinum, its unique baroque library, and the Mirror Chapel. Of course, we can’t forget to show you the Charles Bridge. You will spend the last part of the tour on board a comfortable boat cruising for an hour on the Vltava river. You will admire the most impressive monuments of the historical centre – the Prague Castle panorama, the Charles Bridge, the romantic Kampa Island, picturesque roofs, and charming spires of the Lesser Town and Old Town. During the cruise, light refreshments will be served. After the cruise, you may choose to stay in the city centre or return to Top Hotel or Volha Hall.

Do not forget your voucher which is valid as a ticket and must be shown when boarding the transfer vehicle!

Price: EUR 44. If you have not yet signed up for the tour, tickets can be purchased at the information desk.

Buses leave from the Top Hotel at 14:00 (from Volha 14:15), transfer back to Top Hotel and Volha Hall is provided.

SATURDAY, 1ST SEPTEMBER, 2007

14:00 – 15:30 Prague in Brief

This short but very instructive tour, by bus only, shows you around the city’s historical districts New Town, Old Town, Lesser Town and Jewish Quarter, and will present to you their most important architectural monuments and sights.

Do not forget your voucher which is valid as a ticket and must be shown when boarding the transfer vehicle!

Price: EUR 9. If you have not yet signed up for the tour, tickets can be purchased at the information desk.

Buses leave from the Top Hotel at 14:00 (from Volha 14:15), transfer back to Top Hotel and Volha Hall is provided.

SUNDAY, 2ND SEPTEMBER, 2007

8:30 – 20:00 Cesky Krumlov – Unesco Town

Cesky Krumlov is a medieval town located in southern Bohemia that has retained its medieval charm to this day. The mighty Renaissance castle—once the seat of the powerful Lords of the Rožmberks and the Schwarzenbergs—houses rich collections of period furniture, Flemish tapestries, and historical weapons. After a guided tour of the castle, we will visit the town’s unique and exceptional baroque theatre. There are only two theatres of this kind in the world—in Sweden at the royal palace Drottningholm and at the Cesky Krumlov castle—that have been preserved with such an untouched baroque originality and authenticity without any alterations. After lunch we will take a walk in the historical centre of the city. Then we will drive you back to Prague to the Top Hotel or Volha Hall.

Do not forget your voucher which is valid as a ticket and must be shown when boarding the transfer vehicle!

Price: EUR 74. If you have not yet signed up for the tour, tickets can be purchased at the information desk.

Buses leave from the Top Hotel at 8:30 (from Volha 8:45), transfer back to Top Hotel and Volha Hall is provided.

Price includes: lunch and admission to Representative Castle Apartments, Baroque Theatre
SUNDAY, 2ND SEPTEMBER, 2007

8:30 – 19:00 Karlovy Vary – Spa Town

A renowned spa town located in western Bohemia, Karlovy Vary gained its reputation with the discovery of hot mineral springs which have a history dating back to the Middle Ages. Today, there are 12 hot springs in use, and you will get the chance to taste them. The best known spring is named Vřídlo – the Sprudel which belches its curative water to a height of 17m. First we will start with a tasting of Becherovka liqueur in the factory museum and then you will visit the Moser Art Glass Gallery. After lunch you will be shown around the spa centre, and those who feel like a swim can indulge in the Thermal Hotel’s open-air hot spring swimming pool. Bring your towel and bathing suit with you. Then we will drive you back to Prague to the Top Hotel or Volha Hall.

Do not forget your voucher which is valid as a ticket and must be shown when boarding the transfer vehicle!

Price: EUR 63. If you have not yet signed up for the tour, tickets can be purchased at the information desk.

Buses leave from the Top Hotel at 8:30 (from Volha 8:45).

Price includes: lunch and entrance fee for the Becherovka factory with tasting. Transfer back to Top Hotel and Volha Hall is provided.

SUNDAY, 2ND SEPTEMBER, 2007

8:30 – 13:00 Konopiště Castle

Our half day tour will show you one of the most important castles in the close surroundings of Prague. We go to Konopiště, a lovely hunting castle, built in the 14th century and rebuilt in the 19th century, housing fascinating collections of historical weapons, furniture, paintings and tapestries. Then we drive you back to Prague to the Top Hotel or Volha Hall.

Do not forget your voucher which is valid as a ticket and must be shown when boarding the transfer vehicle!

Price: EUR 35. If you have not yet signed up for the tour, tickets can be purchased at the information desk.

Buses leave from the Top Hotel at 8:30 (from Volha 8:45); transfer back to Top Hotel and Volha Hall is provided.

If you have not signed up for the tours yet, tickets can be purchased at the Information desk by the conference Registration desk. It would be a pleasure for conference organizer, Easy Prague Travel Agency, to arrange any kind of tour according to your wish, in or outside Prague, and any cultural programme in Prague! Do not hesitate to contact them!

WE WISH YOU A SUCCESSFUL CONFERENCE AND A MEMORABLE STAY IN PRAGUE – a city that has been a historic, cultural, religious, and trade crossroads ever since it came into existence.

EASY PRAGUE Travel Agency
www.easyprague.cz
Branicka 115/230, Praha 4, 147 00, Czech Republic
t/f: +420 244 463 443
m: +420 731 573 668, +420 603 290 520
e: info@easyprague.cz
GENERAL INFORMATION

INTERNATIONAL STEP BY STEP ASSOCIATION –
HOST OF THE 17TH EECERA ANNUAL CONFERENCE
You will have the opportunity to learn more about ISSA, the host of the 2007 EECERA Conference, on
Thursday, August, between 17:40 – 18:00 (Top Congress Hall).

CONFERENCE VENUE
TOP HOTEL Praha
Blažimská Street 1781/4, Prague 4 – Chodov
tel: +420 267 284 111
The hotel offers the use of a swimming pool and a fitness centre at an additional charge. Please bring
appropriate gear if you wish to use these facilities.

OFFICIAL LANGUAGE
The official language of the conference is English. Russian simultaneous translation is provided during
the plenary sessions and in four session rooms (these session rooms are marked in the Conference
Programme).

NOTE FOR PRESENTERS
We kindly ask you to prepare your power point presentation in the following format: all PCs provided during
the conference will have Office 2003 (EN version) with service pack 2; please use fonts for Microsoft Office
2003. If you have different fonts in your presentation, please bring the font along so that it can be installed
in the computer you will use. The resolution for the presentation should be 1024 x 768. Presentation for
plasma screen: manual for setting. Please use width 16, height 9 for your presentation. Open Powerpoint,
file, page set up, and choose width 16, height 9. Press OK and use this for your presentation. All video
sections need to be separated out from the presentation to a DVD – video disc, version PAL (726 x 576).

This format is the most suitable for the computers provided in the session rooms. If you have difficulties
preparing your presentation in this format, we suggest getting in touch with the technical staff of your
organization or university. If it is not possible to prepare your presentation in this format, we will check
it on the spot in the “Slide room,” and if needed, make adjustments in the format. It is very important
that you leave ample time to make adjustments to formatting if necessary. Please bring your presentation
on a pen drive (also known as “flash drive,” “USB memory stick,” or “key drive”), as computers will be
available in session rooms. At least one day before the presentation, please go to the “Slide room,” which
will be located in the hotel lobby. Bring your presentation on a pen drive and check with the technical staff
of the conference to be sure it all files are compatible with the on-site systems and that the presentation
works appropriately.

Presenters are asked to leave an electronic copy of their presentation with a technician in the slide room
(upload it to the computer in slide room) so that it can be uploaded to the correct session room’s computer
in a timely fashion before the session begins.
The slide room will be open during the following hours:

- 28 Aug – 8:00-18:00
- 29 Aug – 8:00-18:00
- 30 Aug – 8:00-18:00
- 31 Aug – 8:00-18:00
- 1 Sept – 8:00-12:00

NOTE FOR CHAIRS
Please be present in your session room at least 15 minutes prior to your session. It is important that the sessions stay on schedule so that individuals who want to hear a specific talk may do so. It is thus vital that all speakers observe their time allotment. If a presentation is cancelled, you may either call for general discussion instead or call a recess.

SESSION ROOMS
You will find the floorplan of the hotel displayed at several points in the hotel. We recommend that you explore the location of the session rooms in advance so that you can find your way to them when you wish to attend a particular session. Unfortunately, session rooms are not all equal in size. The maximum capacity of each session room is listed in the program. If you are interested in attending a particular session, we urge you to make your way to that session room well in advance, to make sure that you get there in time, and that you will find a seat.

COFFEE BREAK AND LUNCH
Coffee breaks will be served in the foyer of Top Congress Hall and in Praha Hall.
Lunches will be served in Congress Hall II and in Praha Hall.

REGISTRATION DETAILS
The conference fee for participants includes: admission to the conference, documentation, coffee breaks, lunch on 30, 31 August and 1 September, and the opening reception on 29 August.

COMPUTERS & INTERNET ACCESS
Internet stations are available in the foyer of Top Congress Hall.
Free Wi-Fi is available in the hotel lobby and in other conference rooms located on the ground floor.
You will be provided with passwords and additional information needed for internet access at the hotel reception desk.

CONFERENCE BADGES
Your personal badge is your entrance ticket to all sessions and you are asked to wear it throughout the conference.

EXCURSIONS
Excursions for participants and accompanying guests are available, and detailed information and tickets can be obtained at the Conference Information Desk.
EXHIBITION
The exhibition will be located in the foyer of Top Congress Hall and in the hotel lobby throughout the Conference.

CONFERENCE INFORMATION DESK
The Conference Information Desk is located in the foyer of Praha Hall. You may contact the desk for registration, accommodation bookings, and information and tickets for social programmes and excursions.

Opening hours for registration and information are as follows:

- **Tuesday, 28th August, 2007**
  - 8:00 – 18:00 Information Desk
- **Wednesday, 29th August, 2007**
  - 8:00 – 17:00 Information Desk
- **Thursday, 30th August, 2007**
  - 8:00 – 18:00 Information Desk
- **Friday, 31st August, 2007**
  - 8:45 – 18:00 Information Desk
- **Saturday, 1st September, 2007**
  - 8:45 – 17:00 Information Desk

MESSAGES
Messages may be posted on a bulletin board near the Conference Information Centre, at the “Meeting Point” area.

POSTERS
The following time has been allocated for poster sessions in the conference programme:

- **Thursday, 30th August, 16:45 – 17:40**
- **Friday, 31st August, 15:30 – 16:45**

Poster presenters are asked to be at their display during both poster sessions (the timing of the poster sessions will be listed in the conference programme as well). Please set up your poster in advance, but no later than **30 August, 14:00** (no poster set up is allowed during the plenary and the symposium set). You should ensure that all your materials are removed at the end of the conference (end of the Closing Ceremony on 1 September, at the latest). A table and a display board (vertical surface) 2,3 metres (high) x 0,9 metres (wide) is available. The table is 0,7 metres high, so you can use the upper part of the display board (1,6 metres high and 0,9 metres wide) to set up your poster presentation. The surface of the display board is a slim, white wooden board. You may stick materials to the board with tape (scotch), blue-tack, or hang it from top of construction via trace (line). You should respect the nature of this surface and ensure it is not damaged or spoiled. It will therefore be necessary to bring a range of clips and non permanent adhesive, such as Blue-tack, which leaves no marks upon removal.

Please note that the conference host will provide only the space described above and it is your duty to bring and display the title of your poster and additional information concerning your poster presentation.
STAFF ASSISTANCE
A number of Conference Assistants will provide help with practical matters during the Conference. They will be easily identified in special T-shirts.

LIABILITY AND INSURANCE
Neither the organizers of the Conference – Easy Prague, ISSA and EECERA – nor Top Hotel are able to take any responsibility, whatsoever, for injury or damage to persons or property during the Conference. We advise you not to leave your personal belongings unattended.

BANKING FACILITIES
Banks are generally open from 09:00–17:00. There is an exchange office at the reception of the Top Hotel.

PAYMENTS AND CREDIT CARDS
Commonly accepted cards in hotels, shops, restaurants and at the Conference Information Desk are: Visa, MasterCard, and American Express.

TAXIS
We recommend the taxi service called AAA, as it offers one of the best prices. Phone: +420 14014. All other registered taxi companies provide reliable services.

CONFERENCE HOTELS

TOP HOTEL

Check in and Check-out times:
Check in: 14:00 and Check-out: 11:00. Please note that it is not possible to check in earlier or to check out later. The reception is open 24 hours a day and provides the use of a luggage room.

Transportation to Top Hotel
Transfer from airport Prague-Ruzyně Airport by taxi:
We recommend a taxi service called AAA. Their yellow cars wait in front of the Arrival Halls. The price is approx. CZK 850 (EUR 30) to Top Hotel. The phone number for AAA taxi: +420 14014

Travel by Public Transport from Downtown Prague:
Metro line C direction Háje – exit at Chodov Metro Station – transfer to Bus no. 115 – get off at “Městský Archiv” Bus Stop (right in front of the hotel)

Transfer by Public Transport from Prague – Ruzyně Airport:
Bus no. 119 direction to Dejvická – Dejvická Bus Stop (the final stop) – transfer to Metro line A direction to Skalka – at Muzeum Metro Station – transfer to Metro line C direction to Háje – exit at Chodov Metro Station – transfer to Bus no. 115 – “Městský archiv” Bus Stop (right in front of the hotel).

Travel by Car from Downtown Prague:
5. května road – exit from the E50 road in the direction of Chodov, Spořilov (500 m past the ÖMV petrol station) – turn right at the first traffic lights (by OBI) – go under the freeway – keep straight ahead on the
second traffic light intersection and left at the third traffic lights – after about 80 metres turn slightly right into Klapálkova Street – turn right onto the first road – and the hotel area is on the left side up the hill.

Travel by Car from D1 Freeway coming from the City of Brno:
Brněnská Street D1 – Exit 1 to Spořilov – exit to Türkova Street – straight ahead at the traffic light intersection – after about 80 metres turn slightly right into the Klapálkova Street – turn right onto the first road – and the hotel area is on the left side up the hill.

VOLHA HALL (Volha – kolej VSCHT Praha)

South Town Campus, Chemical Technology Institute, Prague University

Check in and Check out times:
Please note that it is not possible to check in earlier or to check out later. The reception is open non-stop. An English speaking assistant from Easy Prague will be on location from 7:00 – 20:00 (27th – 29th August), 7:00 – 8:00 and 17:00 – 20:00 (30th – 31st August), 7:00 – 8:00 and 13:00 – 20:00 (1st September). Breakfast and transfers to and from the conference venue Top Hotel are included in the price of your accommodation. Breakfast is served between 06:00 – 08:30.

Transfer to Top Hotel (Conference venue): every day in the morning at: 08:30 and back from Top Hotel in the evening from 19:00 to 19:30 (please check the programme).

Transportation to Volha Hall:
Address: VOLHA HALL, K Verneráku Street 950, Prague 4 – Kunratice

Transfer from Prague-Ruzyně Airport by taxi:
We recommend the taxi service called AAA. Their yellow cars wait in front of the Arrival Halls. The price is approx. CZK 850 (EUR 30) to the Volha Hall. The phone number for AAA taxi is: +420 14014.

Travel by Public Transport from Downtown Prague:
Subway “C” to the station Chodov and from there, bus No. 122 or 177 to the bus stop “Volha” (3rd stop) or night bus No. 511 from the city centre.

Travel by Public Transport from Prague-Ruzyně Airport:
Bus no. 119 in the direction of Dejvická – Dejvická Bus Stop (the final stop) – transfer to Metro line A direction to Skalka – at Muzeum Metro Station – transfer to Metro line C direction to Háje – exit at Chodov Metro Station – transfer to Bus no. 122 or 177 – “Volha” Bus Stop (right in front of the hotel)

Travel by Car from downtown Prague:
Motorway D1 exit 2, direction Šeberov

CONFERENCE ORGANIZER

EASY PRAGUE Travel Agency
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Branicka 115/230, Praha 4, 147 00, Czech Republic
t/f: +420 244 403 443
m: +420 731 573 668, +420 603 290 520
e: info@easyprague.cz
We look forward to helping you enjoy your stay in Prague!
Easy Prague
## STRANDS AND SUB-STRANDS

### 1. The facilitative role of adults and peers in child development
- Parents’ perspective & family involvement
- Cooperation between families and teachers
- Play
- Applying sociocultural theory in play and learning
- Teachers’ practice: interaction with children
- Teachers’ practice: applying theories into practice
- Early child development
- Supporting development through scaffolding
- Transitions
- Zone of Proximal Development
- Understanding science in early years
- Understanding mathematics in early years

### 2. Language as a tool of interaction and cognitive development
- Multilingual development
- Language learning
- Language as a tool of cognitive development
- Involving children in research

### 3. Art, culture and development
- Art, music and drama

### 4. Assessment, testing and its applications
- Assessment: approaches and experiences
- Vygotskian theory and assessment

### 5. Inclusive education: embracing diversity
- Multicultural education
- Policy and practice in inclusive education

### 6. Policy and practice
- Teacher training
- Policy of early education in different countries
- Workforce, climate, management, leadership
- Images of child in society in early years education
- Professionalism in early childhood education
- Theoretical approaches and findings
- Teachers’ reflective practice
- Innovation: implementing theory into practice
### PROGRAMME OVERVIEW

**THURSDAY, 30TH AUGUST – SYMPOSIUM SET I – 11:00 – 12:30**

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| Symposium VI/1 | Parents’ Perspective & Family Involvement | Lounge 4 |
| Symposium VI/2 | Parents’ Perspective & Family Involvement | Lounge 2 & 3 |
| Symposium VI/3 | Play | Lounge 1 |
| Symposium VI/4 | Teachers’ Practice: Interaction with Children | Congress Hall I |
| Symposium VI/5 | Early Child Development | Congress Hall III |
| Symposium VI/6 | Supporting Development through Scaffolding | Lounge 5 |
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| Symposium VI/8 | Zone of Proximal Development | Lounge 7 |
| Symposium VI/9 | Understanding Mathematics in Early Years | Lounge 8 |
| Symposium VI/10 | Multilingual Development | Lounge 9 |
| Symposium VI/11 | Language Learning | Moravia Restaurant |
| Symposium VI/12 | Involving Children in Research | Executive Room 121 |
| Symposium VI/13 | Policy and Practice in Inclusive Education | Executive Room 124 |
| Symposium VI/14 | Policy of Early Education in Different Countries | Lounge 12 |
| Symposium VI/15 | Workforce, Climate, Management, Leadership | Lounge 11 |
| Symposium VI/16 | Teachers’ Reflective Practice/Multicultural Education | Executive Room 128 |
| Symposium VI/17 | Innovation: Implementing Theory into Practice | Executive Room 122 |
CONFERENCE PROGRAMME

Thursday, 30th August – Symposium Set I – 11:00 – 12:30

SYMPOSIUM I/1
VYGOTSKY AND HIS NON-CLASSICAL PSYCHOLOGY
Keynote session
☞ ROOM: PLENARY HALL (CAPACITY 1700 PEOPLE)

CHAIR: ELENA KRAVTSOVA
Russian State University for the Humanities, L.S. Vygotsky Institute of Psychology, Russian Federation

Presentation is in Russian. English translation is provided.

SYMPOSIUM I/2
PARENTS’ PERSPECTIVE & FAMILY INVOLVEMENT
Self-organised symposium

Empowering Families to Take an Active Role in Curriculum: Linking Parent Education and Home Visiting with a Comprehensive, Child-centred Early Childhood Classroom Programme
☞ ROOM: CONGRESS HALL I (CAPACITY 250 PEOPLE)

CHAIR: JOSEPH SPARLING
Georgetown University, USA

1. Five Components of a Comprehensive, Child-centred Curriculum
HILARY PARRISH
Teaching Strategies, Inc., USA

2. The Step by Step Programme, Mongolia: Child-centred Education and Parent Education
NARMANDAKH ADIYA
Mongolian Education Alliance, Mongolia

3. Supporting Caregivers of Children in Long Term Care in Romania
LAURA FLORESCU
Gr. T. Popa University of Medicine, Romania

SYMPOSIUM I/3
CO-OPERATION BETWEEN FAMILIES AND TEACHERS
Individual papers
☞ ROOM: LOUNGE 11 (CAPACITY 66 PEOPLE)

CHAIR: SUE GREENFIELD
Roehampton University, United Kingdom

1. Partnership between Parents and Early Childhood Education Staff
MARJATTA KEKKONEN
National Research and Development Centre for Welfare and Health, Finland
2. Partnerships in Learning: Linking Early Childhood Services, Families and Schools for Optimal Development  
JEAN ASHTON  
University of Western Sydney, Australia

3. Parent Co-operation in Icelandic Playschools  
BRYNDIS GARDARSDOTTIR AND JÓHANNA EINARSDOTTIR  
Iceland University of Education, Iceland

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**SYMPOSIUM I/4**

**PLAY**

Self-organised symposium

**Promoting Young Children’s Play and Learning in Meaningful Socio-cultural Contexts**

**Room: Congress Hall III (Capacity 140 people)**

**Chair:** BERT VAN OERS  
Department of Theory and Research in Education, Free University Amsterdam, The Netherlands

**Co-chair:** DORIAN DE HAAN  
Inholland University, Utrecht University, The Netherlands

1. Understanding the Dialectical Relations between Everyday Concepts and Scientific Concepts within Playful Learning Contexts  
MARILYN FLEER  
Monash University, Faculty of Education, Australia

2. Co-construction of Pretend Play: The Teacher’s Roles and Children’s Narrative Development  
DORIAN DE HAAN  
Inholland University, Utrecht University, The Netherlands

3. Reading and Writing with Struggling Readers: A Vygotskian-based Approach  
ISABELLE PETERS  
De Activiteit, National Centre for Developmental Education, The Netherlands

4. Assisting Young Writers in Meaningful Play-based Activities  
BEA POMPERT  
De Activiteit, National Centre for Developmental Education, The Netherlands

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**SYMPOSIUM I/5**

**APPLYING SOCIO-CULTURAL THEORY IN PLAY AND LEARNING**

Individual papers

**Room: Lounge 5 (Capacity 30 people)**

**Chair:** SUE DOCKETT  
Charles Sturt University, Australia

1. Learning through Play According to Vygotsky’s Theory  
RIITTA KORHONEN  
University of Turku, Department of Teacher Education in Rauma, Finland
2. Vygotskian Perspectives on the Facilitation of Children’s Development through Dramatic Play: Balancing Structure with Freedom of Exploration and Innovation
AMITA GUPTA
The City University of New York, USA

SYMPOSIUM I/6
TEACHERS’ PRACTICE: INTERACTION WITH CHILDREN
Individual papers
☞ ROOM: LOUNGE 6 (CAPACITY 30 PEOPLE)
CHAIR: RUZANNA TSARUKYAN
Step by Step Benevolent Foundation, Armenia

1. Developing Effective Pre-school Education in the Novgorod Region of Russia
SUSAN MOXON (1) AND ROSEMARY PEACOCKE (2)
(1) University of Northampton, United Kingdom
(2) formerly HMI Staff, United Kingdom

2. Type of Educational Environment and Child Development
IRINA ULANOVSKAYA
Psychological Institute, Russian Academy of Education, Russian Federation

IRENE GUNNING
IPPA, The Early Childhood Organisation, Ireland

SYMPOSIUM I/7
SUPPORTING DEVELOPMENT THROUGH SCAFFOLDING
Individual papers
☞ ROOM: LOUNGE 7 (CAPACITY 30 PEOPLE)
CHAIR: JANE MURRAY
University of Northampton, United Kingdom

1. The Early Years Foundation Stage in England: Themes, Principles and Commitments
TIM VAUGHAN
Primary National Strategy, England, United Kingdom

2. Documenting Children’s Learning Using ICT
ANDREW LOCKETT
Early Years Foundation Stage PNS, England, United Kingdom

3. Mothers’ Scaffolding with Their Toddlers
MINE GOL-GUVEN
Bogazici University, Turkey
SYMPOSIUM I/8
TRANSITIONS
Individual papers
☞ ROOM: EXECUTIVE ROOM 127 (CAPACITY 30 PEOPLE)
CHAIR: MARIKA VEISON
Tallinn University, Estonia

1. Transition Period and Well-being: A Study with Babies and Toddlers and Their Parents
ELIANA BHERING
UFRJ, Brazil

2. Crossing the Cultural Boundary from Home to Kindergarten in Hong Kong: A Case Study of a Child’s Strategic Actions
MEI-SEUNG MICHELLE LAM
Department of Early Childhood Education, Hong Kong Institute of Education, Hong Kong

SYMPOSIUM I/9
ZONE OF PROXIMAL DEVELOPMENT
Self-organised symposium

Video Interaction Guidance. An Effective Intervention based on Vygotskian Principles
☞ ROOM: LOUNGE 9 (CAPACITY 50 PEOPLE)
CHAIR: HILARY KENNEDY
University of Dundee, United Kingdom

1. An Exploration of the Perceived Effects of Giving Verbal and Video Feedback to the Child, Following Dynamic Assessment
MIRIAM LANDOR
West Lothian Educational Psychology Service, United Kingdom

2. Supporting Parents of Young Children through Video Interaction Guidance (VIG)
LÉNA SZILVÁSI
ELTE University, Hungary

3. Better Interactions, Better Learning, Better Behaviour
HILARY KENNEDY
University of Dundee, United Kingdom

SYMPOSIUM I/10
UNDERSTANDING SCIENCE IN EARLY YEARS
Individual papers
☞ ROOM: LOUNGE 12 (CAPACITY 30 PEOPLE)
CHAIR: REGINA SABALIAUSKIENE
Center for Innovative Education, Lithuania
1. A Knowledge Creation Approach to Environmental Education in Early Childhood: Vygotskian Theories in Practice
CYNTHIA PRINCE
Eastern Institute of Technology Hawke’s Bay, New Zealand

2. Facilitating Graphicity in Geography in the Early Years
LAURA WALSH
Coláiste Mhuire Marino, Marino Institute of Education, Ireland

3. Pre-primary Student Teachers’ Knowledge on Science Process Skills: Student Teachers’ Understanding of Observation
LIISA SUOMELA
Department of Applied Sciences of Education, University of Helsinki, Finland

SYMPOSIUM I/11
UNDERSTANDING MATHEMATICS IN EARLY YEARS
Individual papers
☞ ROOM: LOUNGE 4 (CAPACITY 40 PEOPLE)
CHAIR: ELIZABETH CARRUTHERS
Redcliffe Children’s Centre, United Kingdom

1. Under Threes Thinking Mathematically?
ELIZABETH CARRUTHERS
Redcliffe Children’s Centre, United Kingdom

2. Numerical Competencies of Young Children
MARC WANTZ
Université du Luxembourg, Luxembourg

3. Numerosity among 1 to 2 Year Old Children in Pre-school
INGRID PRAMLING SAMUELSSON AND ELISABET DOVERBORG
Department of Education, Göteborg University, Sweden

SYMPOSIUM I/12
MULTILINGUAL DEVELOPMENT
Individual papers
☞ ROOM: EXECUTIVE ROOM 123 (CAPACITY 30 PEOPLE)
CHAIR: ROSE DRURY
The Open University, United Kingdom

1. Using Shared Reading as a Collaborative Tool to Teach English to Second Language Learners
JOSEPHINE DEGUARA
University of Malta, Malta

2. Social Interaction and Second Language Acquisition in Young Children
ANNE K. SODERMAN
Department of Family and Child Ecology, Michigan State University, USA
3. Ready for School? Kindergarten as a Place for Second Language Learning  
SIGRUN SAND  
Hedmark University College, Norway

SYMPOSIUM I/13  
LANGUAGE LEARNING  
Individual papers  
☞ ROOM: EXECUTIVE ROOM 121 (CAPACITY 30 PEOPLE)  
CHAIR: EVA KONČOKOVÁ  
Wide Open School Foundation, Slovakia

1. Enhancing Expressive Communication Skills in Young Children through a Community of Inquiry Programme  
ELIZABETH STAMOPOULOS  
Edith Cowan University, Australia

2. Achieving the Goals of the Mother Tongue by the End of the First Grade  
LEIDA TALTS  
Tallinn University, Estonia

SYMPOSIUM I/14  
LANGUAGE AS A TOOL OF COGNITIVE DEVELOPMENT  
Individual papers  
☞ ROOM: LOUNGE 8 (CAPACITY 30 PEOPLE)  
CHAIR: BILJANA MASLOVARIC  
Pedagogical Center of Montenegro, Montenegro

1. Vygotsky and Agency in Language Development  
JYRKI REUNAMO AND MARJA NURMILAAKSO  
University of Helsinki, Finland

2. Understanding Contextual Influences on How Young Children Remember: Extending the Early Ideas of Istomina  
ULLA MAURITZSON  
Childhood Studies Unit, IPD, Sweden

3. Third Spaces are Interesting Places; Applying ‘Third Space Theory’ to Nursery-aged Children’s Constructions of Themselves as Readers  
RACHAEL LEVY  
University of Cambridge, United Kingdom
SYMPOSIUM I/15
INVOVLING CHILDREN IN RESEARCH
Individual papers
☞ ROOM: EXECUTIVE ROOM 122 (CAPACITY 30 PEOPLE)

CHAIR: HELEN MAY
University of Otago, New Zealand

1. Meanings of a Peer Group of a Child with Motor Disorder – Experiences of Conductive Education
SANNA UOTINEN
University of Jyväskylä, Department of Special Education, Finland

2. Interviews with Children Attending Remedial Class
ANNA-LENA LJUSBERG
Department of Human Development, Learning and Special Education, Sweden

3. Why Am I Here? Bringing Children’s Voices into Research, Policy and Practice about Physical Activity and Chronic Disease
WENDY SCHILLER
University of South Australia, Australia

SYMPOSIUM I/16
ART, MUSIC, AND DRAMA
Individual papers
☞ ROOM: EXECUTIVE ROOM 124 (CAPACITY 30 PEOPLE)

CHAIR: MARCELA STRAKOVA
Step by Step Czech Republic Foundation, Czech Republic

1. Music Education in the Education and Church-related Playgroup Work of Child Instructors
KYLLIKKI RANTALA
University of Tampere, Finland

2. Musical Learning Environments of Finnish Day-Care Centres
INKERI RUOKONEN
University of Helsinki, Finland

SYMPOSIUM I/17
ASSESSMENT: APPROACHES AND EXPERIENCES
Self-organised symposium

Constructing Identity and Resilience through Narrative Assessment (Learning Stories): Perspectives from Aotearoa New Zealand
☞ ROOM: BOHEMIA TOP RESTAURANT (CAPACITY 150 PEOPLE)

CHAIR: ROBYN LAWRENCE
Educational Leadership Project, New Zealand
1. Revisiting Narrative Assessment Deepens Children’s Thinking about Learning  
**KATHRYN DELANY**  
Educational Leadership Project, New Zealand

2. Restoring Cultural Memory through Pedagogical Practice in a Bi-cultural Setting  
**ROBYN LAWRENCE**  
Educational Leadership Project, New Zealand

3. Bridging Connections and Building Complexity within an Infant and Toddler Setting  
**LORRAINE SANDS**  
Educational Leadership Project, New Zealand

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**SYMPOSIUM I/18**  
**VYGOTSKIAN THEORY AND ASSESSMENT**

**INDIVIDUAL PAPERS**

**ROOM: LOUNGE 2 & 3 (CAPACITY 70 PEOPLE)**

**CHAIR: ELMINA KAZIMZADE**  
Center for Innovations in Education, Azerbaijan

1. A Socio-cultural Approach to Monitoring and Assessing Young Children's Learning  
**CARMEL MALONEY, LENNIE BARBLETT AND LYNNE CHRISTIE-WHITESIDE**  
Edith Cowan University, Australia

2. Assessment, Politics and Early Literacy: A Vygotskian Analysis of the DIBELS Literacy Assessment  
**NANCY KNIPPING (1) AND SUE NOVINGER (2)**  
(1) University of Missouri, Learning, Teaching & Curriculum, USA  
(2) Suny Brockport, Education & Human Development, USA

3. Vygotsky’s Understanding of Thought as related to the Construction of the Model of Situation during Picture Interpretation in 5-7-year-old Children  
**KSENIA V. ZASYPKINA**  
Department of Psychology, Lomonosov Moscow State University, Learning Disabilities and ADHD Lab, Moscow City University of Psychology and Education, Russian Federation  
*Presentation is in Russian. English translation is provided.*

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**SYMPOSIUM I/19**  
**MULTICULTURAL EDUCATION**

**SELF-ORGANISED SYMPOSIUM**

**CULTURAL DIVERSITY AND THE SOCIAL CONSTRUCTION OF PEDAGOGY**

**ROOM: LOUNGE 1 (CAPACITY 70 PEOPLE)**

**CHAIR: GUNVOR LØKKEN**  
Queen Maud's College of Early Childhood Education, Norway
1. The San People in Botswana and the Travellers in Norway
Anne-Marie Larsen
Queen Maud’s College of Early Childhood Education, Norway

2. A Comparative Perspective on Learning among Indigenous and Western Students in Primary School
Ole Fredrik Lillemyr
Queen Maud’s College of Early Childhood Education, Norway

3. Pedagogy and Culture – A Theoretical Approach
Gunvor Løkken
Queen Maud’s College of Early Childhood Education, Norway

SYMPOSIUM I/20
POLICY AND PRACTICE IN INCLUSIVE EDUCATION
Self-organised symposium

Vygotsky’s Theories: Implications for Teaching Children with Disabilities
Room: Executive Room 125 (Capacity 30 people)

Chair: Deborah Ziegler
Council for Exceptional Children, USA

1. Implications for Teaching Children with Disabilities: Zone of Proximal Development
Natalia Sofiy
Ukrainian Step by Step Foundation, Ukraine

2. Implications for Teaching Children with Disabilities: Scaffolding
Ulviya Mikailova
Center for Innovations in Education, Azerbaijan

3. Implications for Teaching Children with Disabilities: Socio-cultural Dimensions of Learning
To be determined

SYMPOSIUM I/21
TEACHER TRAINING
Individual papers

Room: Executive Room 128 (Capacity 30 people)

Chair: Hana Zylfiu
Kosovo Education Center (KEC), Kosovo

1. Kindergarten Student Teachers’ Conceptions of Their Own Learning and Action
Anneli Niikko
Teacher Education Department at Savonlinna, University of Joensuu, Finland

2. Learning Conversations and Listening Pedagogy: The Relationship in Student Teachers’ Developing Professional Identities
Bridget Egan
University of Winchester, United Kingdom
3. Universally Designed Lesson Plans: Teacher Candidates Thinking and Experiences
MARY ELLEN MCGUIRE-SWARTZ
Rhode Island College, USA

SYMPOSIUM I/22
POLICY OF EARLY EDUCATION IN DIFFERENT COUNTRIES
Individual papers
☞ ROOM: MORAVIA RESTAURANT (CAPACITY 150 PEOPLE)
CHAIR: AILIE CLEGHORN
Concordia University, Canada

1. Making it Work – Improving Outcomes for Young Children
SIOBHAN FITZPATRICK
NIPPA – The Early Years Organisation, United Kingdom

2. School-based Inter-professional Working. Some Experiences from Sweden
INGE JOHANSSON
IOL, Stockholm Institute of Education, Sweden

3. Promoting and Supporting Professional Development
MARIAN BRENAMAN
IPPA, The Early Childhood Organisation, Ireland

SYMPOSIUM I/23
WORKFORCE, CLIMATE, MANAGEMENT, LEADERSHIP
Individual papers
☞ ROOM: EXECUTIVE ROOM 130 (CAPACITY 30 PEOPLE)
CHAIR: MARIT ALVESTAD
University of Stavanger, Norway

1. Working Together: Policy and Practice in Early Childhood Centres
GRACE PATON
University of Paisley, United Kingdom

2. Grasping the Thistle: Towards a Scottish Model of Leadership in Early Education and Care
JACQUELINE HENRY
University of Strathclyde, United Kingdom

3. Distributed Leadership in Child-care
EEVA HUJALA AND JOHANNA HEIKKA
University of Tampere, Finland
SYMPOSIUM I/24
IMAGES OF CHILD IN SOCIETY IN EARLY YEARS EDUCATION

Individual papers
☞ ROOM: EXECUTIVE ROOM 129 (CAPACITY 30 PEOPLE)

CHAIR: HILARY FABIAN
The North East Wales Institute, United Kingdom

1. Children in the Community: What are the Possibilities?
KRISTI LEKIES
Ohio State University, USA

2. Child and Childhood in Finnish Pre-school Curricula
TULIA TURUNEN
University of Lapland, Finland

3. Crossing Political Borders? Social Origins of Finnish Pre-school Education
JORMA VIRTANEN
University of Tampere, Finland

SYMPOSIUM I/25
PROFESSIONALISM IN EARLY CHILDHOOD EDUCATION

Discussion group
Towards a Critical Ecology of the Profession? Systemic Approaches to Policies, Practices and Understandings of Professionalism and Professionalisation in Early Childhood
☞ ROOM: OLD CZECH BEER PUB (CAPACITY 100 PEOPLE)

CHAIR: MATHIAS URBAN
Martin-Luther-University Halle-Wittenberg, Germany

Thursday, 30th August – Symposium Set II – 3:15 – 4:45

SYMPOSIUM II/1
MAKE-BELIEVE PLAY VS. ACADEMIC SKILLS: A VYGOTSKIAN APPROACH TO TODAY’S DILEMMA OF EARLY CHILDHOOD EDUCATION

Keynote session
☞ ROOM: PLENARY HALL (CAPACITY 1700 PEOPLE)

CHAIR: ELENA BODROVA
Mid-continent Research for Education and Learning (McREL), Denver, Colorado, USA

SYMPOSIUM II/2
PARENTS’ PERSPECTIVE & FAMILY INVOLVEMENT

Individual papers
☞ ROOM: EXECUTIVE ROOM 121 (CAPACITY 30 PEOPLE)

CHAIR: ANNA-LENA LJUSBERG
Department of Human Development, Learning and Special Education, Sweden
1. Improving School Readiness One Village at a Time Using the Early Development Instrument  
CATHARINE TOZER  
Ontario Early Years Centre (Lindsay, Ontario), University of Toronto OISE, Canada

GERRY MULHEARN  
University of South Australia, Australia

MARY QUIRKE  
IPPA, The Early Childhood Organisation, Ireland

SYMPOSIUM II/3  
CO-OPERATION BETWEEN FAMILIES AND TEACHERS  
Self-organised symposium  
Impacting Practice Working with Children Aged Birth to Three and Their Families  
☞ ROOM: LOUNGE 6 (CAPACITY 30 PEOPLE)  
CHAIR: CLARE CROWTER  
Earlham Early Years Centre, United Kingdom

1. Working with the Community in the Community. The Facilitative Role of Adults and Peers in Child Development  
DONNA HARROLD AND GINA ALPE  
Earlham Early Years Centre, United Kingdom

2. International Story Telling; Art, Culture and Development  
JACKIE WALKER  
Earlham Early Years Centre, United Kingdom

3. Facilitating the Facilitators; The Facilitative Role of Adults and Peers in Child Development  
CAROL RIX  
Earlham Early Years Centre, United Kingdom

SYMPOSIUM II/4  
PLAY  
Individual papers  
☞ ROOM: LOUNGE 12 (CAPACITY 30 PEOPLE)  
CHAIR: ASHKHEN GYURJYAN  
SbS Benevolent Foundation, Armenia

1. Parenting, Teaching, and Play and Literacy Development  
JAMES JOHNSON  
The Pennsylvania State University, USA
2. Supporting Children’s Play in School Age Settings – The Adult’s Role  
MARY MOLONEY  
Limerick City Childcare Committee, Ireland

3. Ways of Working: Teachers as Play Partners  
KATHY GOOUCH  
Canterbury Christ Church University, United Kingdom

SYMPOSIUM II/5  
APPLYING SOCIO-CULTURAL THEORY IN PLAY AND LEARNING  
Individual papers

☞ ROOM: LOUNGE 1 (CAPACITY 70 PEOPLE)

CHAIR: DALVIR GILL  
Centre for Research in Early Childhood, United Kingdom

1. Imagination as Universal Human Ability  
VLADIMIR KUDRYAVTSEV  
The L. S. Vygotsky Institute of Psychology of The Russian State University for the Humanities, Russian Federation  
Presentation is in Russian. English translation is provided.

2. How a Quality Specialist Provides Support to Child-care Practitioners on a Quality Improvement Play Programme  
HEATHER GODFREY  
IPPA, The Early Childhood Organisation, Ireland

3. Experiences from Childhood Play Environments  
ANETTE SANDBERG AND TUULA VUORINEN  
Malardalen University, Sweden

SYMPOSIUM II/6  
TEACHERS’ PRACTICE: INTERACTION WITH CHILDREN  
Self-organised symposium

A Process-oriented Approach to Quality Assessment and Improvement in the Early Years. Strategies, Instruments and Outcomes of Three Studies Focusing on Well-being and Involvement  
☞ ROOM: LOUNGE 11 (CAPACITY 66 PEOPLE)

CHAIR: FERRE LAEVERS  
Research Centre for Experiential Education – Leuven University, Belgium

1. The Self-evaluation Instrument for Care Settings: Analysis of Data Collected during the First Phase of Dissemination of the Sics in Flemish Care Facilities  
FERRE LAEVERS  
Research Centre for Experiential Education – Leuven University, Belgium
2. Well-being and Involvement as a Key Element in a Scottish National Study on Children’s Behaviour from the Ages of 0-6
ALINE-WENDY DUNLOP
University of Strathclyde, United Kingdom

3. Empowering Early Years Practitioners to Improve the Quality of Provision through Well-being and Involvement
COLLEEN MARIN
Advisory Service Kent – CFE, United Kingdom

SYMPOSIUM II/7
TEACHERS’ PRACTICE: APPLYING THEORIES INTO PRACTICE
Self-organised symposium

Study of the Social Environment of the Development of a Contemporary Child
Presentation is in Russian. English translation is provided.

# ROOM: LOUNGE 2 & 3 (CAPACITY 70 PEOPLE)

CHAIR: NATALIA AVDEEVA
Moscow State University of Psychology and Education, Russian Federation

1. Control and Responsiveness in Russian Mothers’ Interactions with Their Children: Intra-cultural Perspective
NATALIA AVDEEVA
Moscow State University of Psychology and Education, Russian Federation

2. Ritual as Means of Family Unity
LUDMILA F. OBOUKHOVA AND I.N. DVORNIKOVA
Moscow State University of Psychology and Education, Russian Federation

3. Attitude towards School in regard to Child-Parent Relationship
ELENA FILOPOVA AND NATALIA PLOTNIKOVA
Moscow State University of Psychology and Education, Russian Federation

SYMPOSIUM II/8
EARLY CHILD DEVELOPMENT
Individual papers

# ROOM: EXECUTIVE ROOM 127 (CAPACITY 30 PEOPLE)

CHAIR: CORNELIA CINCILEI
Step by Step Moldova, Republic of Moldova

1. Companionable Learning from Birth to Three: The Foundations of Resilient Well-being
ROSEMARY ROBERTS
University of Worcester, United Kingdom
2. Stability of Teacher Rated Children’s Behaviour Problems During the First Year at School. Relations to Children’s Executive Functioning and Peer Rated Aggressiveness

KRIStIINA TROPP
University of Tartu, Estonia

3. Emotional Attribution, Explanation and Coping Devices of Envy Situation in Zapotec and Spanish Children

LAURA QUINTANILLA
Facultad de Psicología, Universidad Nacional de Educación a Distancia (UNED), Spain

SYMPOSIUM II/9
SUPPORTING DEVELOPMENT THROUGH SCAFFOLDING
Individual papers
☞ ROOM: LOUNGE 5 (CAPACITY 30 PEOPLE)

CHAIR: JEAN ASHTON
University of Western Sydney, Australia

1. A Child and Parents behind a Book
MARIJA GRRGINIC
University of Ljubljana, Faculty of Education, Slovenia

2. ‘The Swamp Monster with 18 Heads.’ Young Children’s Narratives and Outdoor Spaces: In Search of the Possible
TIM WALLER
Swansea University, United Kingdom

3. Co-constructing Children’s Literacy through a Socio-cultural Pedagogy
LAVINIA TAMARUA
Auckland University of Technology, New Zealand

SYMPOSIUM II/10
TRANSITIONS
Self-organised symposium

Four European Countries Involved in “Parent-Teacher Partnership for Children’s Transition to School” European Project
☞ ROOM: OLD CZECH BEER PUB (CAPACITY 100 PEOPLE)

CHAIR: TERESA OGRODZINSKA
Comenius Foundation for Child Development, Poland

1. Different Experiences in Children’s Transition to School. The Polish and Northern Irish Perspective
MONIKA ROŚCISZEWSKA-WOZNIAK (1) AND JOANNE MORGAN (2)
(1) Comenius Foundation for Child Development, Poland
(2) NIPPA, Northern Ireland, UK
2. Experience and Views of Adults and Children on Transition to School
MILADA RABUSICOVA
Masaryk University, Faculty of Arts, Czech Republic

3. Investigation of Views of Those Involved in Children’s Transition to School. The Greek Experience
VASSILIKI RIGA
EADAP, Greece

SYMPOSIUM II/11
ZONE OF PROXIMAL DEVELOPMENT
Self-organised symposium

Vygotsky; Theory and Practice: Two East West Examples
☞ ROOM: EXECUTIVE ROOM 122 (CAPACITY 30 PEOPLE)
CHAIR: RUMEN STAMATOV
University of Plovdiv Bulgaria, Bulgaria

1. Vygotsky, Marx, Froebel and Early Years Education
KEVIN J. BREHONY
Roehampton University, United Kingdom

2. Structuring Play: Children’s and Teachers’ Interpretations of Playing as a Tool for Classroom Learning
YORDANKA VALKANOVA
Roehampton University, United Kingdom

3. Practical Activities and Child Development – The Implementation of the Programme for Educating Children Aged 2-7 in Bulgaria
MARIA BAEVA
University of Sofia, Bulgaria

SYMPOSIUM II/12
UNDERSTANDING SCIENCE IN EARLY YEARS
Self-organised symposium

The Construction of Children’s Ideas about the Moon: Case Studies from Three Regions
☞ ROOM: LOUNGE 4 (CAPACITY 40 PEOPLE)

Chair: Robert Stake
University of Illinois at Urbana-Champaign, USA

1. Children’s Stories about the Moon: An Exploration from Multiple Perspectives
ROBERT LOUISELL
St. Cloud State University, USA

2. The Child’s Conception of the Moon: A Case Study from Australia
GRADY VENVILLE
The University of Western Australia, Australia
3. Children’s Stories about the Moon: Case Studies of Three Children
JENNIFER WILHELM AND SONYA SHERROD
Texas Tech University, USA

SYMPOSIUM II/13
UNDERSTANDING MATHEMATICS IN EARLY YEARS
Self-organised symposium

Exploring Teachers’ Approaches to Mathematics Teaching and Learning in Early Childhood Education
☞ ROOM: EXECUTIVE ROOM 128 (CAPACITY 30 PEOPLE)
CHAIR: OLOF BJORG STEINTHORSDOTTIR
University of North Carolina, USA

1. Exploring Teachers Views of Mathematics Pedagogy for Young Children in the First Year of Primary School in Ireland
ELIZABETH DUNPHY
St. Patrick’s College, Dublin, Ireland

2. Teachers’ Role in Developing Students’ Mathematical Discourse
OLOF BJORK STEINTHORSDOTTIR
University of North Carolina, USA

3. Early Numeracy in the Transition from Kindergarten to Primary School – Individual Learning Plans based on Diagnostic Findings
MEIKE GRUESSING
University of Oldenburg, Germany

SYMPOSIUM II/14
LANGUAGE AS A TOOL OF COGNITIVE DEVELOPMENT
Individual papers
☞ ROOM: EXECUTIVE ROOM 124 (CAPACITY 30 PEOPLE)
CHAIR: MICHEL VANDENBROECK
Department of Social Welfare Studies, Ghent University, Belgium

1. The Semantics of Power: Exploring Language as a Construct of Negotiation and Collaboration with Children and Families
DEBORAH HARCOURT (1) AND HEATHER CONROY (2)
(1) EtonHouse Education Centre, Singapore
(2) EtonHouse Pre-Schools, Singapore

JOAN KIELY
Coláiste Mhuire, Marino institute of Education, Ireland
3. Story Grammar: Visual-Spatial Modelling as a Tool for Cognitive Development
GALINA DOLYA
Key to Learning Educational Centre, United Kingdom

SYMPOSIUM II/15
INVoLING CHILDREN IN RESEARCH
Self-organised symposium

A Dialectical Method for Child Research: A Cultural-Historical Approach to Researching Children’s Development

ROOM: BOHEMIA TOP RESTAURANT (CAPACITY 150 PEOPLE)

CHAIR: MARILYN FLEER
Monash University, Australia

CO-CHAIR: MARIANE HEDEGAARD
University of Copenhagen, Denmark

1. A Dialectical Method for Childhood Research – Intervention into Everyday Practice
MARIANE HEDEGAARD
University of Copenhagen, Denmark

2. A Dialectical Method for Researching Everyday Practice in Australia
Marilyn Fleer, Avis Ridgway and Gloria Quinones
Monash University, Australia

3. Developmental Research with Children – The Case of Interview
PERNILLE HVIID
University of Copenhagen, Denmark

SYMPOSIUM II/16
ART, MUSIC, AND DRAMA
Self-organised symposium

Children’s Learning and Thinking in the Arts: Dialogue, Interaction, and Social Relationships

ROOM: LOUNGE 9 (CAPACITY 50 PEOPLE)

CHAIR: SUSAN YOUNG
University of Exeter, United Kingdom

1. Working with Meta-cognitive Dialogues to Develop Children’s Understanding of Music, Dance and Poetry
INGRID FRAMLING-SAMUELSSON
Göteborg University, Sweden

2. How Do Social Relationships in Early Childhood Settings Support and Influence Children’s Creative Thinking?
SUSAN ROBSON
University of Roehampton, United Kingdom
3. Musical Dialogues
SUSAN YOUNG
University of Exeter, United Kingdom

SYMPOSIUM II/17
ASSESSMENT: APPROACHES AND EXPERIENCES
Individual papers
☞ ROOM: LOUNGE 8 (CAPACITY 30 PEOPLE)
CHAIR: PETER LEE
University of Strathclyde, United Kingdom

1. Assessment in Early Childhood Education – Children Follow-Up Instrument
GABRIELA PORTUGAL
Dep. Ciências da Educação, Universidade de Aveiro, Portugal

2. Risk for Reading Difficulties in Pre-school Age: Identification and Assessment Using Rapid Automatic Naming (Ran) Tests
KADI LUKANENOK
Tallinn University, Graduate School of Educational Sciences, Estonia

SARAH FITZPATRICK
National Council for Curriculum and Assessment, Ireland

SYMPOSIUM II/18
MULTICULTURAL EDUCATION
Individual papers
☞ ROOM: EXECUTIVE ROOM 130 (CAPACITY 30 PEOPLE)
CHAIR: SUE NOVINGER
SUNY Brockport, Education & Human Development, USA

1. Curriculum Development for Multicultural Education
ALEV ÖNDER AND ÖZGÜL POLAT UNUTKAN
University of Marmara, Turkey

2. Early Childhood Educators Acting for Social Justice
VERONICA PACINI-KETCHABAW
University of Victoria, British Columbia, Canada

3. Educational Equity from the Educator’s Point of View
SÁRA PAP
Ec-Pec Foundation, Hungary
SYMPOSIUM II/19
POLICY AND PRACTICE IN INCLUSIVE EDUCATION

**Individual papers**

**ROOM: EXECUTIVE ROOM 125 (CAPACITY 30 PEOPLE)**

**CHAIR: NAZARKHUDO DASTAMBUEV**
OSI – Assistance Foundation, Tajikistan

1. **Meeting the Inclusive Challenge in Finnish Early Childhood Education**
Päivi Pihlaja
University of Turku, Finland

2. **Embracing Diversity through Inclusive Education**
Chandrika Devarakonda
University of Chester, United Kingdom

3. **Cultural Transformation of Educational Organisation as a Pre-requisite of Inclusive Education**
Zeniija Berzina
Centre for Education Initiatives, Latvia

SYMPOSIUM II/20
TEACHER TRAINING

**Individual papers**

**ROOM: EXECUTIVE ROOM 123 (CAPACITY 30 PEOPLE)**

**CHAIR: RADMILA RANGELOV-JUSOVIC**
Center for Educational Activities Step By Step, Bosnia and Herzegovina

1. **Diversity as a Positive Asset for Professional Competence**
Ellin Oedegaard (1) and Liv Torunn Eik (2)
(1) Telemark University College, Norway
(2) Vestfold University College, Norway

2. **Crossing National Borders in Education: The Case of Palestinian Kindergarten Teachers in Nazareth, Israel**
Nira Wahle (1) and Dorit Roer-Strier (2)
(1) Hebrew University of Jerusalem, Early Childhood Studies, “Schwartz Programmes”, Educational Department, “Kibbutzim College of Education”, Tel Aviv, Israel
(2) The Paul Baerwald School of Social Work and Social Welfare, Hebrew University of Jerusalem, Israel

3. **A New Professional: Reflections on the Pilot Phase of the Early Years Professional Status in England**
Eunice Lumsden
The University of Northampton, United Kingdom
SYMPOSIUM II/21
POLICY OF EARLY EDUCATION IN DIFFERENT COUNTRIES
Discussion group
A Day in the Life of an Early Years Practitioner: Perspectives on Professionalism
☞ ROOM: CONGRESS HALL III (CAPACITY 140 PEOPLE)
CHAIR: LINDA MILLER
The Open University, United Kingdom

SYMPOSIUM II/22
THEORETICAL APPROACHES AND FINDINGS
Individual papers
☞ ROOM: MORAVIA RESTAURANT (CAPACITY 150 PEOPLE)
CHAIR: MIKE GASPER
Centre for Research in Early Childhood in Birmingham, United Kingdom

1. Higher Mental Functions in Ontogenesis
Gennady Kravtsov
Russian State University for the Humanities, Russian Federation
Presentation is in Russian. English translation is provided.

2. The Potential of Lev Vygotsky’s Theory for Building of Educational Systems
Veniamin Kolpachnikov
Moscow City University for Psychology and Education, Russian Federation

3. How Might the Vygotskian Concept of ‘Crises’ Be a Useful Analytical Tool to Explore Shifting Phenomena in Contemporary Childhood?
Elaine Mitchell, Russell Jones, and Bridget Downing
Manchester Metropolitan University, United Kingdom

SYMPOSIUM II/23
TEACHERS’ REFLECTIVE PRACTICE
Self-organised symposium
Teachers Reflect on Their Training and the Challenges of Their Work
☞ ROOM: CONGRESS HALL I (CAPACITY 250 PEOPLE)
CHAIR: LILIAN KATZ
University of Illinois, Champaign, USA

1. Teachers’ Views of Challenges in Their Work
Tess Bennett
Eastern Illinois University, Charleston, IL, USA

2. Pre-school Teacher’s Beliefs about Challenges of Inclusion and Strategies to Support Them
Sallee Beneke
University of Illinois Champaign Urbana and STARnet Western Illinois University, Macomb, IL, USA
3. Evaluating Students’ Final Practicum: The Perspectives of Students, Cooperating Teachers and Teacher Educators on the Uses of Interdisciplinary Projects
TERESA VASCONCELOS
Lisbon School of Education, Polytechnic Institute, Portugal

SYMPOSIUM II/24
INNOVATION: IMPLEMENTING THEORY INTO PRACTICE
Individual papers
☞ ROOM: LOUNGE 7 (CAPACITY 30 PEOPLE)
CHAIR: TATJANA VONTA
Developmental Research Centre for Educational Initiatives – Step by Step, Slovenia

1. An Audit of Research on Early Childhood Care and Education in Ireland, 1990-2006
PEADAR CASSIDY
Centre for Early Childhood Development and Education, Ireland

2. Observation and Reflection – Evaluating Organisational Transfer Processes in the Pestalozzi-Fröbel-Haus Berlin
ANKE EICHRODT
Martin-Luther-Universität Halle-Wittenberg, Germany

3. Exploring the Quality Issues in the Early Years Care and Education Policies
EVA LALOUMI – VIDALI
Alexandrio Technological Institute of Education, Thessaloniki, Greece

Friday, 31st August – Symposium Set III – 9:45 – 11:15

SYMPOSIUM III/1
HELPING YOUNG CHILDREN TO BECOME LITERATE: THE RELEVANCE OF NARRATIVE COMPETENCE FOR DEVELOPMENTAL EDUCATION
Keynote session
☞ ROOM: PLENARY HALL (CAPACITY 1700 PEOPLE)
CHAIR: BERT VAN OERS
Department Theory and Research in Education, Free University, Amsterdam, The Netherlands

SYMPOSIUM III/2
PARENTS’ PERSPECTIVE & FAMILY INVOLVEMENT
Self-organised symposium
Supporting Parents as Children’s First Educators: Theory in Practice
☞ ROOM: CONGRESS HALL III (CAPACITY 140 PEOPLE)
CHAIR: ALISON STREET
Peers Early Education Partnership (PEEP), United Kingdom
1. A Framework to Bridge Theory and Practice in Work with Parents
PETER HANNON
University of Sheffield, United Kingdom

2. Peers Early Education Partnership: Learning from ‘Drop-in’ Provision
SALLY SMITH
Peers Early Education Partnership (PEEP), United Kingdom

3. Using Songs and Rhymes to Support Young Children’s Communication
ALISON STREET
Peers Early Education Partnership (PEEP), United Kingdom

SYMPOSIUM III/3
CO-OPERATION BETWEEN FAMILIES AND TEACHERS
Self-organised symposium
Parents and Workers in Partnership. Models of Engagement on 3 Different Levels – Organisational, within Study Groups, and Between Individuals
☞ ROOM: BOHEMIA TOP RESTAURANT (CAPACITY 150 PEOPLE)
CHAIR: KATE HAYWARD
Pen Green Research Base, United Kingdom

1. Parents and Workers: Sustaining a Shared Dialogue
KATE HAYWARD
Pen Green Research Base, United Kingdom

2. Parents and Workers: Transformations through Dialogue in a Group
ANNETTE CUMMINGS
Pen Green Research Base, United Kingdom

3. Thinking about Feeling: Facilitating Reflection
COLETTE TAIT
Pen Green Research Base, United Kingdom

SYMPOSIUM III/4
PLAY / MULTICULTURAL EDUCATION
Individual papers
☞ ROOM: LOUNGE 5 (CAPACITY 30 PEOPLE)
CHAIR: GERDA SULA
Step by Step Centre, Albania

1. Forming Ethical Identities in Early Childhood Child-Adult Play
BRIAN EDMISTON
Ohio State University, USA

2. Evaluation of ‘Play @ Home’ in the Highlands
JACQUÉ FEE
University of Strathclyde, United Kingdom
3. Making a Difference for Traveller (Roma) Children
KATHLEEN O’KANE
NIPPA – The Early Years Organisation, United Kingdom

SYMPOSIUM III/5
APPLYING SOCIO-CULTURAL THEORY IN PLAY AND LEARNING
Self-organised symposium

The Zone of Proximal Development and Transitions in Play
☞ ROOM: LOUNGE 6 (CAPACITY 30 PEOPLE)

CHAIR: PENTTI HAKKARAINEN
Kajaani University Consortium, Finland

1. Development of Cultural Creativity in Play
MILDA BREDIKYTE
Kajaani University Consortium, Finland

2. Transition from Imitative Play to Joint Imagination
HILKKA MUNTER, KAISA JAKKULA
Kajaani University Consortium, Finland

3. The ZPD between Narrative and Logical Rationality in Play
PENTTI HAKKARAINEN
Kajaani University Consortium, Finland

SYMPOSIUM III/6
TEACHERS’ PRACTICE: INTERACTION WITH CHILDREN
Self-organised symposium

Men in Education and Professional Care for Young Children in Norway
☞ ROOM: LOUNGE 7 (CAPACITY 30 PEOPLE)

CHAIR: KARI EMILSEN
Queen Maud`s College, Norway

1. Men’s Motivation, Well-being, and Acting Possibilities in Female Dominated Working Environments
RUNE STORLI
Queen Maud`s College, Norway

2. Men or Woman in Pre-schools – Does It Matter?
KARI EMILSEN
Queen Maud`S College, Norway

3. What Do 19% Men among the Staff in the Outdoor Pre-schools in Norway Imply?
OLAV B. LYSKLETT
Queen Maud`s College, Norway
SYMPOSIUM III/7
EARLY CHILD DEVELOPMENT
Individual papers
☞ ROOM: LOUNGE 12 (CAPACITY 30 PEOPLE)
CHAIR: MILENA MIHAILOVIC
CIP – Center for Interactive Pedagogy, Republic of Serbia

1. Young Children and Spirituality: Creating Relational Spaces
JANE BONE
Auckland University of Technology, New Zealand

2. The Story So Far ... “A Cry for Justice: The Use of Children’s Literature in Facilitating Preschoolers’ Awareness of and Sensitivities to Social Justice Issues”
KAREN HAWKINS
University of Southern Queensland, Australia

3. Young Children Playing Together and Coping with Conflicts. A Training Programme for Educators
ANKE VAN KEULEN
Bureau MUTANT Change agents – respect for diversity / European network DECET, The Netherlands;

SYMPOSIUM III/8
SUPPORTING DEVELOPMENT THROUGH SCAFFOLDING
Discussion group
Scaffolding Families with Very Young Children: Policy Tensions and Implications for Practice
☞ ROOM: EXECUTIVE ROOM 121 (CAPACITY 30 PEOPLE)
CHAIR: MONCRIEFF COCHRAN
Cornell University, USA

SYMPOSIUM III/9
TRANSITIONS
Individual papers
☞ ROOM: LOUNGE 4 (CAPACITY 40 PEOPLE)
CHAIR: MARIKA VEISSON
Tallinn University, Estonia

1. School – A Place with Invisible and Unspoken Boundaries?
ingmarie munkhammar
Department of Education, Sweden

2. Public School and Child-Care Partnership
ANN LOVRIEN
Saint Paul Public Schools, St. Paul, MN, USA
3. Changing Practice: The Effect of a European Study Visit on the Practice of Scottish Early Childhood Teachers
ALINE-WENDY DUNLOP AND JACQUELINE HENRY
University of Strathclyde, United Kingdom

SYMPOSIUM III/10
ZONE OF PROXIMAL DEVELOPMENT
Self-organised symposium

Zone of Proximal Development
Presentation is in Russian. English translation is provided.

☞ ROOM: MORAVIA RESTAURANT (CAPACITY 150 PEOPLE)
CHAIR: ELENA YUDINA
Moscow City University of Psychology and Education, Russian Federation

1. The Teacher’s Position in Adult-Child Interaction in Its Relation to Child’s Zone of Proximal Development (ZPD)
ELENA YUDINA
Moscow City University of Psychology and Education, Russian Federation

2. Using the Concept of Scaffolding to Promote Practical Applications of the Zone of Proximal Development in an Early Childhood Classroom
ELENA BODOVA
Mid-continent Research for Education and Learning (McREL), United States

3. Joint Activity of Child and Adult in the Space ZPD
INNA KOREPANOVA
Moscow City University of Psychology and Education, Russian Federation

SYMPOSIUM III/11
UNDERSTANDING MATHEMATICS IN EARLY YEARS
Individual papers

☞ ROOM: EXECUTIVE ROOM 124 (CAPACITY 30 PEOPLE)
CHAIR: ROCHELLE MAYER
Georgetown University, USA

1. How is Early Years Practice linked to Theory? Mathematics as a Case in Question
PENNY MUNN
University of Strathclyde, United Kingdom

2. Children-Technology-Maths Activity as a Unit of Analysis: Exploring the Challenge of Maths and Technology in the Early Years
ANNA CHRONAKI
Department of Early Childhood Education, University of Thessaly, Greece
3. Assessing the Scientific Concept of Number in Primary School Children  
PETER MOXHAP  
Portland (Maine) Public Schools, USA

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SYMPHOSIUM III/12  
LANGUAGE LEARNING  
Individual papers  
☞ ROOM: EXECUTIVE ROOM 122 (CAPACITY 30 PEOPLE)  
CHAIR: EVA KONČIKOVÁ  
Wide Open School Foundation, Slovakia

1. Scaffolding Emergent Readers with Teacher’s Interactions  
PATRICIA KOSTELL  
Educational Consultant and Curriculum Facilitator, USA

2. The Facilitative Role of Adults in the Language Development of Afrikaans – and Sesotho-Speaking Pre-school Children  
JJE MESSERSCHMIDT, CM VORSTER, JCF VENTER, MJ RAMABENYANE  
University of the Free State, South Africa

3. Improving Language and Literacy Opportunities in an Early Years Setting  
ANNETTE KEARNS  
IPPA, The Early Childhood Organisation, Ireland

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SYMPHOSIUM III/13  
LANGUAGE AS A TOOL OF COGNITIVE DEVELOPMENT  
Individual papers  
☞ ROOM: LOUNGE 1 (CAPACITY 70 PEOPLE)  
CHAIR: TATIANA AKHUTINA  
Learning Disabilities and ADHD Lab, Moscow State University of Psychology and Education. Department of Psychology, Lomonosov Moscow State University, Russian Federation

1. The Functional Analysis based on Vygotsky’s Approach: Functions of Egocentric Thinking  
ALEXANDR ROMASCHUK  
MSU, Russian Federation  
*Presentation is in Russian. English translation is provided.*

2. Invisible Children: Picture Books and Disability  
KAREN ARGENT  
Newman College of Higher Education, United Kingdom

3. The Vygotsky-Luria Neuropsychological Approach to Remediation of Executive Functions Deficit in Children with ADHD and Learning Disabilities  
TATIANA AKHUTINA  
Learning Disabilities and ADHD Lab, Moscow State University of Psychology and Education. Department of Psychology, Lomonosov Moscow State University, Russian Federation
SYMPOSIUM III/14
IN INVOLVING CHILDREN IN RESEARCH
Individual papers
☞ ROOM: LOUNGE 8 (CAPACITY 30 PEOPLE)
CHAIR: WENDY LEE
Educational Leadership Project, New Zealand

1. Many Children, Many Voices
anja tertoolen (1) and wieke bosch (2)
(1) Educatieve Federatie Interactum, The Netherlands
(2) Ipabo, The Netherlands

2. Young Children's Voices in Legal Settings
CELIA DOYLE AND GILL HANDLEY
Northampton University, United Kingdom

3. A Creative Methodology for Consulting with Young Children
NANETTE SMITH AND ISOBEL MCCLEAN
University of Worcester, United Kingdom

SYMPOSIUM III/15
ART, MUSIC, AND DRAMA
Self-organised symposium

Creativity in Multiple Perspectives
☞ ROOM: EXECUTIVE ROOM 123 (CAPACITY 30 PEOPLE)
CHAIR: ANNA CRAFT
Exeter University and Open University, United Kingdom

1. Perspectives of Children, Teachers, Parents, and Governors in a North of England Primary School
ANNA CRAFT
Exeter University and Open University, United Kingdom

2. Do Movement Activities and Games Facilitate Creative Thinking?
EVRIDIKI ZACHOPOULOU
Alexandrio Technological Educational Institute of Thessaloniki, Greece

3. Creativity in Performance Arts
SUSAN YOUNG
University of Exeter, United Kingdom

4. Creativity in Artistic and Conceptual Incongruities Produced by Kindergarten Children
ELENI LOIZOU
University of Cyprus, Cyprus
SYMPOSIUM III/16
ASSESSMENT: APPROACHES AND EXPERIENCES
Individual papers
☞ ROOM: LOUNGE 2 & 3 (CAPACITY 70 PEOPLE)

CHAIR: NIKOLAI CHERNOLUTSKI
Russian Education Development Fund «Soobschestvo», Russian Federation

KRISTIN KARLSDOTTIR AND BRYNDIS GARDARSDOTTIR
Iceland University of Education, Iceland

2. Diagnostics of the Crisis at the Age of 3 as the Basis of Educational Programme Design
NATALIA RAZINA
Russian State University for The Humanities, Vygotsky Institute of Psychology, Russian Federation

Presentation is in Russian. English translation is provided.

SYMPOSIUM III/17
VYGOTSKIAN THEORY AND ASSESSMENT / 'TEACHERS' PRACTICE: INTERACTION WITH CHILDREN
Individual papers
☞ ROOM: EXECUTIVE ROOM 125 (CAPACITY 30 PEOPLE)

CHAIR: SONJA RUTAR
Developmental Research Centre for Pedagogical Initiatives Step by Step, Slovenia

1. Assessment for Learning: Motivation for Teachers to Personalise Learning
JEANETTE CLARKIN-PHILLIPS
University of Waikato, Hamilton, New Zealand

2. Development for Assessment Quality: An Education Management Perspective on Vygotsky
NALIZE MARAIS
University of the Free State, South Africa

3. Diversity and Equity - Making Sense of Good Practice
REGINE SCHALLENBERG-DIEKMANN (1), DALVIR GILL (2), ANASTASIA HOUNDOUAMADI (3), AND PETER LEE (4)
(1) INA.KINDER.GARTEN and ISTA/INA at Freie Universität Berlin, Germany
(2) CREC, Birmingham, England/UK
(3) SCHEDIA, Athens, Greece
(4) University of Strathclyde, Glasgow, Scotland/UK
SYMPOSIUM III/18
MULTICULTURAL EDUCATION
Self-organised symposium

Children Crossing Borders Project: The Challenges and Potentials of Coding as a Means of Handling Large Cross National Data Sets
☞ ROOM: CONGRESS HALL I (CAPACITY 250 PEOPLE)
CHAIR: CHRISTINE PASCAL
Centre for Research in Early Childhood, United Kingdom

1. To Code or Not to Code? That is the Question!
GILLES BROUGÈRE
Université Paris 13, France

2. The Science and Art of Developing a Coding Frame and Protocol
JENNIFER ADAIR
State University of Arizona, USA

3. The Power and Potential of Coding as a Connecting Process
CHRI$$ PASCAL, GUILIA PASTORI, AND ANNIIA SULZER
Centre for Research in Early Childhood in Birmingham, England, United Kingdom

SYMPOSIUM III/19
POLICY AND PRACTICE IN INCLUSIVE EDUCATION
Individual papers
☞ ROOM: LOUNGE 9 (CAPACITY 50 PEOPLE)
CHAIR: NATALIA SOFIY
Ukrainian Step by Step Foundation, Ukraine

1. It Takes Two to Tango – Including the Including?
GORAN LASSBO
Department of Education, Göteborg University, Sweden

2. Inclusion in Early Childhood Education: A Rich Tapestry of Diversity Clouded by Considerable Challenge
KATHLEEN CLARK AND FRANCES ROSS-WATT
University of Strathclyde, Faculty of Education, United Kingdom

ULVII MIKAILOVA
Centre for Innovations in Education, Azerbaijan
SYMPOSIUM III/20
POLICY AND PRACTICE IN INCLUSIVE EDUCATION

Individual papers
☞ ROOM: EXECUTIVE ROOM 127 (CAPACITY 30 PEOPLE)

CHAIR: SANJA GENA HANDZAR
Center for Educational Initiatives Step by Step, Bosnia and Herzegovina

1. Multimodal Meaning Making in Special and Inclusive Pre-school: The Experiences of a Young Child with Learning Difficulties
ROSIE FLEWITT
Centre for Research in Education and Educational Technology, The Open University, United Kingdom

2. Portfolios, A Tool of Inclusive Practice
BRONWYN GLASS
Botany Downs Kindergarten, Manukau Institute of Technology, New Zealand

3. The Crossing Borders Project: “A Passport in Hand, Competent Learners Go to School”
CAROL HARTLEY
Mangere Bridge Kindergarten, Centre of Innovation 2006-2008, New Zealand

SYMPOSIUM III/21
TEACHER TRAINING

Individual papers
☞ ROOM: EXECUTIVE ROOM 128 (CAPACITY 30 PEOPLE)

CHAIR: MARINA MRKTCYAN
Step by Step Benevolent Foundation, Armenia

1. Crossing Borders: The Transition to Higher Education
HILARY FABIAN
The North East Wales Institute, United Kingdom

2. Reshaping Early Childhood Teacher Education: Who is in Charge of Policy Reform?
MANJULA WANIGANAYAKE
Macquarie University, Australia

3. The Effects of Turkish Curriculum of Teacher Training for Supporting Language Acquisition: The Turkish Example of TESSLA Project
AYLA OKTAY, ALEV ÖNDER, ÖZGÜL POLAT UNUTKAN
University of Marmara, Turkey

SYMPOSIUM III/22
POLICY OF EARLY EDUCATION IN DIFFERENT COUNTRIES

Individual papers
☞ ROOM: OLD CZECH BEER PUB (CAPACITY 100 PEOPLE)

CHAIR: ZORICA TRIKIĆ
CIP – Center for Interactive Pedagogy, Republic of Serbia
1. ZOP: Critical Thinking, Untested Feasibilities and Zones of Professional Development
MATHIAS URBAN
Martin-Luther-University Halle-Wittenberg, Germany

2. Competing Professional Identities in Contemporary Early Childhood Education: The Hegemony of Children’s Chronological Age in Early Childhood Educators’ Sense of Identity
SUSAN KRIEG
School of Education, Flinders University, South Australia, Australia

GILLIAN MCGILLIVRAY
Newman College of Higher Education, United Kingdom

SYMPOSIUM III/23
WORKFORCE, CLIMATE, MANAGEMENT, LEADERSHIP
Individual papers
☞ ROOM: EXECUTIVE ROOM 129 (CAPACITY 30 PEOPLE)
CHAIR: MARCELA STRAKOVA
Step by Step Czech Republic Foundation, Czech Republic

1. Reflections on Leadership Mentoring and the Zone Of Proximal Development
MIKE GASPER AND PAUL WATLING
Centre for Research in Early Childhood in Birmingham, United Kingdom

2. “Get Back in Your Box”: How an Interpreted Culture Impacts Leadership Aspirations and Behaviours
LOUISE HARD
Charles Sturt University, Australia

3. The Pre-school Director and the Problems in the Staff Group
ARNA H. JÓNSDÓTTIR
Iceland University of Education (IUE), Iceland

SYMPOSIUM III/24
IMAGES OF CHILD IN SOCIETY IN EARLY YEARS EDUCATION
Individual papers
☞ ROOM: LOUNGE 11 (CAPACITY 66 PEOPLE)
CHAIR: TIM WALLER
Swansea University, United Kingdom

1. Introducing Free Early Childhood Care and Education in New Zealand: Politics and Practice 2007
HELEN MAY
University of Otago, New Zealand
2. Early Childhood in a Political View
Kurt Hein and Gunhild Vestergård
CVU Lillebælt Fyns Paedagogseminarium, Denmark

3. Governance of Early Care and Education: Politics and Policy in France and Sweden
MICHELLE NEUMAN
Columbia University, USA

SYMPOSIUM III/25
TEACHERS’ REFLECTIVE PRACTICE
Self-organised symposium

Teachers as Participants in Children’s Learning Processes
☞ ROOM: EXECUTIVE ROOM 130 (CAPACITY 30 PEOPLE)

CHAIR: INGE JOHANSSON
Stockholm Institute of Education, Sweden

1. Children’s Participation: Focus on Dialogical Patterns in Early Childhood Institutions
BERIT BAE
Høgskolen Oslo, Norway

2. Adults as Context for Social Learning in Kindergarten
LIV GJEMS
Vestfold University, Norway

3. Exploring Beliefs about Learning and Knowledge of Students in Child-Care Training Programmes: Beliefs about Children’s Learning and Personal Epistemology
JOANNE BROWNLEE, DONNA BERTHELSEN AND GILLIAN BOULTON-LEWIS
QUT, Australia

SYMPOSIUM III/26
INNOVATION: IMPLEMENTING THEORY INTO PRACTICE
Individual papers
☞ ROOM: ROOM 103 (CAPACITY 30 PEOPLE)

CHAIR: ROSEMARY ROBERTS
University of Worcester, United Kingdom

1. Narratives about “The Best Practice” in Pre-school
ANNICA LÖFDAHL AND HÉCTOR PÉREZ PRIETO
Karlstad University, Sweden

2. Wartime Nursery, Nursery, Neighbourhood Nursery, Children’s Centre: the Changing Role of Early Years Provision
JANE MURRAY AND EUNICE LUMSDEN
The University of Northampton, United Kingdom
3. Evaluating and Improving Quality of a Network of Infant-Toddler Day-Care Centres in a Metropolitan Area

TULLIA MUSATTI

Institute of Cognitive Sciences and Technologies, National Research Council, Italy

Friday, 31st August – Symposium Set IV – 14:00 – 15:30

SYMPOSIUM IV/1
VYGOTSKY ON HUMAN NATURE AND HUMAN DEVELOPMENT
Keynote session
☞ ROOM: CONGRESS HALL I (CAPACITY 250 PEOPLE)

CHAIR: JAMES WERTSCH
McDonnell International Scholars Academy, Washington University, USA

SYMPOSIUM IV/2
PARENTS’ PERSPECTIVE AND FAMILY INVOLVEMENT
Individual papers
☞ ROOM: LOUNGE 11 (CAPACITY 66 PEOPLE)

CHAIR: ZORICA TRIKIĆ
CIP – Center for Interactive Pedagogy, Republic of Serbia

1. Affordances; Crossing the Border from the Personal Perceptual Schemas to Socially Mediated Learning Dispositions
MARTIN NEEDHAM
University of Wolverhampton, United Kingdom

2. The Role of Parents in the Early Years: The Relationship between Research, Ethics, and Politics
MICHEL VANDENBROECK
Department of Social Welfare Studies, Ghent University, Belgium

3. Role of an Adult in the Development of a Child: Evidence from a Home-based Intervention Program
DENIZ SENOCAK
Mother Child Education Foundation, Turkey

SYMPOSIUM IV/3
CO-OPERATION BETWEEN FAMILIES AND TEACHERS
Self-organised symposium

Trust and Co-operation between Pre-school Teachers and Parents
☞ ROOM: EXECUTIVE ROOM 128 (CAPACITY 30 PEOPLE)

CHAIR: EVE KIKAS
University of Tartu, Estonia
1. Family Involvement and Trust in Kindergarten and School
AIRI NIilo
University of Tartu, Estonia

2. Parent-Teacher Trust and Possibilities of Co-operation
MARITA KONTONIEMI
University of Jyväskylä, Finland

3. From Co-operation to Partnership between Parents and Pre-school Teachers
PIRJO-LIISA POIKONEN
University of Jyväskylä, Finland

SYMPOSIUM IV/4
PLAY
Self-organised symposium
Different approaches to play in the outdoors
☞ ROOM: EXECUTIVE ROOM 127 (CAPACITY 30 PEOPLE)
CHAIR: ELLEN BEATE HANSEN SANDSETER
Queen Maud’s College for Early Childhood Education, Norway

1. Levels of Physical Activity According to Affordances of Pre-school Outdoor Environments
TROND L. HAGEN
Queen Maud’s College for Early Childhood Education, Trondheim, Norway

2. Spacious Communication: A Socio-cultural Consideration of the Affordances of the Indoor and Outdoor Environment for Different Communication Patterns between Children and Their Teachers
JANE WATERS
Swansea University, Department of Childhood Studies, United Kingdom

3. Challenging and Risky Play Outdoors in Pre-school; Affordances of the Play Environment
ELLEN BEATE HANSEN SANDSETER
Queen Maud’s College for Early Childhood Education, Trondheim, Norway

SYMPOSIUM IV/5
APPLYING SOCIO-CULTURAL THEORY IN PLAY AND LEARNING
Self-organised symposium
Constructing and Critiquing Approaches to Cultural-Historical Research
☞ ROOM: EXECUTIVE ROOM 126 (CAPACITY 30 PEOPLE)
CHAIR: MARILYN FLEER
Monash University, Australia

1. Greener and Safer – How Do Children Play in Their Communities?
MARILYN FLEER AND GLORIA QUINONSES
Monash University, Australia
2. Stories of Practice: Teachers’ Narratives as Mediating Artefacts in Fostering Professional Learning
JOCE NUTTALL
Monash University, Australia

3. The Third Space: In Search of the Emotional Context of Children’s Play and Development
MARIE HAMMER
Monash University, Australia

SYMPOSIUM IV/6
TEACHERS’ PRACTICE: INTERACTION WITH CHILDREN
Self-organised symposium
Body and Movement as Fundamental Categories for Early Childhood Education
☞ ROOM: EXECUTIVE ROOM 124 (CAPACITY 30 PEOPLE)
CHAIR: ULRIKE UNGERER-RÖHRICH
Department of Physical Education and Sport, University of Bayreuth, Germany

1. Physical Space and Corporeality – Pedagogical Implications of the Organisation of Kindergarten Rooms on Children’s Play and Activity
THOMAS MOSER
Early Childhood Education Research Centre, Faculty of Education, Vestfold University College, Tønsberg, Norway

2. Kinaesthetic Learning
ILSE MARIE MORTENSEN
Aarhus Municipality, Department for Children and Youth, Denmark

3. Education and Movement
ULRIKE UNGERER-RÖHRICH
Department of Physical Education and Sport, University of Bayreuth, Germany

SYMPOSIUM IV/7
EARLY CHILD DEVELOPMENT
Individual papers
☞ ROOM: LOUNGE 12 (CAPACITY 30 PEOPLE)
CHAIR: PETER REPISKÝ
Wide Open School Foundation, Slovakia

1. Peer Collaboration as Aim and Resource in Early Education
HELI MAKKONEN
North Karelia University of Applied Sciences, Finland

2. Listening to the Voices of the Socially Marginalised: Perceptions, Reality and the View from the Playground
RICHARD TAFFE
Charles Sturt University, Australia
SYMPOSIUM IV/8

SUPPORTING DEVELOPMENT THROUGH SCAFFOLDING

Individual papers

ROOM: MORAVIA RESTAURANT (CAPACITY 150 PEOPLE)

CHAIR: CORNELIA CINCILEI

Step by Step Moldova, Republic of Moldova

1. Developing Pedagogic of Health Improvement – A New Area of Multidisciplinary Research in Pre-school Education

GULSHAT URAZALIEVA (1) AND VLADIMIR KUDRYAVTSEV (2)

(1) Russian State University for the Humanities, Russian Federation
(2) The L. S. Vygotsky Institute of Psychology of The Russian State University for the Humanities, Russian Federation

*Presentation is in Russian. English translation is provided.*

2. Psychological Aspects of Education Aimed at Personality Development in the Context of Vygotsky's Educational Psychology

GHELENA KOVHRINA

Russian State University for the Humanities, Vygotsky Institute of Psychology, Russian Federation

*Presentation is in Russian. English translation is provided.*

3. Social Origin of Mathematical Thinking: As-if Discourse as a Basis for Scaffolding in Preschools

MINATI PANDA

Jawaharlal Nehru University, New Delhi, India

SYMPOSIUM IV/9

TRANSITIONS

Self-organised symposium

Transition from Kindergarten to Primary School: Different Discourse, Different Perspectives between Early Childhood and Primary School Teachers

ROOM: EXECUTIVE ROOM 125 (CAPACITY 30 PEOPLE)

CHAIR: RIYO KADOTA

Seinan Gakuin University, Japan

1. Study on the Images of Practical Terms Used in Teachers’ Narratives; Comparative Analysis between Kindergarten and Elementary School Teachers

TAKAKO NOGUCHI (1) AND RIYO KADOTA (2)

(1) Jumonji University, Japan
(2) Seinan Gakuin University, Japan

2. Transforming Teachers’ Discourse over Transition from Kindergarten to Primary School in Japan: Video Viewing as a Research Tool

MINOWA JUNKO (1), ASHIDA HIROSHI (2), SUZUKI MASATOSHI (3)

(1) Kawamura Gakuen Woman’s University, Japan
(2) University of Hyogo, Japan

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3. Collaboration and Transformation of Activity Systems of Kindergarten-Primary School

AKITA KIYOMI (1) AND ODA YUTAKA (2)

(1) The University of Tokyo, Graduate School of Education, Japan
(2) The National Institute of Special Education, Japan

SYMPOSIUM IV/10
ZONE OF PROXIMAL DEVELOPMENT
Self-organised symposium
Interaction between Children’s Life Conditions and Their Co-constitution of Each Others ZPD

ROOM: LOUNGE 8 (CAPACITY 30 PEOPLE)
CHAIR: IVY SCHOUSBOE
University of Copenhagen, Denmark

1. Young Children’s Identity Formation in Transition to School Life
DITTE WINThER-LINDQVIST
University of Copenhagen, Denmark

2. Children’s Co-constitution of ZPD
IVY SCHOUSBOE
University of Copenhagen, Denmark

3. Children and Pedagogues in Co-operative Interaction
DANIELA CECCHIN
BUPL Pedagogues’ Trade Union, Denmark

SYMPOSIUM IV/11
UNDERSTANDING MATHEMATICS IN EARLY YEARS
Self-organised symposium
Language as a Tool for Young Children’s Mathematics Learning

ROOM: LOUNGE 7 (CAPACITY 30 PEOPLE)
CHAIR: ANDREA PETER-KOOP
University of Oldenburg, Germany

1. Children from Families with Migration Background – The Relationship of Language and Number Concept Development in Early Childhood Education
ANGELA SCHMITMAN GEN. POTTMANN AND ANDREA PETER-KOOP
University of Oldenburg, Germany

2. The Latitude and Longitude of Play in School: The Development of Mathematical Concepts and Language in Early Childhood
MAULFRY WORTHINGTON
The Free University, Amsterdam, The Netherlands
3. ‘Children Invent Maths’ with Uniform Objects in Large Quantities – An Inner Dialog of Imagination and Structuring

KERENSA LEE HUELSWITT
University of Bremen, Germany

SYMPOSIUM IV/12
MULTILINGUAL DEVELOPMENT
Individual papers
☞ ROOM: LOUNGE 6 (CAPACITY 30 PEOPLE)

CHAIR: DAWN TANKERSLEY
International Step by Step Association, USA

1. Translating as a Situated Activity
MARJORIE FAULSTICH ORELLANA (1) AND H. JULIA EKSNER (2)
(1) University of California at Los Angeles, USA
(2) Northwestern University, Germany

2. Biliteracy in Two Different Alphabets: Does it Make You Smarter?
MUZEEYEN SEVINC
Marmara University-Istanbul, Turkey

SYMPOSIUM IV/13
LANGUAGE LEARNING
Individual papers
☞ ROOM: LOUNGE 1 (CAPACITY 70 PEOPLE)

CHAIR: ULVIYA MIKAILOVA
Center for Innovations in Education, Azerbaijan

1. Language Experiences of Preverbal Children in Australian Child-care Centres
BERENICE NYLAND
RMIT University, Australia

2. The Beauty of Computers. A Case Study
LINDA ARNOTT
Northlink College, South Africa

3. Experimental Study of Speech Development Precognition in Pre-Lingual Period (Normal and Abnormal Development)
GALINA MISHINA
Russian State University for the Humanities, Vygotsky Institute of Psychology, Russian Federation

Presentation is in Russian. English translation is provided.
SYMPOSIUM IV/14
LANGUAGE AS A TOOL, OF COGNITIVE DEVELOPMENT/INVOLVING CHILDREN IN RESEARCH
Individual papers
☞ ROOM: EXECUTIVE ROOM 129 (CAPACITY 30 PEOPLE)
CHAIR: JELENA VRANJESEVIC
Centre for Interactive Pedagogy, Serbia

1. A Knowledge Creation Approach to Environmental Education in Early Childhood: Vygotskian Theories in Practice
CYNTHIA PRINCE
Eastern Institute of Technology, New Zealand

2. “I Don’t Need Your Help”: Fifth Graders, Vygotsky, & Peer Editing
MARY CHRISTIANAKIS
Occidental College, USA

SYMPOSIUM IV/15
ART, MUSIC AND DRAMA
Individual papers
☞ ROOM: EXECUTIVE ROOM 130 (CAPACITY 30 PEOPLE)
CHAIR: MILDA BREDKYTE
Kajaani University Consortium, Finland

1. La Rotation Artistique
DOMINIQUE HUDICOURT RIBOUL
Tipa Tipa (SbS Haiti), FOKAL (OSI Haiti), Haiti

2. Making Richer Sense: Young Children Using Drawing as a Mediating Tool
KATHY RING
York St John University, United Kingdom

3. It Rains Colours: Art as a Pedagogical Tool in a Social Intervention Programme
ANASTASIA HOUNDOUMADI
Centre for Artistic and Pedagogical Training “Schedia”, Greece

SYMPOSIUM IV/16
ART, MUSIC, AND DRAMA
Individual papers
☞ ROOM: EXECUTIVE ROOM 123 (CAPACITY 30 PEOPLE)
CHAIR: SUZANA KIRANDZISKA
Foundation for Educational and Cultural Initiatives of Macedonia (FECIM) – “Step by Step, Macedonia

1. Cultural Literacy of Icelandic Pre-school Children: Children’s Experience of Folktales, Classical Literature for Children, Popular Culture and Computers
THORDIS THORDARDOTTIR
Iceland University of Education, Iceland
2. Co-constructing a Sense of Place: Curriculum that Reflects the Shared Understanding of Life in the Agricultural Intermountain West
TRICIA GIOVACCO-JOHNSON
University of Wyoming, USA

SYMPOSIUM IV/17
ASSESSMENT APPROACHES AND EXPERIENCES
Individual papers
☞ ROOM: LOUNGE 2 & 3 (CAPACITY 70 PEOPLE)
CHAIR: TATJANA VONTA
Developmental Research Centre for Educational Initiatives – Step by Step, Slovenia

1. Speech and Language Development of Estonian Pre-schooler
TIHU TAMMEMÄE
Tallinn University, Estonia

2. Authentic Assessment for Children in the Early Years
AVRIL SWEENEY
National Council for Curriculum and Assessment, Ireland

3. Teachers’ Ratings of Children’s Achievements at the End of Pre-school Year: Children with Special Requirements
ENE MÄGI
Tallinn University, Estonia

SYMPOSIUM IV/18
MULTICULTURAL EDUCATION
Self-organised symposium
Young Children Participating in Research
☞ ROOM: CONGRESS HALL III (CAPACITY 140 PEOPLE)
CHAIR: CHRISTA PREISSING
International Academy at Free University Berlin, Germany

1. French Children’s Voices about Pre-school
SYLVIE RAYNA
Université Paris Nord, France

2. Methodological Issues in Video-based Research with Children
CHIARA BOVE
University of Milano, Italy

3. ‘Seen but Never Heard’ Children’s Voices in England
DALVIR GILL
Centre for Research in Early Childhood Birmingham, England, United Kingdom
SYMPOSIUM IV/19
POLICY AND PRACTICE IN INCLUSIVE EDUCATION
Self-organised symposium

Language Development and Inclusive Education
☞ ROOM: LOUNGE 4 (CAPACITY 40 PEOPLE)

CHAIR: REBEKKA JÓNSDOTTIR
Múlaborg Pre-school Reykjavik, Iceland

1. Múlaborg: a Pre-school for Everyone
GUDMUNDSDOTTIR GYDA
Múlaborg Pre-school, Iceland

2. Non-traditional Communication Methods and Language Development in Inclusive Education
GUDMUNDSDOTTIR BRYNHILDUR
Múlaborg Pre-school, Iceland

3. Cultural Diversity and Language Development
NICHOLE LEIGH MOSTY
Múlaborg Pre-school, Iceland

SYMPOSIUM IV/20
POLICY AND PRACTICE IN INCLUSIVE EDUCATION
Individual papers
☞ ROOM: LOUNGE 9 (CAPACITY 50 PEOPLE)

CHAIR: DEBORAH ZIEGLER
Council for Exceptional Children, USA

1. Inclusive Bilingual Education: Ethnographic Case Studies from the Palestinian Jewish ‘Front’
ZVI BEKERMAN
Hebrew University, Jerusalem

2. Starting Primary School in Ireland: the Experience of Refugee Children and their Families
PHILOMENA DONNELLY
St. Patrick’s College, Ireland

3. Respect for Diversity in the Early Childhood Setting – What We Have Learnt: Case Studies from around the Globe
JACQUELINE HAYDEN (1) AND OSCAR ODENA
(1) Bernard van Leer Foundation, The Netherlands
(2) Queen’s University, Belfast, Northern Ireland, UK
SYMPOSIUM IV/21
TEACHER TRAINING
Self-organised symposium
Making Learning Visible
☞ ROOM: LOUNGE 5 (CAPACITY 30 PEOPLE)
CHAIR: THEODORA PAPATHEODOROU
Faculty of Education, Anglia Ruskin University, United Kingdom

1. How do Student Teachers Consider Their Learning in Practice
ANNELI NIIKKO
Teacher Education Department in Savonlinna, University of Joensuu, Finland

2. Paradigm Shift Not Yet Accomplished
LUDO HEYLEN
Centre for Experiential Learning, Catholic University Leuven, Belgium

3. Co-constructing Knowledge – Facilitating Graduateness
THEODORA PAPATHEODOROU, PAULETTE LUFI AND CHRISTINE SUCH
Faculty of Education, Anglia Ruskin University, United Kingdom

SYMPOSIUM IV/22
POLICY OF EARLY EDUCATION IN DIFFERENT COUNTRIES
Discussion group
ECCE Policy and Practice across UK, the Republic of Ireland and in the Nordic Countries: Implications for Early Childhood
☞ ROOM: OLD CZECH BEER PUB (CAPACITY 100 PEOPLE)
CHAIR: MARGARET CLARK
Newman College of Higher Education, United Kingdom
CO-CHAIR: THOMAS MOSER
Early Childhood Education Research Centre, Faculty of Education, Vestfold University College, Tønsberg, Norway

SYMPOSIUM IV/23
POLICY OF EARLY EDUCATION IN DIFFERENT COUNTRIES
Individual papers
☞ ROOM: EXECUTIVE ROOM 122 (CAPACITY 30 PEOPLE)
CHAIR: COLETTE MURRAY
Pavee Point, Ireland

1. Examining E-learning in Socio-cultural Communities of Early Childhood Teachers: 21st Century Learning Approaches for Professional Development
LINDA NEWMAN
University of Western Sydney, Australia
2. 'If It Takes a Village' – The Impact of the Global Village on Learning Opportunities
MARION FLETT
Bernard van Leer Foundation, The Netherlands

SYMPOSIUM IV/24
THEORETICAL APPROACHES AND FINDINGS
Individual papers
☞ ROOM: PLENARY HALL (CAPACITY 1700 PEOPLE)

CHAIR: LUDMILA F. OBOUKHOVA
Moscow State University of Psychology and Education, Russian Federation

1. Similarities and Differences between the Two Psychological Theories: Vygotsky and Gal’perin
LUDMILA F. OBOUKHOVA
Moscow State University of Psychology and Education, Russian Federation

Presentation is in Russian. English translation is provided.

2. L.S. Vygotsky’s Hypothesis of the Interiorization of Higher Mental Functions and the Problem of Learning Interaction in the Developmental Learning
VIKTOR GURUZAPOV
Moscow State University of Psychology and Education, Russian Federation

Presentation is in Russian. English translation is provided.

SYMPOSIUM IV/25
TEACHERS’ REFLECTIVE PRACTICE
Individual papers
☞ ROOM: EXECUTIVE ROOM 121 (CAPACITY 30 PEOPLE)

CHAIR: BERIT BAE
Høgskolen Oslo, Norway

1. A Foundation Stage Learning Network – Extending and Building on Practitioner’s Knowledge through Accredited Professional Development
CAROLE GOODCHILD AND MARGARET FRANCIS
City of York Council – Learning Culture and Children’s Services, United Kingdom

2. How Preschool Teachers in Sweden Experience their Educational Work
INGER HENSVOLD
Stockholm Institute of Education, Sweden

3. Where Did This Practice Come from?
GERDA SULA
Step by Step Centre, Albania
SYMPOSIUM IV/26
INNOVATION: IMPLEMENTING THEORY INTO PRACTICE

Self-organised symposium

Working on Innovation in Early Childhood: An Experience from Poland

☞ ROOM: BOHEMIA TOP RESTAURANT (CAPACITY 150 PEOPLE)

CHAIR: HENRIETTE HEIMGÄRTNER
Internationale Akademie für Innovative Pädagogik, Psychologie und Ökonomie (INA) GmbH an der Freien Universität Berlin, Institut für den Situationsansatz (ISTA), Germany

1. Overcoming Pre-transition System and Behaviours: What are the Issues for Early Childhood Programmes?
MAGDALENA HELMAN-BARYLSKA
Astrid Lindgren Institute for Early Childhood Development, Poland

2. Young Children in Poland: A Report on Early Education
TERESA OGRODZINSKA
Comenius Foundation for Child Development, Poland

3. Implementing Early Childhood Programmes: Issues and Challenges
ANNA BLUMSZTAJN (1) AND ANTONINA BOJANOWSKA (2)
(1) Comenius Foundation for Child Development, Poland
(2) Astrid Lindgren Institute for Early Childhood Development, Poland

Friday, 31st August – Symposium Set V – 16:45 – 18:15

SYMPOSIUM V/1
PARENTS’ PERSPECTIVE AND FAMILY INVOLVEMENT

Individual papers

☞ ROOM: EXECUTIVE ROOM 123 (CAPACITY 30 PEOPLE)

CHAIR: TERESA VASCONCELOS
Lisbon School of Education, Polytechnic Institute, Portugal

1. The Effect of Child’s Gender and Parental Education on Toddler’s Language Development
ljubica marjanović umek, simona kranjc, urška fekonja and katja bajić
University of Ljubljana, Faculty of Arts, Department of Psychology, Slovenia

2. Is It the Children’s Business? – Parents’ Supervising and Consulting Styles and Their Beliefs about Children’s Peer Relationships
MARITA NEITOLA
University of Turku, Department of Education, Finland
SYMPOSIUM V/2
CO-OPERATION BETWEEN FAMILIES AND TEACHERS
Individual papers
☞ ROOM: BOHEMIA TOP RESTAURANT (CAPACITY 150 PEOPLE)

CHAIR: AIJA TUNA
International Step by Step Association, Hungary

1. How parent-school partnership changed our lives
RADMILA RANGELOV-JUSOVIC
Centre for Educational Initiatives Step by Step, Bosnia and Herzegovina

2. Teachers’ Representations of Their Relationships with Parents
MARIACRISTINA PICCHIO
Institute of Cognitive Sciences and Technologies, National Research Council, Italy

3. How Do Parents and Day-Care Workers Co-operate in the Upbringing of Children in Day-Care Centres? A Case Study
ELLEN ALLEWIJN-TZIPRIS
Fontys University of Applied Sciences, The Netherlands, and Catholic University of Leuven, Belgium

SYMPOSIUM V/3
PLAY
Individual papers
☞ ROOM: LOUNGE 4 (CAPACITY 40 PEOPLE)

CHAIR: LAURA LILIOM
International Step by Step Association, Hungary

1. Creating Intersubjectivity during Socio-dramatic Play at Kindergarten
VICTORIA WHITINGTON
University of South Australia, Australia

ANNE-MARIE MORRISSEY
University of Melbourne, Faculty of Education, Australia

3. Complex Agency in Social Pretend Play: Crossing the Border between Reality and Pretence
CARMEL BRENNAN
IPPA, The Early Childhood Org/Dublin Institute of Technology, Ireland

SYMPOSIUM V/4
APPLYING SOCIO-CULTURAL THEORY IN PLAY AND LEARNING
Individual papers
☞ ROOM: LOUNGE 5 (CAPACITY 30 PEOPLE)

CHAIR: HANA ZYLFIU
Kosovo Education Center (KEC), Kosovo
1. Thematic Approach: Instructional Scaffolding Promoting Meaningful Learning (Case Study)
Cornelia Cincilei
Step by Step Moldova, Republic of Moldova

2. Observation and Imitation – Or Intent Participation among Pre-school Children?
Maritta Hännikäinen
University of Jyväskylä, Finland and Free University Berlin, Germany

SYMPOSIUM V/5
TEACHERS’ PRACTICE: INTERACTION WITH CHILDREN/
TEACHERS’ PRACTICE: APPLYING THEORIES INTO PRACTICE
Individual papers
☞ ROOM: LOUNGE 7 (CAPACITY 30 PEOPLE)
Chair: Léna Szilvási
University of Budapest, Hungary

1. Toddlers’ Participation in Learning and Meaning-Making
Kirsten Elisabeth Jansen
Agder University College, Norway

2. Early Childhood Education and Learning for Sustainable Development and Citizenship
Solveig Hägglund (1), Ingrid Pramling Samuelsson (2) and Ingegerd Tallberg Broman (3)
(1) Karlstad University, Sweden
(2) Göteborg University, Sweden
(3) Malmö University College, Sweden

3. Tools of the Mind – A Vygotskian-inspired Early Childhood Curriculum
Steffen Saifer
Northwest Regional Educational Laboratory, USA

SYMPOSIUM V/6
TEACHERS’ PRACTICE: APPLYING THEORIES INTO PRACTICE
Individual papers
☞ ROOM: LOUNGE 8 (CAPACITY 30 PEOPLE)
Chair: Philomena Donnelly
St. Patrick’s College, Ireland

1. The Classroom Learning Goals of Public School Pre-kindergarten Teachers
Nancy File (1) and Douglas Powell (2)
(1) University of Wisconsin-Milwaukee, USA
(2) Purdue University, West Lafayette, IN, USA

2. The Adult’s Role in the Framework for Early Learning
Mary Daly
National Council for Curriculum and Assessment, Ireland
SYMPOSIUM V/7
EARLY CHILD DEVELOPMENT
Self-organised symposium

Positive Behaviour in the Early Years
☞ ROOM: LOUNGE 9 (CAPACITY 50 PEOPLE)

CHAIR: ALINE-WENDY DUNLOP
University of Strathclyde, United Kingdom

1. Positive Behaviour in the Early Years – Design and Main Findings on Perceptions of Educators, Carers and Parents
HELEN MARWICK
University of Strathclyde, United Kingdom

2. Positive Behaviour Study: Parental Perspectives
JACKIE HENRY, JACQUE FEE AND PETER LEE
University of Strathclyde, United Kingdom

3. Positive Behaviour Study: Practitioner Perspectives
ALINE-WENDY DUNLOP AND COLLEEN CLINTON
University of Strathclyde, United Kingdom

SYMPOSIUM V/8
SUPPORTING DEVELOPMENT THROUGH SCAFFOLDING
Individual papers
☞ ROOM: LOUNGE 12 (CAPACITY 30 PEOPLE)

CHAIR: REGINE SCHALLENBERG-DIEKMANN
INA.KINDER.GARTEN and ISTA/INA at Freie Universität Berlin, Germany

1. The Zone of Proximal Development and How Adults can Scaffold the Process of Learning
NORA LINDÉN
Bergen University College, Norway

2. Vygotsky’s Scaffolding in the Dynamic Systems Theory: A New Curriculum Approach
JEF VAN KUYK
Cito, The Netherlands

3. Projects: A Way of Facilitating Children’s Learning within The ZPD?
SARAH CHICKEN AND TRISHA MAYNARD
University of the West of England and Swansea University, United Kingdom

SYMPOSIUM V/9
TRANSITIONS
Self-organised symposium

Transitions, Key People, and Sustaining Provision for 0-3s
☞ ROOM: CONGRESS HALL I (CAPACITY 250 PEOPLE)

CHAIR: EDDIE MCKINNON
Pen Green Research Base, United Kingdom
1. The Neighbourhood Nursery Initiative – Policy into Practice?
EDDIE MCKINNON
Pen Green Research Base, United Kingdom

2. Transitions into the Baby Nest
FELICITY NORTON
Pen Green Research Base, United Kingdom

3. Transitions from the Baby Nest
JULIE MEDHURST
Pen Green Research Base, United Kingdom

SYMPOSIUM V/10
TRANSITIONS
Individual papers
☞ ROOM: EXECUTIVE ROOM 125 (CAPACITY 30 PEOPLE)
CHAIR: ROCHELLE MAYER
Georgetown University, USA

1. First Experiences of ‘Crossing Borders’: How Adults and Peers Support the Transitions of Babies and Toddlers into Group Care Settings
LIZ BROOKER
Institute of Education, University of London, United Kingdom

2. Activity Theory Supporting the Co-construction of Understandings during Within-Centre Boundary Crossing
BARBARA JORDAN
Massey University College of Education, New Zealand

SYMPOSIUM V/11
ZONE OF PROXIMAL DEVELOPMENT
Individual papers
☞ ROOM: LOUNGE 2 & 3 (CAPACITY 70 PEOPLE)
CHAIR: ELENA YUDINA
Moscow City University of Psychology and Education, Russian Federation

1. To Converge on the Global Context of Vygotsky’s Studies through the Synthesis of Western and Asian Teachers’ Beliefs and Practices of ZPD
PEI WEN TZUO
National Institute of Education, Singapore

2. Facilitation as a Mechanism of Pedagogical Interactions
SVITLANA MARTYENKO
Kyiv Municipal Pedagogical University named by Boris Grinenko, Ukraine

Presentation is in Russian. English translation is provided.
3. Developing Outdoors – The Zone of Proximal Development in Action Outdoors
CAROL DUFFY
IPPA The Early Childhood Organisation, Ireland

SYMPOSIUM V/12
UNDERSTANDING MATHEMATICS IN THE EARLY YEARS
Individual papers
☞ ROOM: LOUNGE 6 (CAPACITY 30 PEOPLE)
CHAIR: JUDY SAYERS
University of Northampton, United Kingdom

1. The Language of Mathematics in the Classroom. Learning Activities and Teaching Techniques that Develop Skills to Master It
REBEKA PALI
Polytechnic University of Tirana, Albania

TEILJA HILTUNEN
Department of Teacher Education in Turku, University of Turku, Finland

SYMPOSIUM V/13
LANGUAGE LEARNING
Individual papers
☞ ROOM: EXECUTIVE ROOM 121 (CAPACITY 30 PEOPLE)
CHAIR: BILJANA MASLOVARIC
Pedagogical Center of Montenegro, Montenegro

1. How does a Three-year-old Child Learn to Participate in a Lunchtime Discourse about Invisible Contents?
HIROAKI ISHIKUGRO
Department of Education, College of Arts, Rikkyo University, Japan

2. Toddlers’ Interaction in a Story-time Setting
ELISABETH MELLGREN AND KARIN GUSTAFSSON
Göteborgs Universitet, Department of Education/Child Studies, Sweden

SYMPOSIUM V/14
LANGUAGE AS A TOOL OF COGNITIVE DEVELOPMENT
Individual papers
☞ ROOM: EXECUTIVE ROOM 122 (CAPACITY 30 PEOPLE)
CHAIR: PETER REPISKÝ
Wide Open School Foundation, Slovakia

1. Children’s Rewriting of Literature Using “Cultural Tools” as Dialogues, Drawing, and Play
STIG BROSTRÖM
The Danish University of Education, Denmark
2. Representation in Infants
ROGER LECUYER
Universite Rene Descartes, Institute de Psychologie, France

3. Gestures in Interaction
ANNA KLERFELT
Göteborg University, Sweden

SYMPOSIUM V/15
INVOLVING CHILDREN IN RESEARCH
Individual papers
☞ ROOM: LOUNGE 11 (CAPACITY 66 PEOPLE)
CHAIR: MARK GINSBERG
National Association for the Education of Young Children (NAEYC), USA

1. Playschool Education in Iceland from the Perspective of Children and Parents
JÖHANNA BINARSDOTTIR
Iceland University of Education, Iceland

2. The Market doesn’t Care: Children’s Rights in Early Childhood Care and Education
NOIRIN HAYES AND SIOBHAN BRADLEY
Centre for Social & Educational Research, DIT, Ireland

3. If the Performance is Good, the Government Makes the Funds: Children’s Responses in an Arts and Multiliteracies Research Project
JOHN SCHILLER AND WENDY SCHILLER
University of Newcastle, NSW, Australia

SYMPOSIUM V/16
ART, MUSIC, AND DRAMA
Individual papers
☞ ROOM: EXECUTIVE ROOM 128 (CAPACITY 30 PEOPLE)

DRAGANA CORUGA
Centre for Interactive Pedagogy, Serbia

1. Puppetry and Communication in Pre-school
MIRELLA FORSBERG AHLCRONA
Childhood Studies Unit, Sweden

2. Disposable Cameras, Humour, and Children’s Abilities
ELENI LOIZOU AND MARIANNA EFSTATHIADOU
University of Cyprus, Cyprus

3. Storytelling with Puppetry in a Multicultural Kindergarten
JORUNN MELBERG
University of Stavanger, Norway
SYMPOSIUM V/17

ASSESSMENT: APPROACHES AND EXPERIENCES

Individual papers

**ROOM: MORAVIA RESTAURANT (CAPACITY 150 PEOPLE)**

CHAIR: TATJANA VONTA

*Developmental Research Centre for Educational Initiatives – Step by Step, Slovenia*

1. **Creation of Tests, Based on Socially Psychological Norm**
   GaliNA LOGINOVA
   Moscow City University of Psychology and Education, Russian Federation
   
   *Presentation is in Russian. English translation is provided.*

2. **The Use and Abuse of Student Assessment Data: Lessons Learned from Longitudinal Studies of Early Years Children**
   LINDA LEE
   Proactive Information Services Inc., Canada

3. **Confusion in Testing for Aptitude and Achievement**
   ROBERT STAKE
   University of Illinois, USA

SYMPOSIUM V/18

MULTICULTURAL EDUCATION

Self-organised symposium

**LANGUAGE AND POLICY: EMERGING THEMES FROM CHILDREN CROSSING BORDERS**

**ROOM: CONGRESS HALL III (CAPACITY 140 PEOPLE)**

CHAIR: TONY BERTRAM

*Centre for Research in Early Childhood in Birmingham, United Kingdom*

1. **Language and Policies: Shaping Voices of Parents and Professionals in Pre-school Settings: An Experience from Germany**
   HENRIETTE HEIMGÄERTNER
   Internationale Akademie für innovative Pädagogik, Psychologie und Ökonomie (INA) gGmbH an der Freien Universität Berlin, Germany, Institut für den Situationsansatz; (ISTA), Germany

2. **New Immigrants’ Cultural Citizenship and Language Policies in US Pre-schools**
   ANGELA ARZUBIAGA
   Arizona State University, USA

3. **Children Crossing Borders and Vygotsky**
   SUSANNA MANTOVANI
   University of Milan, Italy
SYMPOSIUM V/19
POLICY AND PRACTICE IN INCLUSIVE EDUCATION

Individual papers

ROOM: EXECUTIVE ROOM 124 (CAPACITY 30 PEOPLE)

CHAIR: DEBORAH ZIEGLER
Council for Exceptional Children, USA

1. Inclusive Education: Panacea or Ill-Wind for the Child with a Visual Impairment?
COLETTE GRAY
Stranmillis University College: A College of the Queen’s University of Belfast, United Kingdom

2. Inclusive Education of Children with Emotional and Behavioural Problems
RIITTA VIITALA
University of Jyväskylä, Department of Special Education, Finland

3. Fostering Development in Wider Age-mix Grouping
WILFRIED GRIEBEL
State Institute of Early Childhood Education and Research, Germany

SYMPOSIUM V/20
TEACHER TRAINING

Individual papers

ROOM: EXECUTIVE ROOM 129 (CAPACITY 30 PEOPLE)

CHAIR: PENTTI HAKKARAINEN
Kajaani University Consortium, Finland

1. Developing Concepts of Participation with Early Years Students
JANET KAY AND ROSEMARY FUREY
Sheffield Hallam University, United Kingdom

2. The Profession of Educator of Young Children: A Profession with an Issue to Welcome Children in “Respect for Diversity”
MYRIAM MONY
ESSSE, France

SYMPOSIUM V/21
POLICY OF EARLY EDUCATION IN DIFFERENT COUNTRIES

Discussion group

Transforming policy and practice: three narratives

ROOM: OLD CZECH BEER PUB (CAPACITY 100 PEOPLE)

CHAIR: LAVINIA TAMARUA
Auckland University of Technology, New Zealand

CO-CHAIR: JANE BONE
Auckland University of Technology, New Zealand
SYMPOSIUM V/22

POLICY OF EARLY EDUCATION IN DIFFERENT COUNTRIES

Individual papers

☞ ROOM: EXECUTIVE ROOM 127 (CAPACITY 30 PEOPLE)

CHAIR: EMIL BUZOV

Step by Step Program Foundation, Bulgaria

1. Early Years Professional Status: An Initiative in Search of a Strategy

DENISE HEVEY

University of Northampton, United Kingdom

2. Achieving Early Years Professional (EYP) Status: New EYPs Evaluate the Process and Its Impact on Professional Identity

GILL GOODLIFF

The Open University, United Kingdom

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SYMPOSIUM V/23

INNOVATION: IMPLEMENTING THEORY INTO PRACTICE

Individual papers

☞ ROOM: LOUNGE 1 (CAPACITY 70 PEOPLE)

CHAIR: JELENA VRANJESEVIC

Centre for Interactive Pedagogy, Serbia

1. The Future of Child Development Laboratory Schools: Collaboration for Applied Developmental Research

NANCY BARBOUR (1), DIANE HORM (2), BRENT McBRIDE (3), MELISSA GROVES (4), MARTHA LASH (1), CAROL BERSANI (1), ANDREW STREMMEL (5), CYNTHIA RATEKIN (4), JAMES MORAN (6), JAMES BLICKER (7), SUSAN TOUSSAINT (4)

(1) Kent State University, USA
(2) University of Oklahoma, USA
(3) University of Illinois, Urbana-Champaign, USA
(4) California State University, Chico, USA
(5) South Dakota State University, USA
(6) Pennsylvania System of Higher Education, USA
(7) Purdue University, USA

2. Curriculum in the Infant Classes in Ireland: Vygotsky’s Ideas in Practice

DEIRBHILE NICCRAITH AND ANNE FAY

Irish National Teachers’ Organization, Ireland

3. Vygotsky’s Ideas as a Basis for the New Models in Early Childhood Development (ECD) Programme Assisted by UNICEF in the Republic of Belarus

NATALIA MUFEL

UNICEF, Early Childhood Development Officer, Belarus

Presentation is in Russian. English translation is provided.
Saturday, 1st September – Symposium Set VI – 8:45 – 10:15

SYMPOSIUM VI/1
PARENTS’ PERSPECTIVE & FAMILY INVOLVEMENT

Individual papers
☞ ROOM: LOUNGE 4 (CAPACITY 40 PEOPLE)

CHAIR: SUE GREENFIELD
Roehampton University, United Kingdom

1. Proliferating Parenting in the UK: Advancing Understanding through a Zone of Proximal Development
SUSAN AITKEN AND TERESA CURTIS
Manchester Metropolitan University, United Kingdom

2. Developing Shared Understandings of ‘Appropriate Touching’ with Parents and Carers
JOHN POWELL AND KERRY MOAKES
MMU Institute of Education, United Kingdom

3. Connecting Children, Families and Learning
ALISON ELLIOTT
Charles Darwin University, Australia

SYMPOSIUM VI/2
PARENTS’ PERSPECTIVE & FAMILY INVOLVEMENT / ZONE OF PROXIMAL DEVELOPMENT

Individual papers
☞ ROOM: LOUNGE 2-3 (CAPACITY 70 PEOPLE)

CHAIR: MARK GINSBERG
National Association for the Education of Young Children (NAEYC), USA

1. Importance of Social Context for the Cognitive Development of Pre-school Children
RENATA MILJEVIC-RIDICKI
Faculty for Teacher Education, Zagreb University, Croatia

2. Development of Child Communication and Family Culture
LIYA KALINNIKOVA (1) AND MAGNUS MAGNUSSON (2)
(1) Pomor State University named after M. V. Lomonosov, Russian Federation;
(2) Stockholm Institute of Education, Sweden

Part of presentation is in Russian. English translation is provided.

3. Mechanisms of Formation and Enlargement of the Zone of Proximal Development
ZHANNA P. SHOPINA
L.S. Vygotsky Institute of Psychology, RGGU, Moscow, Russian Federation

Presentation is in Russian. English translation is provided.
SYMPOSIUM VI/3
PLAY
*Individual papers*
☞ ROOM: LOUNGE 1 (CAPACITY 70 PEOPLE)

CHAIR: ANKE VAN KEULEN
Bureau MUTANT Change agents - respect for diversity / European network DECET, The Netherlands

1. **The Connection between Playing Activity and Drawing in Pre-school Children**
   ELENA BEREZHKOVSAYA
   Russian State University for the Humanities, Vygotsky Institute of Psychology, Russian Federation

   *Presentation is in Russian. English translation is provided.*

2. **Free Play? Is There Any Value in the Concept?**
   HELEN TOVEY
   Roehampton University, United Kingdom

SYMPOSIUM VI/4
TEACHERS’ PRACTICE: INTERACTION WITH CHILDREN
*Individual papers*
☞ ROOM: CONGRESS HALL I (CAPACITY 250 PEOPLE)

CHAIR: PETER REPISKÝ
Wide Open School Foundation, Slovakia

1. **Empirical Research on Early Education as a Part of Wide Open School Foundation Activities**
   ZITA BADURIKOVA
   Comenius University, Slovakia

2. **Parents’ Opinions about the Impact of a Physical Education Programme on Their Children’s Healthy Behaviour**
   EVRIDIKI ZACHOPOULOU
   Alexandrio Technological Educational Institute of Thessaloniki, Department of Early Childhood Care and Education, Greece

SYMPOSIUM VI/5
EARLY CHILD DEVELOPMENT
*Self-organised symposium*

The Teachers’ Role in Children’s Social and Moral Development in Early Childhood Education
☞ ROOM: CONGRESS HALL III (CAPACITY 140 PEOPLE)

CHAIR: ELLY SINGER
Department of Education, The Netherlands

1. **Teacher’s Strategies for Working with Children’s Morality in Early Childhood Education**
   EVA JOHANSSON
   Göteborg University, Dep. of Education, Sweden
2. The Teacher’s Role in Conflict Resolution of Young Children  
DORIAN DE HAAN  
University Utrecht, Dep. Developmental Psychology, The Netherlands

3. Social Learning in Mixed Age Groups: The Role of Teachers and Peers  
ELLY SINGER  
University of Amsterdam, Dep. of Education, The Netherlands

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SYMPOSIUM VI/6  
SUPPORTING DEVELOPMENT THROUGH SCAFFOLDING  
*Individual papers*

☞ ROOM: LOUNGE 5 (CAPACITY 30 PEOPLE)

CHAIR: SONJA RUTAR  
Developmental Research Centre for Pedagogical Initiatives Step by Step, Slovenia

1. Modern Learning Environments for Pre-school Education: A Learning Frame in Social Interaction  
MARIA SAKELLARIOU  
Department of Pre-School Education, University of Ioannina, Greece

2. Vygotsky, Early Learning and Pre-school Curriculum  
MARCELA BATISTIČ ZOREC  
University of Ljubljana, Faculty of Education, Slovenia

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SYMPOSIUM VI/7  
TRANSITIONS  
*Individual papers*

☞ ROOM: LOUNGE 6 (CAPACITY 30 PEOPLE)

CHAIR: PATRICIA KOSTELL  
Educational Consultant and Curriculum Facilitator, USA

1. Intensifying Co-operation between Early Childhood Professionals and School Teachers to Support Transition from Kindergarten to School  
RENATE NIESEL  
Staatsinstitut für Frühpädagogik (IFP) München, Germany

2. Pre-school Teachers’ Ideas on Transition from Pre-school to Primary Education in Turkey  
EBRU AKTAN KEREM AND MIHRAP EKMIŞOĞLU  
Canakkale Onsekiz Mart University, Turkey

3. Home is Where I Live: A Child’s Story about Her Move to the Other Side of the World  
CATHERINE MEEHAN  
Canterbury Christ Church University, United Kingdom
SYMPOSIUM VI/8
ZONE OF PROXIMAL DEVELOPMENT
Individual papers
☞ ROOM: LOUNGE 7 (CAPACITY 30 PEOPLE)
CHAIR: GERDA SULA
Step by Step Centre, Albania

1. Can E-Mail Support Children's Exploration of Different Cultural Heritage between Two Nurseries?
JUNE O’SULLIVAN, MARION BRESLIN, NICHOLE LEIGH MOSTY
University of Worcester, United Kingdom

2. Shifting in the Zone: Conceptualising a Dynamic Zone of Proximal Development
H. JULIA EKSNER (1) AND MARJORIE FAULSTICH ORELLANA (2)
(1) Northwestern University, Germany
(2) University of California, Los Angeles, USA

3. Promoting from Inside: A Model of Fostering Children's Symbolic Activities and Its Application
ANNA BONDIOLI AND DONATELLA SAVIO
University of Pavia, Italy

SYMPOSIUM VI/9
UNDERSTANDING MATHEMATICS IN EARLY YEARS
Individual papers
☞ ROOM: LOUNGE 8 (CAPACITY 30 PEOPLE)
CHAIR: REGINA SABALIAUSKIENE
Center for Innovative Education, Lithuania

1. Whole Class Interactive Teaching in the English Primary Mathematics Classroom: Underpinning or Undermining Learning?
JUDY SAYERS
University of Northampton, United Kingdom

2. Challenging and Innovative Ways in which Teachers can Open Young Children's Eyes to the World of Mathematics
MARIE BOTHA
University of Pretoria, South Africa

SYMPOSIUM VI/10
MULTILINGUAL DEVELOPMENT
Individual papers
☞ ROOM: LOUNGE 9 (CAPACITY 50 PEOPLE)
CHAIR: DAWN TANKERSLEY
International Step by Step Association, USA
1. Welsh in Early Years Provision: Policy and Paradigms in Promoting Bilingualism in the Early Years
Sian Wyn Siencyn
Trinity College, University of Wales, United Kingdom

2. Multilingual Toddlers in Swedish Pre-schools: What is the Role of Language in Initiating and Maintaining Pretend Play?
Anne Kultti
Göteborg University, Department of Education, Sweden

3. Bilingual Teaching Assistants and Learning in Early Years Settings
Rose Drury and Leena Robertson
The OU and Middlesex University, United Kingdom

SYMPOSIUM VI/11
LANGUAGE LEARNING
Individual papers
☞ ROOM: MORAVIA RESTAURANT (CAPACITY 150 PEOPLE)

CHAIR: NAZARKHUDO DASTAMBUEV
OSI – Assistance Foundation, Tajikistan

1. Developmental Language Delay and Its Relations to Parent-Child Interaction and Later Language Skills
Marja-Leena Laakso
University of Jyväskylä, Department of Early Education, Finland

2. The Role of Drawing in Compensation of Pre-school Children’s Speech Development Disorders
Anna Polyakova
Moscow State University, Russian Federation

Presentation is in Russian. English translation is provided.

3. Verbal and Non-verbal Development and Play in SLI-Children after Early Intervention
Nina Sajaniemi and Eira Suhonen
University of Helsinki, Finland

SYMPOSIUM VI/12
INVOLVING CHILDREN IN RESEARCH
Individual papers
☞ ROOM: EXECUTIVE ROOM 121 (CAPACITY 30 PEOPLE)

CHAIR: NIVES MILINOVIĆ
Open Academy Step By Step, Croatia

1. The Experienced Curriculum – Children’s Understandings of Learning in Some Norwegian Kindergartens
Marit Alvestad, Kristin Fugelsnes, and Inger Benny Tungland
Faculty of Arts and Education, Department of Early Childhood Education, University of Stavanger, Norway
2. The Places of Magic and Play – Children Taken into the Planning Process of Their Outdoor Area
KARI-ANNE JØRGENSEN
Vestfold University College, Faculty of Education, Norway

3. Children Speak about the Museum
SUE DOCKETT
Charles Sturt University, Australia

SYMPOSIUM VI/13
POLICY AND PRACTICE IN INCLUSIVE EDUCATION
Individual papers
☞ ROOM: EXECUTIVE ROOM 124 (CAPACITY 30 PEOPLE)
CHAIR: SUZANA KIRANDZISKA
Foundation for Educational and Cultural Initiatives of Macedonia (FECIM) – “Step by Step, Macedonia

1. The Media Initiative for Children ‘Respecting Difference’
ELEANOR MEARNS
NIPPA, United Kingdom

2. Are Pedagogical Practices for Diversity Possible in 1st Grade Classrooms in Sao Paulo/Brazil?
GISELA WAJSKOP
Instituto Superior de Educação de São Paulo/Singularidades, Brazil

SYMPOSIUM VI/14
POLICY OF EARLY EDUCATION IN DIFFERENT COUNTRIES
Individual papers
☞ ROOM: LOUNGE 12 (CAPACITY 30 PEOPLE)
CHAIR: JOANNE BROWNLEE
QUT, Australia

1. Cultural Diversity and Policy in the UK: A Vygotskian Perspective
LYNN ANG
University of East London, United Kingdom

2. Policy, Practice, and Culture Intersect in ECE: Examples from India, South Africa, and Canada
AILIE CLEGHORN
Concordia University, Canada

JACQUELINE FALLON
Centre for Early Childhood Development and Education, Ireland
SYMPOSIUM VI/15
WORKFORCE, CLIMATE, MANAGEMENT, LEADERSHIP
Self-organised symposium
Developing Leadership Capability; Public Policy, Local Praxis
☞ ROOM: LOUNGE 11 (CAPACITY 66 PEOPLE)
CHAIR: MARGY WHALLEY
Pen Green Research Base, United Kingdom

1. Developing Learning Communities in Early Years: Evaluation of the Impact of a Leadership Course
JOÃO FORMOSINHO AND JÚLIA OLIVEIRA-FORMOSINHO
University of Minho, Portugal

2. Developing and Sustaining Leadership Learning Communities: Public Policy, Local Praxis
MARGY WHALLEY, SHEILA THORPE, LINDSAY REID, AND RACHEL CHANDLER
Pen Green Research, Training and Development Centre, United Kingdom

ANNIE CLOUSTON, ANNETTE JAMES, SUE WEBSTER, AND TREVOR CHANDLER
Pen Green Research, Training and Development Centre, United Kingdom

SYMPOSIUM VI/16
TEACHERS’ REFLECTIVE PRACTICE/MULTICULTURAL EDUCATION
Individual papers
☞ ROOM: EXECUTIVE ROOM 128 (CAPACITY 30 PEOPLE)
CHAIR: EMIL BUZOV
Step by Step Program Foundation, Bulgaria

1. How Adults Perceive Their Role in Facilitating Children’s Learning
CARRIE CABLE, GILL GOODLIFF, AND LINDA MILLER
The Open University, United Kingdom

2. Pre-school Teachers’ Reflections on Diversity and Teaching
HRÖNN PÁLMADÓTTIR
Iceland University of Education, Iceland

3. ‘Embracing Alternative Ways of Knowing’
COLETTE MURRAY
Pavee Point, Ireland
SYMPOSIUM VI/17

INNOVATION: IMPLEMENTING THEORY INTO PRACTICE

Self-organised symposium

Improving Children's Experiences: Through Developing a More Confident Workforce

ROOM: EXECUTIVE ROOM 122 (CAPACITY 30 PEOPLE)

CHAIR: DENISE HEVEY
The University of Northampton, United Kingdom

1. The Impact of the Sector Endorsed Foundation Degree in Quality for Young Children and Their Families
EUNICE LUMSDEN
The University of Northampton, United Kingdom

2. Raising Quality: Early Years Sector – Endorsed Foundation Degree, Graduate’s Views about Their Professional Learning and Practice
ELAINE HALLET
The University of Derby, United Kingdom

3. Making a Difference in Early Years
ANNE FARR
Newman College of Higher Education, Birmingham, United Kingdom
**Poster presentations – Thursday, 30th August – Friday, 31st August**

**ROOM: TOP CONGRESS HALL**

**The Role of Language in Number Concepts Acquisition**  
HAVA YASEEN  
Independent Researcher, USA

**Vygotsky’s Theory and Classroom Management**  
EMIL BUZOV  
Step by Step Programme Foundation, Bulgaria

**Social Inclusion of Young Children with Autistic Spectrum Disorder in Australian Early Childhood Programmes**  
SUE WALKER  
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**Early Learning of Reading and Writing with the Help of the Instruments Protected by Letters Patent**  
JOŽICA BEZJAK  
University of Primorska, Faculty of Education in Koper, Slovenia

**Relation between Child’s Play Activities and His/Her Attachment to Kindergarten Teacher**  
ZLATKA CUGMAS  
University of Maribor/Pedagoška Fakulteta Maribor, Slovenia

**Teaching to Share, Learning to Own**  
RAFFAELLA ROSCIANO  
Institut Psychologie et Education, Université de Neuchâtel (CH), Switzerland

**Using Pictorial Tests in Assessment of Acute Stress Disorders in Children**  
OLGA SEREBROVSKAYA  
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**Baby SEAL: The Social and Emotional Aspects of Learning for Children in the Foundation Stage**  
MAUREEN NEILL, LIZ GODMAN, AND CAROLYN CARTER  
Kirklees Local Authority, United Kingdom

**Method of Supporting Parents Behaviour in Communication with Little Children**  
VICTORIA RYSKINA (1) AND VALENTINA IVANOVA (2)  
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**Integrated Art Activities in Early Childhood Education (Baby-School)**  
MAI SEIN  
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**The Problem of Representation as Psychological Tool**  
TATYANA KOTOVA AND ALEKSEY KOTOV  
Russian State University for the Humanities; RSUH, Russian Federation
Supporting Adults, Supporting Children
MARESA DUIGNAN
Centre for Early Childhood Development and Education, Ireland

Elemental Play: A Model of Natural Relationships?
ANNIE WOODS
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Tactile Activity and Success at Training Younger Schoolchildren
NATALIA ZVEREVA
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The Comparison of Curricula of Finnish and Estonian Early Childhood Education
ANNELI NIIKKO (1) AND AINO UGASTE (2)
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(2) University of Tallinn, Estonia

Transfer and Interference in Re-emigrants’ Language Development from the Perspective of Zone of Proximal Development
BORIS ILJUK
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Repeated Voices and the Side-by-Side Position of Self and Other: Basic Models of Communication from Japanese Cinema
YOKO YAMADA
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Development of Relationships among Japanese 3-year-olds
AYAKO TAKAZAKURA
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A Study of Young Children’s Folktale Understanding through an Exploration Play: On the Relation between Emotion and Imagination in Play
YUKI FUJINO
Faculty of Education, Hokkaido University, Japan

The Evaluations of Early Childhood Education Teachers on Education in Estonia and Finland
MARIKA VEISSON
Tallinn University, Estonia

Rural Children’s Social Development and School Readiness
ELAINE ANDERSON
University of Maryland, USA

Computer Assisted Assessment of Visuospatial Working Memory
MARC WANTZ
Université du Luxembourg, Luxembourg

Self-identification as a Tool for Assessing Mental Development
NATALY BELOPOLSKAYA
Moscow City Psychological and Pedagogical University, Russian Federation
Developing an Anti-bias Curriculum from Birth to 5
ANDREA VAUGHAN
Children’s Centre, United Kingdom

Children’s Subculture as a Zone of Variative Development of a Child Personality
VERA ABRAMENKOVA
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The Zone of Proximal Development and Brain Mechanisms
YURY GUSHCHIN
Psychology Department at the Dubna International University for Nature, Society and Man, Russian Federation

Communication Patterns in Families of Children with Chronic Psychosomatic Disease
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Moscow State University of Psychology and Education, Russian Federation

Interactions between Young Children and Socio-cognitive Development
THOLLON BEHAR MARIE PAULE
Université Lumière Lyon 2, Ecole Rockefeller, France

Study of Japanese 3-5 Years Old Children’s Play with Sand
JUNKO MINOWA
Kawamura Gakuen Woman’s University, Japan

The Role of Vygotsky’s Ideas in Making the Educational System in Russia More Inclusive
LIUDMILA KUZNETSOVA
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Children as Storytellers
JOYCE WYLIE
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Communities of Practice for Professional Experience: Crossing the Borders between Early Childhood Practitioner, Student Teacher and University Advisor
LINDA NEWMAN
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The Construction of Relationship between Student and Mentor in Pre-school Teacher Education
TARJA LIIINAMAA-PIHLAJAMÄKI
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Developing Environment at Pre-schools – Possibility to Foster Cognition Interests of Children
ZAIGA LUCINA
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Children’s Joint Creation of a Puppet Play – Learning in the Zone of the Future Development
IVON HICELA
Faculty of Philosophy, University of Split, Croatia
The Evaluation of Where There are No Pre-schools Programme
PIOTR OLAF ŻYLIČ
Warsaw School of Social Psychology, Poland

Research and Development of Evaluation in Early Childhood Education
KAISA KOPISTO AND ANNU BROTHERUS
Research Centre for Early Childhood and Elementary Education, Finland

Training Pre-school Teachers on Peer-Peer Relationships: Effects on Children’s Social Networks
ANTONELLA BRIGHI
Department of Psychology, University of Bologna, Italy

Humanization of the Mutual Relations of a Child and an Adult in Pedagogical Process
TAMARA PONIMANSKA
Rivne State Humanitarian University, Ukraine

Child’s Self-directed Action Process – Is It Possible in the Context of Child-care?
HEIDI MARIA KYLLÖNEN
Tampere University, Finland

Teachers’ Views on Implementation of Child-centred Teaching in Estonia
AINO UGASTE
Tallinn University, Department of Early Childhood Education, Estonia

An Action Research on Building the Whole Music Context for Young Children’s Understanding of Music
JI-AE KIM
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Inquiry of Young Children’s Experience with Artistic Materials
HYEJIN TAK
Sookmyung Women’s University, Republic of Korea

Supporting Early Learning through Assessment
AVRIL SWEENEY
National Council for Curriculum and Assessment (NCCA), Ireland

Phenomenological Understanding of Children’s Language
SHUNAH CHUNG
Sookmyung Women’s University, Republic of Korea

Overview and Analysis of School Traditions in Moscow
KSENIA KALININA
Moscow City Psychological and Pedagogical University, Russian Federation

Teacher Training for Adult Support on Children Knowledge Construction
HELENA LUIŠ AND MADALENA ALVES
Escola Superior Educação Santarem, Portugal
Playschool Education in Reykjavik: Examples of Developmental Projects I
HILDUR SKARPHÉÐINSDÓTTIR AND JÓHANNA EINARSDÓTTIR
Reykjavík City Department of Education, Iceland

Playschool Education in Reykjavik: Examples of Developmental Projects II
HILDUR SKARPHÉÐINSDÓTTIR
Reykjavík City Department of Education, Iceland

Tsunesaburo Makiguchi and Lev Vygotsky: Considering Contemporaries in Light of Current Childhood Education
JASON GOULAH
DePaul University and Concordia Language Villages, United States

Taking Well-being and Involvement as Guides to Improve Quality: The Sics and the POMS as Empowering Instruments
JULIA MOONS
Research Centre for Experiential Education, Belgium

Classroom Assistant: A Handy Resource for Teachers or an Effective Support for Weaker Readers?
COLETTE GRAY
Stranmillis University College: A College of the Queen’s University of Belfast, United Kingdom

Drawings of Emotionally Characterised Figures by Orphanage and the Children Who Live with Their Families
OYA RAMAZAN, RENGİN ZEBAT, GÜLDEN UYANIK BALAT AND GÜLCİN GÜVEN
Marmara University, Atatürk Education Faculty, Early Childhood Education Department, Turkey

Observing the Uniqueness of a Child’s Interpretation of Allegory – Basic Premise for Building Skills for Interpreting the Allegorical Meaning
ROZALINA ENGELS
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Attainment of Number Concept by Children between 4-7 Years Old
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Supporting the Creation of an Early Intervention Culture on the District of Aveiro, Portugal
PAULA SANTOS
University of Aveiro, Portugal

Social and Emotional Adaptation of Pre-school Children
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Voice of a Subject in the Socio-cultural Fields
MARE TUISK
Tallinn University, Estonia
Analysis of Scaffolding Type and the Effect of Dyad Learning: For Children Learning with a Teacher, a Parent, and a Peer
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Sungkyunkwan University in Seoul, South Korea, Republic of Korea

Children's Empowerment in Play
NATALIE CANNING
University of Worcester, United Kingdom

The Construct of Children in Need of Special Support – How Pre-school Staff Define Children in Need of Special Support in Sweden
ANETTE SANDBERG AND ANNE LILLVIST
Malardalen University, Sweden

Importance of Child Education in the Millenium Development Goals
PERVAZ GULZAR
University of Agriculture, Faisalabad, Pakistan

The Challenges of Teaching in Pre-school in Finland. A Case Study based on the Children's Interviews
ERJA RUSANEN
Open University, University of Helsinki, Finland

The Opportunities to Improve the Figurative Insight in Learning Process of the Education with Professional Trend
EDGARS KRAMINŠ AND BAIBA REINBERGA
Daugavpils University, Pedagogic Department, Latvia

Learning Readiness within Grade 1-4
ERNA VAN ZYL
University of the Free State, South Africa

Dynamic Testing of Latent Learning Capacities of the Pupils from Socially Disadvantaged Environments
IVETA KOVALCIKOVA AND JOZEF DZUKA
University of Presov in Presov, Slovakia

Coping with Loss: How Art Therapy Helps Young Children to Cope with Loss in the Inner Family
CHRISTINE ZEISER
Louise-Schroeder-College, Wiesbaden, Germany

Reconceptualizing the Publicity of Early Education through Documentation
HEEYEON KIM
Sejong University, Republic of Korea
**EECERA Members’ Forum**

EECERA Members’ Forum – For Current and Prospective Individual Members of EECERA:

**Invitation to Participate in an Open Debate**

☞ **ROOM: LOUNGE 11 (CAPACITY 66 PEOPLE)**

CHAIR: **MATHIAS URBAN**

*Martin-Luther-University Halle-Wittenberg, Germany*
The International Step by Step Association (ISSA), a leading network of early childhood education and development professionals and organizations primarily in Central and Eastern Europe and Central Asia, proudly invites you to participate in its 9th Annual Conference. This event welcomes proposals and interested participants from Eastern and Western Europe and from around the globe. Professionals involved in early childhood development and education and in related fields from the classroom to the policy level are invited to attend this conference, which will be hosted in Budapest, Hungary. The event, organized in partnership with the World Forum Foundation, will explore how the promotion of democratic values, both in practice and through advocacy, can affect the quality of children’s lives.

Highlights of this conference will include:

- Sharing best practices in democratic teaching and teaching about democracy in preschool and primary classrooms
- Panels highlighting global and regional advocacy priorities
- Inspiring, cutting edge presentations from practitioners and advocacy experts in the field of early childhood education
- Presentations on successful advocacy projects
- Opportunities to learn about research results and trends in ECE and education for democracy around the globe
- An exciting mix of outstanding keynote speakers and moderators to open lively discussions
- Opportunities for participants to explore future partnerships and further links between practice and policy.
- Engaging social programs and fascinating site visits

Further information about the conference is available on the 2008 ISSA Conference website:


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The Foundation’s Mission

The Dagmar and Václav Havel Foundation VIZE 97 has a relatively broad range of interests reflecting the concerns of its founders and the traditions on which it draws. The Foundation chiefly operates in the sphere of social care, healthcare, education and culture, though on occasion it organises or lends support to various activities in the area of human rights, while also seeking to respond to society's current needs. At the same time, the Foundation also strives - in the spirit of its name - to find and support projects which look to the future, to causes that may seem less important or even marginal to many people today, but which will prove their worth in the course of time, together with undertakings that can serve as prototypes or models, which are far-seeing rather than short-sighted and which are ground-breaking or even visionary. The Foundation regularly gives minor financial donations to provide one-off assistance to organisations of every kind, as well as individuals in dire need of assistance.
ETINCELLE

- Projects financed from the ESF (European Social Fund) and from other public subventions
- Ceramic work-shops and computer classrooms in the PSS (Social Services Provider) Bellevue and in the PSS Zahrađa
- Projects financed from our own sources
- E-shop with the products made by mentally affected people
- Sheepfarms in the PSS Bellevue and in the PSS Rataje
- Cooperation with other institutions

ETINCELLE, O.S. IS A CZECH ORGANISATION WHICH WORKS FOR THE BENEFIT OF PEOPLE WITH A MENTAL OR COMBINED HANDICAP

OUR PROJECT IN ZAHRADA
In September 2006, Etincelle started to operate a ceramic work-shop in Zahrađa in Kladno /CZ/. This project is financed from the EU funds and from the state budget. But even before the beginning of this project, thanks to own fundraising activities, Etincelle provided approx. 1 mil. CZK for the purchase of a new minibus for Zahrađa’s needs. In Zahrađa, the clients work not only in a ceramic, but also in a textile work-shop. We offer the whole range of products in about ten partnership stores and on our e-shop site. The products are also used by Etincelle to present the clients’ skills at different events, such as fair trades or congresses as the 17th EECERA Annual Conference is. Clients of Zahrađa made 800 congress bags for the participants of the conference.

OUR PROJECT IN BELLEVUE
In March 2007, Etincelle started the project „Enter“ in Bellevue in Ledce /CZ/. The project is pursued within the framework of the Commune regional operational program, thanks to the financing from the EU, from the state budget and the budget of the Regional Authority of the Central Bohemia. The Bellevue clients can improve their skills in a ceramic work-shop and in a computer classroom. Therefore, we help to their overall development, to increase their potential chances on the market place and to their more valuable life. In the computer classroom, the clients prepare a webmagazine. Apart from the “ENTER” project, we also started doing other activities in Bellevue. Above all, it is a sheep farm where we keep the Berrichon du Cher breed. The sheep are sponsored by private individuals. Thanks to them we can pay a regular salary to three clients of Bellevue who work at the farm.

E-SHOP
The clients of social services providers offer their products – textile cotton bags, ceramics – cups, vases, flower pots, pictures and many other objects. They make all of these things to come closer to the world that is normal for us, that we live in every day. With the help of Internet we want to offer to those who are interested the possibility of a simple choice of products made by people with mental or combined handicap. The clients of social services providers receive a remuneration for their work.