

# ORAL PRESENTATIONS 1

Category : SDG 4.2      Chair : Mariko ICHIMI, Edita ROGULJ

## 1-1 Quality of Early Childhood Care and Development Programs in Day Care Centers in a Philippine Barangay

Kathleen Keisha Ramos Constantino (University of the Philippines Diliman) /Philippines

**[ABSTRACT]** Early Childhood Care and Development has been an inter-agency and multi-sectoral initiative across the Philippines. These initiatives have often been based on quantitative researches looking at the number of children in an area and teachers employed. Qualitative research of ECCD programs and policies can serve as a basis for intervention and reform. Given this, the researcher developed an interest in studying ECCD programs available in Antipolo City, the city with the most number of day care centers per barangay in the country. Results of the study described the nature of ECCD services where in general, programs offered were two-hour daily sessions for children aged three to four years old which included health monitoring, education, dental, and nutritional services. Overall, while these programs may be at least satisfactory in quality, increased investments and support in ECCD programs is still needed especially in daily operations and professional development of day care workers.

## 1-2 Child Care and Early Education: Satisfaction with Services Among Families in China

Wenting Zhu, Xiumin Hong (Beijing Normal University) /China

**[ABSTRACT]** Child Care and Early Education become a hot issue facing China under the new 'two-child' policy. As an important stakeholder, parents' evaluation can be an important reference indicator for Child Care and Early Education. To examine the family's satisfaction from accessibility, affordability, quality and convenience, a total of 852 parents (49.4% urban, 50.6% rural) of children under three were randomly investigated from 3 cities of China. The results indicated that Chinese parents had relatively low satisfaction, with the quality was lowest, followed by accessibility and convenience, and affordability was relatively good. The satisfaction differed significantly among different regions, family structure and household income levels. The quality and equality of child care and early education needed to be focused, and implications for the development of childcare services were also addressed.

## 1-3 Sustainable Development in Parenting: Investigation on Parenting Stress and Support under the Two-child Policy

Qianqian Liu, Xiumin Hong (Beijing Normal University) /China

**[ABSTRACT]** Parenting plays a critical role in the sustainable development of young children, and it is affected significantly by parenting stress and support. This study used a sample of 6,100 parents with one child and 4,000 with two children in China, in order to investigate the situation of parenting stress and support. Results revealed that: (1) Parents experienced moderate levels of parenting stress and support. (2) Compared with keeping one child, the parents with two children perceived higher parenting stress and lower parenting support. (3) Parenting support had a buffer effect on parenting stress for parents with one or two children. These findings indicate that parenting support is one critical indicator of parenting stress, which can serve as strategies to promote the parenting sustainable development under the two-child policy.

## 1-4 The Value and Educational Strategies of Kindergarten Planting Activities: An Action Research Study

Yinshan Su (Nanjing Normal University) /China

**[ABSTRACT]** Following the routine of action research, this study cooperated with Teacher N from X kindergarten, targeting at the planting activities participated by 11 children, analyzing the performance of experience acquirement of children and the legitimacy of education strategies by observation, interview and object analysis. This study concludes that the value of planting lies in expanding children's experience, including the unique experience of natural affection and planting knowledge, and the derived experience of science-exploring ability, mobility, diet habits and others. This study proposes the following educational strategies: Firstly, teachers should be prepared for PCK and experience of planting, select crops according to children's needs and plants' characteristics, taking the growth of plants as the main line to outline the activities and so on. Secondly, kindergarten should improve the status of planting curriculum, guarantee resources, empower teachers and hire specialists. Thirdly, parents should provide materials and psychological support, participate in planting activities.

## 1-5 The new ways to promote careers awareness for young children by STEAM education

Oraphan Butkatunyoo, Manowaluilou Nongluck (Kasetsart University) /Thailand

**[ABSTRACT]** Research plan on the new ways to promote careers awareness for young children by STEAM education. The objectives were to 1) synthesize the competencies and values of the profession in STEAM education of Thai society, 2) develop the new ways to promote careers awareness for young children through collaboration of parents, institutions, and communities; and policy recommendations for promoting learning to career development, and 3) develop learning sets, media and professional learning resources in communities for developing young children.

The results of this study found that the competencies of the professions of STEAM education comprised of achievement motivation, service mind, expertise, integrity and team work. The new ways for raising awareness in the profession of young children must use early childhood career linkage strategies. Learning sets, media and career-related learning resources include the sets of science, technology, engineering, mathematics, visual arts, language, music, movement, drama, social studies.

## 1-6 Traditional and contemporary forms of communication between educators and parents

Edita Rogulj (University of Zagreb) /Croatia

**[ABSTRACT]** Communication as an important element in building co-operative and partner relationships between educators and parents. Traditional communication includes conversation face-to-face, parenting meetings, individual meetings and socializing of children, educators and parents. While contemporary communication is directly related to interaction between

educator or parents through digital technology and its communication services. The purpose of the research is to examine the opinions and attitudes of educators and parents about the choice of traditional or contemporary forms of communication.

In research is 742 participates from 8 institutions for early and preschool age, with equal representation of educators and parents.

Research findings suggest that there is a need for changes in communication between participants in the educational process. There are certain differences in forms of communication preferred by parents than those preferred by educators, however, it is commonly believed that communication face to face is the foundation of communication.

## ORAL PRESENTATIONS 2

Category : Children's Rights / Diversity of ESD

Chair : Mitsuko ISHIMINE, Adrijana Visnjic JEVTIC

### 2-1 A Construction of National Health Promotion Indicators for Young Children in Taiwan

Yu-Ching Yeh (National Chiayi University), Shio-Jean Lin (Chi-Mei Medical Center), Huang Wen-Tsung (Chi-Mei Hospital, Liouying), Huang Chiu-Hua (Asia University) /Taiwan

**[ABSTRACT]** Health promotion in schools is defined as 'any activity undertaken to improve and protect the health of everyone in the school community'. Health promotion issues are important not only to the school children but shall be noticed at the early age. This national project sponsored by the Health Promotion Administration in Taiwan is to construct national health promotion indicators for kindergarten children. The three components we constructed included healthy school policy, individual health skills and action competencies, and family communication and community resources, which were modified from SHE (Schools for Health in Europe) six components. Each component contains goals, strategies, and indicators correspondingly. A questionnaire was sent to 605 parents from 6 kindergartens and they evaluated the importance of these indicators. KMO and Bartlett's tests were applied to evaluate the suitability of the health promotion indicators. The KMO value was .957 and the result indicated that the indicators were well-constructed.

### 2-2 Childrens' right to continuity in education - transition dilemmas

Adrijana Visnjic Jevtic (University of Zagreb) /Croatia

**[ABSTRACT]** This paper analyses the differences in understanding the significance of transition experience and the role of educational policies. Approaches to the concept of "preparing for school" are different; ranging from adapting to school requirements to advocating the "protection" of children. These approaches could be discussed within the children rights to education. Continuity of educational practices should lead to child's well-being; therefore, continuity is prerequisite for respecting Convention on the rights on child. Timely and appropriate informing of children concerning the new community, family support, and mutual learning can greatly facilitate the children's transition into new environment. Effective transition to school is primary responsibility of adults, so it is important to ensure support to families and teachers. Educational policy should give framework for all involved in transition in order to avoid personal, instead of professional, attitudes toward transition.

### 2-3 Small stories: A child's right to be heard and understood

Hoa Minh Pham (University of Auckland) /New Zealand

**[ABSTRACT]** The United Nations Convention on Children's Rights declared that children have the right to freely express their views and their views must be valued. Listening to the small stories children tell in daily life is crucial to understanding their views (Puroilas, 2013). Researchers, however, may struggle to interpret children's stories (Engel, 2005). Employing a naturalistic approach, I captured small stories of six Vietnamese children aged 4-5 years in Vietnam and New Zealand via video-recorded observations and field-notes and through supplemental parent and teacher interviews. Dylan, a Vietnamese New Zealand boy, is one focal case in my study. The presentation will illustrate the struggles in listening to his voice, my resolution process to understand his views, as well the beauty of his small stories in relationship with his identities. The findings suggest the role of contextual influences on children's participation and the value of closely listening to children's small stories.

### 5-1 Childcare in FUKUSHIMA amidst Radioactive Contamination. Nature Deprivation Syndrome and History of Overcoming It

Takashi Saito, Yoshiya Higashi, Hideshige komatsu, Yutaka Yamazaki (Shokei Gakuin University), Takeshi Takeda (Daiichi Hikarinoko Nursery School), Sam Murchie (Shokei Gakuin University), Emiko Takahashi (Sayuri Kindergarten), Teiichi Arao (Kitasato University) /Japan

**[ABSTRACT]** The 2011 Fukushima (Japan) Daichi Nuclear Power Plant explosion scattered radioactive material into the surrounding atmosphere which led to the closing of many kindergarten. Even after these kindergartens re-opened, restrictions were placed on outside play. We visited kindergartens in Fukushima and investigated the current state of affairs and recovery. Even after the decontamination work that made it safe to go outside again, we observed incidences of children displaying fears of bugs and soil per se. We have coined this condition "Nature Deprivation Syndrome" (NDS). A text mining analysis of the words used by nursery staff to describe their experience, we saw a high frequency of words like "children", "outside", "earthquake", "disaster", "play", "radioactive material", and "parents". The frequency of these kind of worrisome words was higher in communities closer to the accident. NDS is in the process of being alleviated by rebuilding clean playgrounds that closely mirror a natural setting.

## 5-2 The Space for Chat & Release ~An Open Space for Mothers with Disabled children

Miho Maehiro (Ryukoku University), Mikako Yazawa, Mutsuko Yoshinaga (Musashino University), Yuko Yamamoto (Tokyo Healthcare University) /Japan

**[ABSTRACT]** There are more than 7,000 open spaces for mothers with infant and toddlers in Japan. However no specialized one for mothers with disabled children. Even though most of them tend to experience more hardships than ordinary child rearing. Mothers with children in special needs eager to meet peers to share their experiences and stories, but it's not easy, because all the services are for children not for moms.

Through chatting in secure and accepted place, they can be released from their tied rope of "normal" and "should be" forced by the society. It is interesting that in Japanese, the word "speak" and "release" has exactly same sound, "ha-na-su."

In this report, a meaning and importance of an open space for mothers with disabled children were considered by focusing on the idea of "to release the captivity" both in physically and mentally.

# ORAL PRESENTATIONS 3-1

Category : Play

Chair : Masaru TAKIGUCHI, Sandra Hesterman HESTERMAN

## 3-1 Advocacy for Play - The success of a 3-year Play Movement

Philip Koh Boon Hwa (Preschool Teachers Network Singapore) /Singapore

**[ABSTRACT]** Studies have shown that play is important to children's development. However, there is still a lack of awareness on the benefits of play and the emphasis on preparing children academically for primary education is still evident across the globe. Recognizing the need to advocate a happy childhood for children by learning through play, the Preschool Teachers Network Singapore (PTNS) launched a 3-year play movement to create more awareness on the importance of play in 2017. The movement was a success for the past two years as schools and families are involved with children in learning through play. The content of the oral presentation will focus on seven strategies on how to start a play movement with lessons drawn from the play moment started by PTNS. Similar oral presentation was recently presented in April 2019 at the World Forum Foundation in Macau.

## 3-2 Chinese preschool children's lack of free play: A side effect of intensive involvement in extracurricular activities

Lixin Ren (East China Normal University) /China

**[ABSTRACT]** Organized extracurricular activities are becoming increasingly popular among Chinese preschool children in urban cities. Parents wish to prepare their children for future academic and professional success by cultivating skills and competencies through enrolling children in extracurricular activities from a young age. This phenomenon is influenced by Chinese traditional values on education, as well as by fierce global competition. However, intensive involvement in extracurricular activities has reduced preschoolers' time for free play. The effects of participation in extracurricular activities on Chinese children's development, the reasons for why parents enroll their children in these activities, and how children feel about extracurricular activities have rarely been examined in China. In this talk, the presenter will share empirical findings regarding the above issues from a large research project taking place in Shanghai, China. The consequence of extracurricular activities on preschool children's reduction in free play time will be discussed.

## 3-3 School Play Policies Empowering Early Childhood Teachers' Agency

Sandra Hesterman (Murdoch University) /Australia

**[ABSTRACT]** In 2019, Western Australia sets as a key priority, an emphasis on the role of play-based learning in the early years of school. There are high expectations of success for every young student in every school as they learn through play 'in a balanced curriculum'. This presentation focuses on grassroot initiatives to effect change at the school level: namely, designing a school play policy. Critical reflections from early childhood teachers working in three different primary schools show how they were empowered to guide the development of a policy in consultation with the school community to ensure the provision of adequate time, space and resources to support playful learning experiences. Furthermore, these schools are now committed to refining their policy to deliver quality play-based learning across the primary student cohort. These schools are leaving a deep and lasting impact on others that include early childhood pre-service teachers.

## 3-4 Play-based learning as a catalyst for children's wellbeing and involvement in Vietnamese public schools

Fillip Lenaerts, Ly Thi Kim Tran, Lieve Leroy (VVOB Vietnam) /Viet Nam

**[ABSTRACT]** While still a lower middle-income country, Vietnam has achieved high preschool participation with over 80% of 3- to 5-year-old children enrolled in preschools. However, access alone doesn't guarantee that all children are learning. Preschool teachers continue ineffective teacher-directed practices as they struggle to adopt newly introduced methods.

VVOB Vietnam and the Vietnamese Ministry of Education and Training have joined forces to improve the preschool teachers' capacities in central Vietnam. The intervention supports teachers in monitoring children's wellbeing and involvement, reflecting on barriers to learning and taking actions to support children's learning.

The intervention looks at play as a spectrum from teacher- to child-directed activities. Based on this, four competencies were identified for teacher development: (i) integrate multiple academic and developmental goals into activities, (ii) ensure a positive and appreciative environment for all children, (iii) welcome and support children's initiative and (iv) support rich interactions with and among children.

## 3-5 Understanding the role of play in children's development: Development as states that are essentially by-products

Yoichi Yoshikuni (Den-en Chofu University) /Japan

**[ABSTRACT]** The aim of this presentation is to theorize the role of play in children's development relying on Jon Elster's concept, states that are essentially by-products. States that are essentially by-products refer to mental and social states which appear to have the property that they can only come about as the by-product of actions undertaken for other ends. They can never be brought about intentionally, because the very attempt to do so precludes the state one is trying to bring about. I point out that the developmental benefits of play can only be derived as by-products of children's engrossment in play. As Sozo Kurahashi says, the characteristic of the aim of early childhood education is its indirectness. Practitioners in early childhood education should pay respect to children's motivation for play itself, putting aside their result-oriented mind. Only then can their aim of education be achieved.

### **3-6 Testing the Value of Visualizing the "Quality of Children's Play" -Incorporating Network Analysis into Action Research-**

Aiko Matsunaga (Mejiro University) /Japan

**[ABSTRACT]** Researchers have traditionally adopted a specific method for describing cases in which "quality of play" is the subject of research. However, such cases have been interpreted in various ways as they were influenced by the educational cultures to which the readers belong; this often made it difficult for childcare workers to discuss them. Therefore, this study aimed to (1) describe the quality of play through dialogues among childcare workers and researchers via action research; and (2) attempt to visualize what was described through network analysis. As a result, (1) quality of play was successfully visualized for comparison; (2) "density" (degree of response relation between children and environments) was successfully quantified for comparison. These suggested that it would be possible to create data for building a common foundation in order to interpret described cases by incorporating network analysis into action research.

## **ORAL PRESENTATIONS 3-2**

**Category : Play      Chair : Tomoko NASUKAWA, Maggie KOONG**

### **3-7 Making young children's play meaningful through thinking routines**

Sherilyn Maglente Sia (Learning Vision) /Singapore

**[ABSTRACT]** The purpose of this study is to investigate on the use of the thinking routine "think, make, improve" in children's play. Sixteen five-year old children were observed while they were playing. At the end of the study, their perception was asked regarding the use of the "think, make, improve" thinking routine during play time. Results showed that using this approach encouraged reflective thinking and deep learning among children. It was observed that the thinking routine had become a natural part of children's culture as they play and perform classroom tasks. Moreover, the quality of children's creation and final output has improved. This research reveals that teacher's assistance in incorporating the "think, make, improve" thinking routine is greater at the beginning of the implementation in order for the children to assimilate this thinking routine, and later on, become independent and critical thinkers of their own work and the work of others.

### **3-8 Play enhance creativity: Setting up playdays in Taiwan**

Mei-Yi Shen (Southern Taiwan University) /Taiwan

**[ABSTRACT]** Play is a natural ability everyone has. The cognitive developmental theory of Piaget and the social-cultural theories of Vygotsky have greatly influenced educators to drill the value of play in human lives. In Taiwan, Play course in early childhood major tend to focus on theories memorizing but not the practical skills. Hence, most of the students had little understanding about how to applying play with subject learning. In this case study, the researcher as a college course instructor guiding college students to rethink about what play means when it comes to education setting. The expected outcome is to design a playday for the community, either in public preschools or at the senior learning centers. PDCA cycle was carefully applied throughout this class, to help these students find out the value of play without age limitation; further, to encourage students be creative in designing play activity in a meaningful way.

### **3-9 Mock Letters that appears in children's play and its international comparison.**

Makoto Izumi (Codomoart Nursery), Masahiro Kuwata (il villaggio dei bambini il villaggio dei bambini), Emi Hiraoka (Osaka University United Graduate School) /Japan

**[ABSTRACT]** Mock letters are well known as a developmental stage of literacy. There are some conditions for mock letters to emerge, and children who have received an education that focused on memorization from an early age; skip mock letters in their literacy development. We consider that, for mock letters to emerge, children need an environment that supports children's self-directed play, and especially, the freedom to draw what they want as a part of play. From the comparison of children's mock letters in different language environments, we can clearly see how children are actively understanding and immersing themselves within their local writings. Therefore, we would like to propose the importance of child-directed play in literacy development.

### **3-10 "Magic World with the Camera" An Innovative Application of Technological and Artistic Elements in a Hong Kong Kindergarten**

On Ki Tam, Hei Man Hermia Lui (TWGHS Lui Fung Faung Memorial Kindergarten) /Hong Kong

**[ABSTRACT]** In a society with rapid development of information technology, it is important to guide children to effectively use digital media in kindergarten. With appropriate technology use, it is possible to enhance children's interest in learning information technology literacy. This teaching activity utilized cameras and daily necessities, and the children had to operate the camera in person for an artistic creation. During the filming process, the children worked together to discuss the best way to film, solved problems collaboratively, and achieved the best filming effect by repeatedly observing and adjusting the distance. This teaching activity was children-oriented. Based on questions arising from children's reading of picture books,

the activity improved the children's quality of independent learning, courage to explore and good cooperation. The activity integrated technological and artistic elements into teaching and inspired children's creativity and imagination.

### **3-11 "Solar Wind-Powered Boat" Practicing STEAM learning in a Hong Kong Kindergarten**

Yik Pan Leung (CUHK Federation of Alumni Associations Thomas Cheung Kindergarten) /Hong Kong

**[ABSTRACT]** STEAM education is key to nurturing innovative talents. The purpose is to promote cross-disciplinary knowledge integration to enable young children to explore the world through diverse learning methods. The first part of the teaching places priority on science and technology. Through discussion on climate change issues and daily electricity use, topics like electricity, fossil fuels and renewable energy were introduced. The second part of the learning asks the children to design a proposal for energy-efficient vehicles. With guidance from the teacher, the children designed a wind-powered boat with a solar device. The main focus for this part of the activity is engineering and art. In this activity, teachers guided children to use their creativity, curiosity and play, and constantly reminded them to explore, inquire, reflect, attempt new challenges, and cultivate their hands-on problem-solving abilities.

### **3-12 "Action to Protect Eggs" The Practice of Physical Activities and Free Play in a Hong Kong Kindergarten**

Wing Yin Chu (TWGHS Lions Club of Metropolitan Hong Kong Kindergarten) /Hong Kong

**[ABSTRACT]** The "Action to Protect Eggs" project aims to improve children's physical development through free play. The teacher asked children (the Mother Hen) to find ways to help the egg (the Egg Brother) find a safe place and ask parents to provide various materials for children to create their "egg transporter". Different paths were created to transport the Egg Brother, and children had to repeatedly check whether the path was feasible. In reference to the stages of children's development, age-appropriate physical activities were added to the activity to improve the children's physical skills and develop good exercising habits. Children were free to design the path and the way to transport the egg. After creating the path, the children took turns to use various physical skills, including jumping, striding, balancing, crawling, etc., to transport the Egg Brother to the destination.

## **ORAL PRESENTATIONS 4-1**

**Category : Professional Development**

**Chair: Hayato UCHIDA, Jessie M. S. WONG**

### **4-1 How to facilitate on-going "unpacking" workshops effectively as part of professional development for lecturers and curriculum writers to deliver training programs effectively.**

Siew Hong Low (NIEC Singapore) /Singapore

**[ABSTRACT]** It is a challenge when it comes to delivering new training programs for early childhood educators because of inconsistency and subjectivity. Curriculum developers and trainers may have different interpretations and expectations, resulting in variation in the quality of delivery. As such, there is a need for curriculum developers and trainers to collaborate so that theory can be translated into practice. To ensure consistency in quality delivery, it is important to facilitate this process in an effective way. One effective way is to facilitate unpacking workshops for all stakeholders to come together so that the content and strategies can be clarified, aligned and delivered with consistent quality. This presentation will explain the details of how to facilitate such unpacking workshops successfully. There is a structure provided to ensure clear understanding of roles and responsibilities, and a flowchart to demonstrate the process flow.

### **4-2 The Relationship between Process Quality and Teacher Characteristics in Public and Private Kindergartens: Evidences from 138 Classes in Zhejiang Province of China**

Jinliang Qin, Yaojian Lv, Jingmei Wang (Zhejiang Normal University) /China

**[ABSTRACT]** On the basis of Early Childhood Environmental Scale (revised edition) (ECERS-R), the current study developed a Chinese Early Childhood Environmental Scale (CECERS) in line with Chinese characteristics. Based on a stratified random sampling method, we recruited 138 classes from 64 kindergartens (public 29, private 35) in Zhejiang Province of China. And the teachers from each class and the director from each kindergarten were asked to finish a questionnaire of basic information. We found that teachers' high educational background and strong in-service intention improved process quality in class. By promising high salary and welfare to attract excellent teachers, public kindergartens offered the teacher a sense of "ownership"; while taking no account of that incentive, private kindergarten only let the teacher feel as a "worker".

### **4-3 Relationship between Kindergarten Teachers' Income and Turnover Intention: The Mediating Effects of Work-Family Conflict and Organizational Commitment**

Yuanfang Guo, Xiaowei Li (Beijing Normal University) /China

**[ABSTRACT]** The first purpose of the present study was to examine the direct link between income and turnover intention in kindergarten teachers. In a sample of 1513 kindergarten teachers in mainland China, we investigated that the link was mediated by work family conflict and organizational commitment respectively. The third goal of this study was to tested a 2-stage model in which work family conflict and organizational commitment both serve as mediators of the relationship. We examined the role of work-to-family conflict (WFC) and family-to-work conflict (FWC) respectively in above mediations. Results suggested that income was not significantly directly linked to turnover intention; organizational commitment and WFC, but not FWC, were the mediators in the relationship between income and turnover intention. Most important, the data supported that income was indirectly associated with turnover intention through WFC and organizational commitment, refused the 2-stage mediation model involved FWC and organizational commitment.

#### **4-4 A Case Study of the Japanese Nursery Teacher Approaching the Infants and Toddlers Using her Back**

Fuminori Nakatsubo (Hiroshima University), Katsuko Mizuno (Kohsei Ikushi-en) /Japan

**[ABSTRACT]** The purpose of this study is to clarify the following points by examining how the Japanese teacher approaches the infants and toddlers using her back. (1) When is the teacher using her back for the infants and toddlers? (2) Why do the teacher use her backs to approach them? (3) When do the infants and toddlers need the teacher's back?

#### **4-5 The Development of Kindergarten Practitioners' Professional Identity in Hong Kong: Results of the First Phase of Research**

Jessie M. S. Wong (The Open University of Hong Kong) /Hong Kong

**[ABSTRACT]** Recent reforms have given rise to a set of paradoxes about the nature of kindergarten education and the professional identity of kindergarten practitioners in Hong Kong. Against the current policy environment, the present research employs a mixed-method approach to investigate the professional identity development of Hong Kong kindergarten practitioners, who are caught between the different expectations of the government and parents. This presentation will report the results of the first phase of the research, in which individual and focus group interviews were conducted with the principals and teachers of eight randomly-selected kindergartens to identify the attributes of professional identity that are relevant to the context of kindergarten education reform. The evidence generated will shed light on the complexity of the relationships among parents, kindergartens, and the government within the context of educational restructurings and inform the development of the instruments which will be used in the following data collection phases.

## ORAL PRESENTATIONS 4-2

Category : Professional Development

Chair : Wako ASATO, Kym SIMONCINI

#### **4-6 A pop-up playground: service learning for early childhood preservice teachers to learn about play and advocacy.**

Kym Simoncini (University of Canberra) /Australia

**[ABSTRACT]** As part of their coursework, early childhood preservice teachers (PSTs) enrolled in an Australian university were asked to plan, implement and reflect upon a pop-up playground for children aged 4–8 and their families at a local park. PSTs were required to collect loose parts materials, create information posters for families advocating play and act as playworkers at the event. This service learning project helped PSTs learn about play, advocacy and playwork. Playwork is a unique approach to children's play where highly skilled professionals support children's play, but are not compelled by prescribed education or care outcomes. Knowledge of playwork was deemed particularly important as the PSTs are part of a combined early childhood and primary education degree where play can come second to teaching and learning. PSTs reflections were overwhelmingly positive about the experience and evidenced considerable learning about children's play and transformations for future practice and advocacy.

#### **4-7 The Third Way in Teacher Education: Exploring the Residency Model for Kindergarten Teachers**

Yaojian Lv, Jinliang Qin, Yilun Zhao (Zhejiang Normal University) /China

**[ABSTRACT]** Teacher education has gone through three roads: university-based teacher education, School-based teacher education, univer-school community of teacher education. The residency model of teacher education in reality situation has become a new power for international teacher education reform, which is also called 'the third way of teacher education'. In order to training highly qualified teachers, we develop a teacher education model for postgraduates, and the model is also based on the 'Practice Continuum' programme for undergraduates. More specifically, the model has considered the reality situation and the nature of teacher development, and it also finds the common interests among Chinese universities, local governments and kindergartens. Furthermore, the model also promotes the development of five types of teachers and teacher education for pre - post-integration.

#### **4-8 Learn about Japanese Nursery Rhyme : Educational Effects of Traditional Play in the Childcare Training School**

Mami Matsuzaki (Ochanomizu University) /Japan

**[ABSTRACT]** Traditional play is at the center of what it means to be children, it is the developments of children bodies and minds moving in creative ways. This time, I focused on the Japanese nursery rhyme in the tradition play. We should be aware that how to grow the child's spontaneous musicality. Songs and rhymes have a positive impact on a child's language and musical development. However, there have been no research on the succession of Japanese nursery rhyme. This research reports on a survey conducted with a group of childcare training school preceding four hours Japanese nursery rhyme workshop. This paper was discussed about childcare training school student's attitude toward Japanese nursery rhyme, the role of culture in language and musical development, and preparedness are explored alongside the survey results.

#### **4-9 Rationalization for the Professionalization of Workers in the Field of Early Childhood in the Philippines**

Clarissa Fausto Reyes, Kathleen Keisha Ramos Constantino (University of the Philippines Diliman) /Philippines

**[ABSTRACT]** The objective of the study is to come up with a rationalization for the professionalization of the practice of early childhood care and education as there are currently only licensures for basic and secondary education in the Philippines. Through the a series of consultations with administrators of degree-granting institutions, focus group discussions with day care workers and preschool teachers, and document reviews, results of the study show that many ECE workers experience lack of tenure and regularization and have low salaries/honoraria because of the lack of a certification, implying the dire need for increased professionalization in the field. Furthermore, these workers recognize the need for further support and training from local government to be able to deliver quality ECCD services for very young children.

#### **4-10 Current challenges of social integration of immigrants' children in Japan: Focusing on Japanese-Filipino Children**

Wako Asato (Kyoto University) /Japan

**[ABSTRACT]** The purpose of the presentation is to clarify current challenges of social integration of immigrants' children through preparatory qualitative research. Adaptation problem is attributable to wide ranges of reasons. One is high ratio of single-parent household with foreign rooted mother, which shows the absence of intermediary in the family between both cultures/institutions. Second is high mobility and interruption of linguistic, educational and other kinds of development of children. Third is social isolation from bully and withdrawal from society. Last would be lack of mutual help in child care in the community leading to neglect and long working hours from double shift.

#### **4-11 Early Caregivers' Training in China: Challenges and Countermeasures**

Mingzhu Zhang, Xiumin Hong (Beijing Normal University) /China

**[ABSTRACT]** High quality ECEC in-service training can contribute to caregivers' professional development and every child's interest and welfare. To explore the caregiver training's issues from content and needs, altogether 445 Chinese childcare caregivers in childcare settings for infant and toddlers were randomly investigated from 2 cities of China. Results revealed that: infant and toddlers' first aid occupied the primary training content, followed by development theory, and activity design, while caregivers' professional ethics and related laws were ignored. The needs of training were surveyed from training content and forms; communication skills with the parent and community and visiting study were respectively the first need, followed by design and implementation of activity and collective teaching. Training content and needs differed significantly among various nature of institution, caregivers' appointment type and title. Appropriate and equal training should be provided based on caregivers' training needs so as to promote caregivers' professional development.

## ORAL PRESENTATIONS 4-3

Category : Professional Development

Chair : Kazushige MIZOBE, Amelia LEE

#### **4-12 Ambiguous pronoun resolution on 4-6-year-old children: Effects of co-speech gestures**

Yu-Fang Chiu, Chiu-Hua Huang (Asia University) /Taiwan

**[ABSTRACT]** This study explores whether 4-6-year-old children can use cues of gesture for interpretation of ambiguous pronouns. The first sentence has two characters were introduced, and the second sentence begins with ambiguous pronoun is accompanied by a co-speech gesture in video narrations. Results showed that 4-6-year-old children are above and below than chance level respectively (all  $p < .05$ ). In the condition of co-speech gestures, 6-year-old children show a first mention advantage on ambiguous pronouns. For 6-year-old refer to first-mention character rates is high than 4-year-old, indicating that they have first mention advantage. In addition, 6-year-old accuracy rates is better than 4-year-old children on fillers conditions. These results extend previous work on co-speech gestures by showing that the information in gesture can influence the way children interpret pronoun. Based on these results, this study discussed inference strategy instruction implications and suggested future research directions.

#### **4-13 Adults Behaviors and Children's Performance in Different Types of Adult-Child Dyadic Activities: A Comparison between Chinese Mothers and Fathers**

Qi Huang (The Education University of Hong Kong) /Hong Kong

**[ABSTRACT]** Extensive research has shown that parent-child activities provide an important context for young child's development. However, such research was conducted predominantly in Western societies and focused mainly on mother-child activities.

In this study, a sample of 92 Chinese children (45 boys and 47 girls), aged approximately six years, together with their mothers and fathers participated in this study. All Children completed three dyadic parent-child activities of different types, i.e., worksheet, game and application activity, with their mothers and fathers, respectively. The processes of mother-child and father-child interactions were videotaped and analyzed.

Results of comparison analysis showed that parents' and children's behaviors differed across all the three types of activities. Mothers gave more positive feedback than did fathers in the abovementioned activities. Children were more autonomous in father-child activities than they did with mother.

#### **4-14 Linkage Strategies to tie in Community Careers and Learning Resources for Creative Career learning based on STEAM Education**

Nongluck Manowaluilou (Kasetsart University) /Thailand

**[ABSTRACT]** This research study focuses on creating the linkage strategy between career community, and learning resources for creating a career learning.

The data collection process involve in-depth interviews of 12 careers representatives (e.g., psychologist, scientist, entomologist physical doctor). The second questionnaire survey set is to use as a criterion for evaluate career characteristics, and core competencies.

Teamwork, morals and ethics, service minds are core competencies of any careers. The results of the study suggest that assisting parents, and teachers; schools must provide teaching tools, and environment for developing career understandings. Through learning activities (i.e., role play, exhibitions), children grasp careers' understanding. Career learning help parents understand skills and preferences of a child, and prepare appropriate path for future. Learning towards careers can be implemented through various learning activities and toys, roleplay, storytelling, games, career community, and surroundings. Four career learning resources evaluated. The most appropriate place for learning careers is KidZania.

#### **4-15 A Study on “The Tea Ceremony as a Time and Space for Discovering Artwork ”**

Miwa Tsujita (Kobe Women’s Junior College) /Japan

**[ABSTRACT]** This study examines the tea ceremony as an experience for learning how to appreciate artwork for college students studying in fields such as early-childhood education.

#### **4-16 Visiting the gallery; teaching young children within a museum/gallery context**

Maisie Tressier Chilton (OMEP Aotearoa, Wellington Chapter) /New Zealand

**[ABSTRACT]** Art galleries can be intimidating spaces for teaching young children within, however the multi-modal, holistic learning opportunities that art galleries effectuate far out-weigh the challenges. The New Zealand early childhood curriculum Te Whariki encourages teachers to provide learning opportunities for children to engage “with music, song, dance drama and art from a range of cultures, and recognition that these media can amuse, delight, comfort, illuminate and inform...” (Ministry of education, 2017, p.42). Maisie Chilton Tressler is an early childhood teacher at Tai Tamariki Kindergarten, which is located within New Zealand’s national museum Te Papa Tongarewa. In this presentation Maisie shares some effective practical tools for working with children in gallery spaces, alongside some examples of how she has extended children’s learning surrounding gallery visits back at kindergarten.

#### **4-17 Museum Fun for Preschoolers and their Teachers**

Seet Fun Wong (Art Loft Studio) /Singapore

**[ABSTRACT]** To make museum fun for the preschoolers, how and what should teachers prepare and do?

Using the inquiry approach to guide preschoolers at the museums, we have witnessed the most beautiful conversations amongst the children. We need the teachers to take away the fear of bringing students to the museum and to witness these amazing engagements between the students and art pieces. We have tried various strategies to engaged the teachers and let the teachers enjoy the museums. When the teachers are fully engaged with the art pieces or artifacts, museum magic happens and the fun begins. For the conference, I would like to share with fellow educators strategies that can engaged both the preschoolers and their teachers both in the museum and the art extension that can be done at the museum and in the classroom.