



BECERA 2022



Early Childhood
Education and
Ecological
Sustainability

22nd - 23rd
February

BECERA 
BRITISH EARLY CHILDHOOD EDUCATION
RESEARCH ASSOCIATION



BECERA 2022

22nd - 23rd February | Online

Early Childhood Education and
Ecological Sustainability

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BECRA 2022 **22nd & 23rd FEBRUARY 2022**

HOSTED BY
CENTRE FOR RESEARCH IN EARLY CHILDHOOD (CREC)



**BRITISH EARLY CHILDHOOD EDUCATION RESEARCH
ASSOCIATION (BECERA)**

BECERA is an independent organisation for those early childhood practitioners and researchers working in the British Isles who want a space to meet, enquire and discuss issues relevant to their work with young children and families.

BECERA aims to stimulate, support, create and disseminate rigorous, grounded and conceptual knowledge and its applications to our early childhood services. It does this through an annual conference where research is presented and subjected to peer-review. The knowledge generated from each conference will be made available in an online, searchable database.

WHAT ARE BECERA'S AIMS?

BECERA is particularly interested in practitioner research and exploring paradigms and methodologies which impact directly on services.

BECERA is interested in how knowledge is constructed, who listens and who speaks, and in capturing the voices of all, including parents and children.

BECERA will provide a unique British forum to bring together research, practice and policy and strengthen the early childhood research community in the vital contribution it makes to British practice and policy.

WHO RUNS BECERA?

BECERA is an independent, self-funding organisation run by the Centre for Research in Early Childhood (CREC) which has dedicated itself to improving services for young children and families in the UK for more than 25 years. CREC's Directors are Professor Tony Bertram and Professor Christine Pascal OBE.

HOW IS BECERA FUNDED?

CREC has undertaken to cover start-up costs and uses ticket sales to cover conference costs.

CENTRE FOR RESEARCH IN EARLY CHILDHOOD (CREC)

The Centre for Research in Early Childhood, is the home of CREC in Birmingham (Charitable Trust) and Amber Publications and Training (APT).

[Established by Professor Chris Pascal and Professor Tony Bertram](#), CREC has been working to improve Early Years provision for over 25 years.

Located in the St Thomas Children's Centre near Birmingham city centre, CREC specialises in early childhood research which has relevant and meaningful outcomes for practice and policy.

Some of its research is transformed into training and development programmes designed for the specific needs of the early years sector.

CREC also delivers [postgraduate and research degrees](#) through its close affiliations with Midlands universities, particularly Birmingham City University and Wolverhampton University.

In 2015, in partnership with the St. Thomas Centre Nursery and various Nursery and Primary schools across the West Midlands we launched the [CREC Early Years Partnership SCITT](#) (School Centred Initial Teacher Training), delivering Early Years AND Early Primary focused Teacher Training with Qualified Teacher Status (QTS). Since then over 40 teachers have successfully gained QTS through the programme.

CREC has a strong reputation for undertaking reviews, reports, evaluations and consultancy work with many UK local authorities, NGOs and countries.

Examples include the British Council, QDCA, OECD, Portugal, Qatar, South Australia, Birmingham and Gloucestershire.

CREC has also been [EECERA's](#) strategic partner supporting the delivery of the [annual conference](#) since 2009.

CONTENTS

WELCOME FROM THE CONFERENCE COMMITTEE	6
CONFERENCE INFORMATION	7
CONFERENCE ZOOM JOINING INSTRUCTIONS	8
CONFERENCE PROGRAMME OVERVIEW	9
KEYNOTE PRESENTATION SYNOPSES	10
SYMPOSIA PROGRAMME SUMMARY	12
ABSTRACTS: SYMPOSIUM SET I	20
ABSTRACTS: SYMPOSIUM SET II	24
ABSTRACTS: SYMPOSIUM SET III	29
ABSTRACTS: SYMPOSIUM SET IV	34
ABSTRACTS: SYMPOSIUM SET V	39

WELCOME FROM THE CONFERENCE COMMITTEE

Dear friends and colleagues,

The theme of this year's BECERA Conference addresses challenges that have been magnified by the COVID 19 pandemic: Inequality, Diversity, Sustainability and the distribution of Power, Voice and Participation in Early Childhood.

We invite all friends and members of CREC's community to contribute to a dialogue addressing these fundamental questions in their work, thinking and interactions. This two-day event will provide a forum for delegates to not only problematise these contested issues but also encourage them to ambitiously suggest ways to resolve them and move forward.

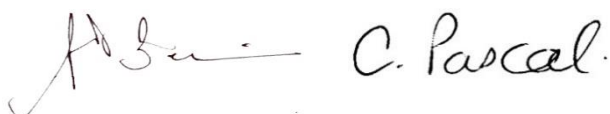
To help us frame our discussions we have been fortunate to obtain the input of two outstanding speakers:

Eva Ärlemalm-Hagsér, Professor in Early Childhood Education at Mälardalen University, Sweden, will highlight insights from historical and theoretical perspectives of early childhood education as integral to contemporary research in early childhood education for sustainability.

Diane Boyd (Lecturer in Early Childhood Education at Liverpool John Moores University), June O'Sullivan MBE (CEO of the London Early Years Foundation) and Opeyemi Osadiya (Lecturer in Early Childhood Studies, Coventry University) will close the Conference by looking at the challenges of sustainability in Early Years Education.

Delegates will be able to engage with all speakers through dedicated Q&A sessions and interact through the Zoom chat function for the duration of each session.

Yours sincerely,

Handwritten signature in black ink, appearing to read 'Tony Bertram and Chris Pascal'.

Professor Tony Bertram and Professor Chris Pascal

CONFERENCE INFORMATION

LOCAL ORGANISING COMMITTEE

Centre for Research in Early Childhood (CREC)

SCIENTIFIC COMMITTEE

Professor Tony Bertram, CREC, Birmingham, UK

Professor Christine Pascal, CREC, Birmingham, UK

BECERA CONFERENCE 2021 IS HOSTED BY CENTRE FOR RESEARCH IN EARLY CHILDHOOD (CREC).



CONFERENCE ZOOM JOINING INSTRUCTIONS AND HOUSEKEEPING NOTES

1. Due to the Coronavirus pandemic, this year's Conference will be delivered online via Zoom across two days. Delegates have the choice to attend all sessions or pick and choose the sessions they wish to attend.
2. All registered attendees will receive a Zoom generated email with **1 link** for all the sessions that comprise the conference programme this year: 1 Keynote 1 plenary and panel discussion, plus Symposia 1, 2, 3, 4 and 5.
3. All those registered by the end of the day Monday (14th February) should receive the one link required for all the sessions on Wednesday (16th February). If you don't, please email us and we will investigate and resend the links.
4. Anyone who registers on Friday 18th February or later will received their links by the end of Monday 20th Feb.

Note: Booking received less than 2 hours before a live session won't get access to this next session but only the one after.

5. The Zoom link we'll send is unique to the email address you provided at registration (i.e. email you'll receive the links on) so please do not forward the links to colleagues who can't find or have not received their links as they won't work for anybody but you.
6. Once you receive the Zoom link, you will get email reminders an hour before each session starts.
7. When joining the Conference, you will initially be held in a Zoom waiting room; please be patient whilst we register and admit everyone.
8. Please ensure your Zoom ID is representative of your name to ensure smooth admittance. We reserve the right to refuse admittance if we are unable to identify you from your Zoom ID.
9. If you lose internet connection please re-join using the original link.
10. Registered delegates will have secured access to recordings of all sessions to watch later at their convenience. These will be shared with delegates on the evening of Wednesday 23rd February and will be available for 14 calendar days.
11. If you encounter connectivity or other issues during our event, please email enquiries@becera.org.uk and we will endeavour to respond asap and provide support where possible

SOCIAL MEDIA

You can follow the BECERA conference on both Facebook and Twitter (@BECERAssoc). We encourage everyone to post and tweet using hashtag #BECERA2022.

CONFERENCE PROGRAMME OVERVIEW

TUESDAY 22ND FEBRUARY 2022

09.30 – 10.30

Keynote Presentation and Q&A, chaired by Prof. Tony Bertram

Challenging Assumptions and Orthodoxies - Early Childhood Education for Sustainability

by Prof. Eva Årlemalm-Hagsér, Mälardalen University, Sweden

13.00 – 14.10 (70 mins)

Symposium 1 - Connecting the Child with their Ecological Environment (chaired by Prof. Chris Pascal)

4 x 10-minute rapid research papers delivered supported by max 4 slides, followed by group discussion and Q&A with audience.

15.00 - 16.10 (70 mins)

Symposium 2 - Using Research to Challenge Inequalities in Early Years (chaired by Dr Helen Lyndon)

5 x 10-minute rapid research papers delivered supported by max 3 slides, followed by group discussion and Q&A with audience.

WEDNESDAY 23RD FEBRUARY 2022

09.30 - 10.40 (70 mins)

Symposium 3 - Developing ECEC Practices and Programmes to Advance Sustainability (chaired by Dr Helen Lyndon)

5 x 10-minute rapid research papers delivered supported by max 4 slides, followed by group discussion and Q&A with audience.

11.30 - 12.40 (70 mins)

Symposium 4 - Engaging with Natural Environments (chaired by Prof. Tony Bertram)

5 x 10-minute rapid research papers delivered supported by max 4 slides, followed by group discussion and Q&A with audience.

13.30 - 14.40 (70 mins)

Symposium 5 - Wellbeing, Interaction and Relationships for Lifelong, Sustainable Benefit (chaired by Prof. Chris Pascal)

*Rapid Research Papers are condensed symposia presentations that must be completed within 10 minutes and must be based on academic research (rather than opinion or think pieces). Presenters are asked to distil an aspect of their current research into a short, focused presentation which addresses the overall conference theme but also the chosen symposium strand. Once all presentations have been received, the Chair will facilitate a discussion among the panel drawing out saliences and differences, and by bringing in questions submitted by the watching audience.

15.30 - 16.30 (60 mins)

Plenary, panel discussion and Q & A, chaired by Prof. Chris Pascal

A 60 minute plenary wherein three sustainability-focused researchers will each give a brief position paper, followed by a chaired discussion, All speakers will take questions from the audience.

Shaping Learning and Teaching Activities to Promote Knowledge and Practice of Sustainability: Explorations within an Early Years Setting by Dr Opeyemi Osadiya, Lecturer in Early Childhood Education, Coventry University

The Relevance of the Sustainable Development Goals in Early Childhood by Dr Diane Boyd, Senior Lecturer in Early Childhood Education, Liverpool John Moores University

Embedding Sustainability Informed Learning and Practices into Early Years Professional Development by June O'Sullivan MBE, CEO of the London Early Years Foundation

KEYNOTE PRESENTATION SYNOPSES

TUESDAY 22ND FEBRUARY 2022

09:30 – 10:30 Keynote Presentation

Challenging Assumptions and Orthodoxies – Early Childhood Education for Sustainability

Prof. Eva Ärlemalm-Hagsér, Mälardalen University, Sweden

There is a new urgency about working towards facilitating change in the Anthropocene, and mitigating human impacts on the Earth. In times of increasing global climate disruptions, resources depletion, and biodiversity loss alongside greater human dislocation, children and their futures are most valued. There is an urgent need to challenge assumptions and orthodoxies and scale up actions for a sustainable life to make transformative change happen. In early childhood education for sustainability research, children are seen as important agents for change, and teachers have a crucial role to positively support children in this. This keynote will highlight insights from historical and theoretical perspectives of early childhood education as integral to contemporary research in early childhood education for sustainability.

Eva Ärlemalm-Hagsér, Professor in Early Childhood Education, originally worked as a preschool teacher. She is now a professor in the Division of Early Childhood Education within teacher education, and a research leader in the Children and Young People at School and in Society (BUSS) research department at Mälardalen University, Sweden. Her research focus is on education for sustainability and children's participation and agency within policy and practices – both indoors and outdoors. In 2019, Eva initiated the Sustainability Special Interest Group (SIG) within the European Early Childhood Education Research Association (EECERA) and continues to convene this group. She is also a co-convenor of the Transnational Dialogues in Early Childhood Education for Sustainability research group and has been actively involved since 2010. Her most recent co-edited text publication is *Researching early childhood education for sustainability: Challenging assumptions and orthodoxies*.

WEDNESDAY 23RD FEBRUARY 2022

15.30 - 16.30 (60 mins)

Plenary, panel discussion and Q & A, chaired by Prof. Chris Pascal

Shaping, Learning and Teaching Activities to Promote Knowledge and Practice of Sustainability: Explorations Within an Early Years Setting

Dr Opeyemi Osadiya, Lecturer in Early Childhood Education, Coventry University

My presentation will discuss a key aspect of sustainability challenge in early childhood education, in England, and how it can be understood and addressed. I propose that the main challenge, in this context, is uncertainty faced by practitioners about how much emphasis to place on educating children for sustainability within a curriculum that is 'silent' on the subject. This is despite recognition, globally, that ECE has a critical role to play in contributing to sustainable development, thus acknowledging that children not only have rights as portrayed in the United Nations Convention on the Rights of the Child (1989), but are active participants with the capability to make contributions to their societies' present and future. To address this challenge, insights are drawn from a small-scale research project in England that explored how teaching and learning activities can be shaped to promote knowledge and practice of sustainability within an early years setting

Opeyemi Osadiya holds a PhD in Education (Early Years) from the Anglia Ruskin University, UK. She has taught in various further and higher educational institutions in the UK. She is currently a lecturer in Coventry University, UK. Her research interest is on promoting education for sustainable development (ESD) in the early years, specifically focusing on how teaching and learning activities can be shaped to promote knowledge and practice of sustainability within early years settings.

The Relevance of The Sustainable Development Goals in Early Childhood

Dr Diane Boyd, Senior Lecturer in Early Childhood Education, Liverpool John Moores University

This presentation will support practitioners and students to engage with the sustainability development goals (SDGs) learning more about our responsibilities to each other and the world in which we live. Pioneering ideas of early childhood are the foundations for Early Childhood Education for Sustainability. Key pioneers such as Froebel, Montessori, Owen, and Steiner all advocated for social justice, equality, rights, empowerment of all children especially the disadvantaged and girls. They also recognised the importance of the environment as a valuable resource, but also the interconnectedness of the child to their world. Early Childhood is situated in the ecological context of the family, the locality, the community, and the global world. Children need to be aware of how they are interconnected and that actions (theirs and others) have an impact. Children must not be framed as 'saviours' of the planet, but if the foundations are laid in early childhood, research shows that fundamental values and attitudes are formed at this time.

Dr Diane Boyd is a senior Lecturer at LJMU and specialises in early childhood education for sustainability. Her doctoral research considered the importance of the enabling environments both inside and outside in supporting an understanding of it. In 2018 I developed the Legacy cafes, an Intergenerational project that aimed to utilise elders wisdom

and skills in a supporting sustainable skills such as sewing, mending, weaving and knitting. This has since evolved and is now an integral part of Liverpool City councils social care policy as well as inspiring Skills4kids cafes across Northern Tasmania. Her latest research project features the lack of awareness of the Sustainable Development Goals in early childhood by educators and the gap in Government policy. A new SDG resource for early childhood is being launched December 2021 which offers potential opportunities for educators to embed the SDGs into practice.

Embedding Sustainability Informed Learning and Practices into Early Years Professional Development

June O'Sullivan MBE, CEO of the London Early Years Foundation

Sustainability is considered a major societal challenge, which directly affects children's future. Despite this, research in ECEC remains insufficient about how staff can drive a culture of sustainability within ECEC settings. To address this, staff need to know enough about the subject to lead and embed sustainability within their settings but most importantly to lead their colleagues along the learning journey with them. This is likely to be easier for those practitioners who are already interested in sustainability, but to embed sustainability deep into the culture of settings practitioners need to be able to influence and engage all their colleagues. This presentation will explore how we might use a change model to build a community of practice framed within a regenerative dialogue to help ECEC practitioners become more informed about the three elements of sustainability (economic, social and environmental) in order to cascade their learning and drive change throughout their settings quickly and effectively

June O'Sullivan MBE, is an inspiring speaker, author and regular media commentator on Early Years, Social Business and Child Poverty, June has been instrumental in achieving a major strategic, pedagogical and cultural shift for the award winning London Early Years Foundation, resulting in an increased profile, new childcare model and stronger social impact over the past ten years.

June is a champion of community-based, multi-generational early years education as the basis for greater social cultural capital to deliver long-term social impact. She continues to advise Governments as well as a range of organisations, academics and services at home and overseas about how best to implement a social enterprise vision for Early Years.

Symposium 1

Tuesday 22nd February | 13.00 - 14.10

CONNECTING THE CHILD WITH THEIR ECOLOGICAL ENVIRONMENT

TITLE	PRESENTER(S)
<p>Inequality of Experience: Pre-school Children's Control of the Environment Through the Use of Gender</p>	<p>CATHERINE KILBURN University of Hull, UK</p>
<p>Initial Training of Early Childhood Teachers at the University of Cantabria Based on an Eco-Social Perspective</p>	<p>ÁNGELA SAIZ-LINARES, NOELIA CEBALLOS AND TERESA SUSINOS University of Cantabria, Spain</p>
<p>The Potential of Early Childhood Education and Care (ECEC) Approaches to Resource, Recycling and Children's Participation: The Use and Recovery of PaperResources in Japan</p>	<p>MACHIKO TSUJITANI Ochanomizu University, Japan</p>
<p>Being Planet-positive: How Building Self-regulation in Early Years Supports Understanding of Sustainability Issues</p>	<p>DR MINE CONKBAYIR Independent Early Years Consultant, UK</p>



Symposium 2

Tuesday 22nd February | 15.00 - 16.10

USING RESEARCH TO CHALLENGE

INEQUALITIES IN EARLY YEARS

TITLE	PRESENTER(S)
Challenging Gendered Enactment and Re-enactment in the Early Years: Does it Really Matter?	TRACEY EDWARDS University of Wolverhampton, UK
"You Are Not Welcome Here" The Queen of Hearts, The Walk Oxford: Reflecting on the Seen and Unseen Challenges for Very Young Refugee Children in Early Childhood Education and Care	DONNA GAYWOOD Centre for Research in Early Childhood/ Birmingham City University, UK
The Mutual Acculturation of Migrant and Host Nation Children in Early Childhood Education and Care (ECEC) in England	ALISON TOBIN Centre for Research in Early Childhood/ Birmingham City University, UK
Developing an Ethical and Pedagogical Assessment Framework for Young Children with Special Educational Needs and Disabilities (SEND) Through the Strength Based and Inclusive Lens of the SEND AcE assessment Toolkit	JULIET DAVIES Centre for Research in Early Childhood/ Birmingham City University, UK
Poverty Narratives in Early Childhood Education and Care	EUNICE LUMSDEN University of Northampton AND REBECCA ABERTON Coventry University, UK

Symposium 3

Wednesday 23rd February | 9.30 - 10.40

DEVELOPING ECEC PRACTICES AND PROGRAMMES TO ADVANCE SUSTAINABILITY

TITLE	PRESENTER(S)
<p>Developing an ECEC Response to the Global Environmental Crisis: the Potential of Froebelian-inspired Nature Engaging & Enhancing Pedagogy</p>	<p>NICOLA KEMP Canterbury Christ Church University AND Dr JO JOSEPHIDOU The Open University, UK</p>
<p>Engaging with Nature: An Exploration of Froebelian Principles in the Outdoor Environment at Seven Stars Kindergarten, Aotearoa New Zealand</p>	<p>ANNE DENHAM, LYNDA HARRIS, PETREA PATERSON AND DEBBIE REED Seven Stars Kindergarten, Aotearoa, New Zealand</p>
<p>Empowerment and Change: Action Research in the Early Learning and Care Setting to Support Change and Development in Relation to Sustainability in Practice</p>	<p>SHARON SKEHILL Mary Immaculate College, Ireland LISA FLAHERTY Willows Outdoor Preschool, Newtown Kids Club, Galway, Ireland</p>
<p>Axes for Eco-social Initial Teacher Education</p>	<p>ANGELA SAIZ-LINARES, NOELIA CEBALLOS AND TERESA SUSINOS University of Cantabria, Spain</p>
<p>Developing Education for Sustainability Provision in Higher Education: Reflecting on Environmental Award as a Possible Tool to Develop a Post-humanist Approach Within an Early Years Programme</p>	<p>GLENDA TINNEY University of Wales Trinity Saint David, Wales</p>



Symposium 4

Wednesday 23rd February | 11.30 - 12.40

ENGAGING WITH NATURAL ENVIRONMENTS

TITLE	PRESENTER(S)
Outdoor Community Learning: Early Educators' Out-and-About Experiences in Urbanized Places	SIEW- CHIN NG University of Melbourne, Australia
Gardening with Children: Exploring Pre-schoolers' Attitudes and Behaviour Towards the Environment and the Use of a Pre-school Garden	KATHRIN PAAL University of Plymouth. UK
Interactions and Stimulating Environments in Outdoor Spaces - Reflections on Young Children's Engagement	DR FAYE STANLEY, DAWN JONES, CHANTELLE HUGHES, KIZZY SCOTT AND LIANNE TETSELL University of Wolverhampton. UK
An Exploration of Froebelian Principles in the Natural Outdoor Environment	SALLY CAVE Guildford Nursery School and Family Centre. UK
Maths in Daily Plans	DR MEHMET MART Necmettin Erbakan University Turkey/ University of Plymouth. UK

Symposium 5

Wednesday 23rd February | 13.30 - 14.40



WELLBEING, INTERACTION AND RELATIONSHIPS FOR LIFELONG, SUSTAINABLE BENEFIT

TITLE	PRESENTER(S)
Improving Practitioner Knowledge and Teaching and Children's Engagement and Self-regulation Through a Well-being Curriculum	CAROLINE WRIGHT & ANN STUBBS Bright Horizons. UK
Exploring the Multi-dimensional Relationships Between Social Inequality, Children's Wellbeing and Play in the Early Childhood Education Sector	HANNAH MALPASS Birmingham City University. UK
Exploring Pedagogical Interactions Between Children and Home Tutors	ANGELA BONEHILL Centre for Research in Early Childhood. UK
Developing Academic Resilience: Working Ethically with Children who have Social, Emotional or Mental Health Needs (SEMH) Using a Participatory Pedagogy and a Strength-based Transformational Assessment	DONNA GAYWOOD Centre for Research in Early Childhood/Birmingham City University
An Exploration of Early Childhood Studies Students' Experiences of Placement and its role in the Development of Professional Identity	VINA PATEL Centre for Research in Early Childhood/Birmingham City University

SYMPOSIA PRESENTATION ABSTRACTS

22/02/2022, 13.00 – 14.10, Symposium 1: Connecting the Child with their Ecological Environment

Inequality of experience: Pre-school children's control of the environment through the use of gender

Catherine Kilburn, University of Hull, United Kingdom

Research aims

This paper aims to explore pre-school children's use of gender as a means of limiting access to areas of the pre-school environment.

Relationship to previous research works

Børve and Børve (2017) have explored the gender segregation that can be identified within the indoor environment. However, Ärlemalm-Hagsér (2010) found that practitioners had limited awareness of the outdoor environment also being controlled through gender.

Theoretical and conceptual framework

The theoretical framework for this study draws on Bronfenbrenner's ecological model of social development (1979) and Martin and Halverson's (1981) gender schema theory to identify the role that pre-school children play in their peer's understanding of gender norms and stereotypes.

Paradigm, methodology and methods

This research is situated within a social constructivist paradigm and utilises a qualitative methodology. The methods used include video-recorded observations, video stimulated conversations with the children and a picture task.

Ethical considerations

Ethical concerns identified included the use of video recording and digital voice recording. Children with parental consent took part in assent conversations where an information booklet was shared with them using appropriate language. Children's assent was negotiated daily, and children were given the opportunity to decide when they participated. Pseudonyms have been used for all participants.

Main finding or discussion

Children were observed using gender to control access to areas of the outside environment and mixed gender groups of children were observed playing in all areas of the indoor environment.

Implications, practice or policy

These findings suggest that early childhood practitioners need to be aware that even if they are not observing children using gender to control access to the indoor environment, it may still be an issue outside.

Keywords: Pre-school children, Gender stereotypes, Peer interaction, Outdoor environment, Practitioners

22/02/2022, 13.00 – 14.10, Symposium 1: Connecting the Child with their Ecological Environment

Initial training of early childhood teachers at the University of Cantabria based on an eco-social perspective.

Ángela Saiz-Linares, Noelia Ceballos & Teresa Susinos, Universidad de Cantabria, Spain

Research aims

- To design, develop and assess a training proposal with future ECE teachers based on the teacher as researcher and eco-social justice.
- To analyse outdoor spaces for children from an eco-social perspective.

Relationship to previous research works

The training proposal is based on the teacher as researcher (Cochran-Smith et al., 2016) and the "critical ecology of the profession" (Ardnt et al., 2018; Urban and Dalli, 2012). It also connects with Herrero's (2017) concept of social justice, understood as eco-dependence and inter-dependence.

Theoretical and conceptual framework

In this proposal, future teachers initiate processes of enquiry (Cochran-Smith et al., 2016; Schön, 1998; Wall & Hall, 2017) to analyse the outdoor spaces for children (inside and outside the school) using the following keys: children's rights, eco-dependence and interdependence (Herrero, 2017).

Paradigm, methodology and methods

In this proposal, 180 future teachers in their second, third and fourth years participated. Thirty-eight outdoor play areas for children were analysed.

The phases are:

1. Selection of the space for analysis and taking photographs to develop of collaborative processes of analysis and shared dialogue (Volpe, 2019).
2. Shared analysis in an eco-social key: Are these places suitable for all children? Are they connected to nature? What opportunities for contact with nature do children have around the school? What opportunities exist to link the school with the neighbourhood?
3. Development of a documentation process through a virtual postcard where text and photography are combined. These postcards are published on the following website <http://educaexchangeUNICT.unican.es.unican.es>

Ethical considerations

This work assumes the ethical principles defined by the ethics committee of the University of Cantabria (Spain): informed consent, anonymity and confidentiality. Respectful research with participants and joint decision-making about what is published.

Main finding or discussion

The results show that these spaces are highly intervened by adults, with play equipment that does not promote relationships (predominantly individual and competitive play equipment) and is far removed from nature play (vegetation is scarce and decorative and close to roads (car noise) and no wildlife).

Implications, practice or policy

In conclusion, we need to review how children connect with natural spaces and the role of the school. It is therefore essential to rethink teacher training processes from an eco-social perspective.

Keywords: eco-dependence, interdependence, natural play spaces, children's rights, initial teacher training

The Potential of Early Childhood Education and Care(ECEC) Approaches to Resource Recycling and Children’s Participation: The Use and Recovery of Paper Resources in Japan

Machiko Tsujitani, Ochanomizu University, Japan

Research aims

This study describes waste material use and sorting in Japanese ECEC centres, including children’s participation, and aims to reveal how the children can be involved in process of recycling that has been already done, and how we can widen such involvements.

Relationship to previous research works

Education for sustainability has been discussed from a variety of perspectives (Bascope et al., 2019). Japan has a higher collection rate for used paper than other countries, and there is a culture of recycling in ECEC centres, where waste materials like paper boxes are used.

Theoretical and conceptual framework

This study explores how children experience the finite nature of resources and recycling in ECEC centres, focusing on children’s participation as agents from perspectives of early childhood education for sustainability (ECEFS) (Davis&Elliot, 2014).

Paradigm, methodology and methods

This study is based on the results of a questionnaire survey of 437 centres in Japan.

Ethical considerations

The survey was anonymous, and the participants agreed to the purpose.

Main finding or discussion

More than 80% of the ECEC centres used waste materials from the centre, natural materials in the centre, and waste materials from home for creation and modeling. Less than 40% used waste materials from the local community, and the percentage was higher in rural, coastal, and mountainous areas (n = 99) than in urban and residential areas (n = 310). Concerning excess materials, about 30% of the ECEC centres reported the following: “children dispose of items in a designated area together,” “caregivers sort items that children dispose of in a designated area,” and “children sort items themselves.”

Implications, practice or policy

Although many ECEC centres are working on the paper circulation of materials, cooperation with outside groups and children’s participation in sorting tasks vary. There is a need to explore how to implement new efforts according to these differences.

Keywords: paper resource recycling, children’s participation, Japanese ECEC centres, regional collaboration, questionnaire

Being Planet-positive - How Building Self-regulation in Early Years Supports Understanding of Sustainability Issues

Dr Mine Conkbayir, Independent Early Years Consultant, United Kingdom

Research aims

To demonstrate how embedding self-regulation (SR) policies and provision in the Early Years (EY) setting enables children to better manage their thoughts, feelings and behaviour, while promoting awareness and action around global issues.

Relationship to previous research works

Hirst, N. Boyd, D. and Blatchford-Siraj, J. (2017). Understanding Sustainability in Early Childhood Education: Case Studies and Approaches from Across the UK. London: David Fulton.

O'Sullivan, J. and Corlett, N. (2021). 50 Fantastic Ideas for Sustainability. London: Featherstone.

Pascal, C. (2021). 5 Ps and a T.

Theoretical and conceptual framework

- Bronfenbrenner's ecological systems theory (1989; 1979)
- Bandura's social learning theory (1977)
- Vygotsky's co-constructivist and sociocultural theories (1978)
- Pascal's five Ps and a T... (2021)

Paradigm, methodology and methods

Case study compiled through documentation of practice via photographs, semi-structured interview, testimonials and observations.

Ethical considerations

- Permission obtained for use of all photographs
- Confidentiality maintained
- Opt-out at any time for participants
- Data kept on a password-locked USB key...

Main finding or discussion

Embedding SR-informed policies and practice in the setting provide *the* foundation of teaching children about sustainable development, with global issues around sustainability woven into the daily routine.

Implications, practice or policy

This setting's SR-informed policies and practice (used as a result of my SR training), are having a transformative impact on how practitioners understand and support children's emotions/behaviour and how everyone is thus equipped to co-construct ways of treating the environment more sustainably. This is captured in my model, which will be presented as part of my research.

The implications are clear - all settings would benefit from making the move to SR-informed policies and provision, to better nurture children's emergent SR and for the protection of the planet.

Keywords: Self-regulation, Sustainability, Early Years, Co-construct, Curriculum

Challenging gendered enactment and re-enactment in the early years: does it really matter?

Tracey Edwards, University of Wolverhampton, United Kingdom

Research aims

This study is designed as a participatory approach to engage both child and practitioner in identifying the development of gendered identities in the early years through the use of space, and play

Relationship to previous research works

Research currently identifies that Early Years practitioners assume gender as binary and fixed (Wingrave, 2018; Ruble et al., 2007), however, Littleton-Smith (2017) argues that often stereotypical gendered play is evident and can therefore go unchallenged.

Theoretical and conceptual framework

As gender is socially constructed and complex, this study is designed as a multi-modal (Wiles, et al., 2008), participatory approach, situated within a 'listening framework' (Clark and Moss, 2001, 2005) to enable the child's lived experience to be captured

Paradigm, methodology and methods

Conducted within a qualitative paradigm (Denzin and Lincoln, 2018) a layering of methods, mapping (cameras and drawing), video, and interviews are planned. Cyclical analysis is used for each method, both Thematic Analysis (Braun and Clarke, 2006) and reflective (Brookfield, 2005).

Ethical considerations

As children 2-5 years five were engaged parental consent was obtained, and child assent confirmed through practitioner knowledge, observed behaviour and non-verbal cues, children were identified as Child A, B (Powell, et al., 2011). For equity all children were able to take part and use cameras.

Main finding or discussion

Emerging findings identify further observation is needed in the Home Corner, role-play area, and carpet area. Practitioner use of pronouns, gender affirmation and awareness were also emerging themes.

Implications, practice or policy

These findings identify areas for observation and video recording for the next stage of data collection.

Keywords: Gender, space, multi-modal, participatory, voice

22/02/2022, 15.00 – 16.10, Symposium 2: Using Research to Challenge Inequalities in Early Years

**“You are not welcome here” The Queen of Hearts, The Walk Oxford:
Reflecting on the seen and unseen challenges for very young refugee children in Early
Childhood Education and Care (ECEC) in England**

Donna Gaywood, EECERA SIG Children from Refugee and Migrant Backgrounds/ Centre for Research in Early Childhood/Birmingham City University, United Kingdom

Research aims

This presentation draws on the findings of a doctoral study which investigated the lived experience of refugee children in ECEC and reflections from participating in The Walk, a moving arts festival which used puppetry to represent the journey across Europe of a refugee child

Relationship to previous research works

Seven studies have informed this research. These include (Kalkman and Clark 2017; Prior and Niesz 2013; Wihstutz 2020; Peleman et al 2020; Picchio and Mayer 2019; Stekalova-Hughes and Wang 2019; El Gemayei 2019)

Theoretical and conceptual framework

An intersectional theoretical triad was developed in response to the sensitive field. Social Identity Theory (Tajfel: 1979); Orientalism (Said: 1978) and Social Learning Theory (Vygotsky: 1978) were used

Paradigm, methodology and methods

A hybrid praxeological and polyvocal methodology (Formosinho and Formosinho, 2012; Pascal and Bertram, 2012) (Tobin et al:2016) was used whilst multi modal methods were developed to capture the children’s lived experiences (Theron et al 2011; Clark and Moss, 2011; Carr et al 2002)

Ethical considerations

Considerations about power differentials, foregrounding the children’s stories and presenting them as persons of self-rescue (Kyriakides et al, 2018) formed the basis of the ethical approach in this study, whilst building on the work of Gaywood et al (2020)

Main finding or discussion

The unseen challenges faced by refugee children include positioning as victims and host country as saviour, taken-for-grant norms in everyday practice, underestimation of their intersectional experiences and the children’s power alongside reduced understanding of the impact of resettlement

Implications, practice or policy

By reflecting on these, practitioners have an opportunity to offer a deeper welcome to refugees which moves beyond emotion but impacts pedagogy and practice

Keywords: refugee, power, positionality, pedagogy of welcome, persons of self-rescue

The mutual acculturation of migrant and host nation children in Early Childhood Education and Care (ECEC) in England.

Alison Tobin, Centre for Research in Early Childhood/Birmingham City University, United Kingdom

Research aims

The aim of this paper is to present the conceptualisation of a study that aims to explore how play can support the mutual acculturation of migrant and host nation children in ECEC settings and how the concept of a heterotopia (Foucault, 1998) can be related to children's play. It draws upon the reflections of the welcome received by Amal, a 3.5 metre-tall puppet, who walked across Europe to illuminate the stories of young migrant children.

Relationship to previous research works

Previous research centres around the empowerment of migrant families from the parents and practitioners viewpoint (Tobin, 2016), the challenges affecting identity and relationships (Bove and Sharmahd, 2020) and making meaning of migratory experiences (Kirova, 2010). The study is underpinned by the belief that childhood is socially constructed (Vygotsky, 1978), the theory of discourse and power (Foucault, 1977) and the concept of heterotopia (Foucault (1966).

Theoretical and conceptual framework

The study is underpinned by the belief that childhood is socially constructed (Vygotsky, 1978), the theory of discourse and power (Foucault, 1977) and the concept of heterotopia (Foucault (1966).

Paradigm, methodology and methods

The methodology is qualitative and interpretivist employing a multiple case study analysis of child participatory data collection methods (Clark and Moss, 2011; Epstein et al., 2008 and Norum, 2008).

Ethical considerations

Ethical understanding and consideration are given to protect the child participants, particularly in relation to advocacy, wellbeing, vulnerability and power relationships, using the EECERA ethical code (Bertram et al., 2015).

Main finding or discussion

The findings from the literature review conducted for the study suggest that there is little research that elicits the voice of the migratory child attained during play interactions.

Implications, practice or policy

The understanding and knowledge gained from the study will determine the difficulties faced in contemporary ECEC settings and support effective praxis.

Keywords: Childhood, migrant, play, participatory research, child's voice.

22/02/2022, 15.00 – 16.10, Symposium 2: Using Research to Challenge Inequalities in Early Years

Developing an ethical and pedagogical assessment framework for young children with Special Educational Needs and Disabilities (SEND) through the strength based and inclusive lens of the SEND AcE assessment toolkit.

Juliet Davies, Birmingham City University/ Centre of Research for Early Childhood, United Kingdom

Research aims

An exploration of the efficacy of an educational assessment process that engages parents, children and practitioners as active participants through open-ended questioning and observation.

Relationship to previous research works

SEND AcE was created using the framework and pedagogical approach of the Accounting Early for Life Long Learning programme (Bertram et al 2008). The rights of the child are supported through parental involvement in accordance with legislation (Hodkinson and Burch, 2019).

Theoretical and conceptual framework

The praxeological (Formosinho and Oliveira-Formosinho, 2012; Pascal and Bertram 2012) and ethnological (Robson, 2002; Boellstorff et al., 2012) methodological approach enabled the collation of contextualised qualitative data of experienced SEND focussed professionals through the lens of an interpretivist paradigm.

Paradigm, methodology and methods

An enquiring and reflective method of data gathering with skilled practitioners, who have multiple experiences of early childhood assessments, provided rigour to this study.

Ethical considerations

The research considered the conceptualisation of the language, labelling and differentiation of children with additional needs. The impact of historical and recent legislation is explored (Warnock Report, 1978; DFE and DOH, 2015).

Main finding or discussion

The SEND AcE offers a credible strength based and participatory assessment for young children with SEND that is effective at tracking developmental progress through open-ended dialogue.

Implications, practice or policy

The SEND AcE provides an alternative to nationally recognised assessments, EYFS (DFE and DOH, 2015). It compliments home learning aims of parental involvement in the assessment process and further development of their child's learning.

Keywords: SEND, praxeology, conceptualisation, differentiation, assessment, collaboration, questionnaire

Poverty Narratives in Early Childhood Education and Care

Eunice Lumsden, The University of Northampton and **Rebecca Aberton**, Coventry University, United Kingdom

Research aims

This research project aimed to gain insights into the impact of ten years of austerity and the pandemic on practitioners understanding of child poverty and how practice was mediated in Early Childhood Education and Care settings.

Relationship to previous research works

This research builds on the work of Simpson, Lumsden and McDowell, 2015a; Simpson, Lumsden and McDowell, 2015b; Simpson et al., 2017; Simpson et al., 2018 into pre-school practitioners' perspectives about child poverty and the ways they engage with parents and children in poverty.

Theoretical and conceptual framework

The Bioecological Theory of Human Development (Bronfenbrenner, 1979; 2005) provide the theoretical framework for this research. It specifically draws on the Process-Person-Context-Time Model (PPCT) (Lerner, 2005:xv) and the under-theorised Chaos System (Bronfenbrenner and Evans, 2000, Bronfenbrenner 2002; Lumsden, 2012).

Paradigm, methodology and methods

This interpretive study adopted a qualitative methodology and undertook 37 semi-structured with senior practitioners and Early Years Teachers across the Midlands and South of England.

Ethical considerations

The researchers were aware of the sensitive nature of this research and ensured that the ethical protocol safeguarded participants through providing written information about the research, their confidentiality and how the data would be used anonymised and their right to withdraw up to thirty days after their interview.

Main finding or discussion

Three themes emerged that reflected poverty sensitivity, poverty insensitivity and 'othering', where judgements were made about families experiencing poverty and the quality of their parenting .

Implications, practice or policy

The findings indicate that while there is some exemplary practice, there are some uncomfortable issues that need to be addressed through leadership, training supervision and reflective practice.

Keywords: Child Poverty, Poverty Insensitivity, Poverty Sensitivity, ECEC, Families

23/02/2022, 9.30 – 10.40, Symposium 3: Developing ECEC Practices and Programmes to Advance Sustainability

Developing an ECEC response to the global environmental crisis: the potential of Froebelian-inspired Nature Engaging & Enhancing Pedagogy

Nicola Kemp, Canterbury Christ Church University and **Jo Josephidou**, The Open University, United Kingdom

Research aims

Our aim is to explore the potential of nature engaging/enhancing pedagogy within ECEC settings as a means of supporting both human and environmental health.

Relationship to previous research works

The project builds on the findings of a Froebel Trust funded research 'A life in and with nature in the period of earliest childhood: understanding provision for 0-2s in English babyrooms' (Kemp & Josephidou, 2021; Josephidou, Kemp & Durrant, 2021).

Theoretical and conceptual framework

We explore the relevance of Froebelian philosophy in informing the ECEC response to the contemporary crisis of unsustainability. Specifically, our interest is in nature engaging and enhancing pedagogic practices such as those proposed by Moore & Cosco (2014) in their one health model.

Paradigm, methodology and methods

The first stage of this interpretivist project involves a scoping study to position and develop the concept of nature engaging and enhancing pedagogy and its relevance within the contemporary context, particularly to the climate emergency and sustainability.

Ethical considerations

The project has been designed in accordance with EECERA ethical principles. The key issue at this scoping stage relates to the need to avoid positioning the sector as 'deficit' in relation to its existing practices, particularly in response to the climate emergency.

Main finding or discussion

ECEC settings may be inadvertently laying the foundations for inequality of access to the outdoors/nature from birth. This is a concern not only from a human health perspective, but also in relation to their future relationship with the natural world.

Implications, practice or policy

In this presentation, we consider some of the ways in which nature engaging & enhancing pedagogy could be developed through research and practice.

Keywords: Environmental Crisis; Nature; Pedagogy; ECEC; Froebel

23/02/2022, 9.30 – 10.40, Symposium 3: Developing ECEC Practices and Programmes to Advance Sustainability

Engaging with Nature: An exploration of Froebelian principles in the outdoor environment at Seven Stars Kindergarten, Aotearoa New Zealand

Anne Denham, Lynda Harris, Petrea Paterson, Debbie Reed, Seven Stars Kindergarten, Aotearoa, New Zealand

Research aims

The broad framework of Te Whariki enables us to weave our own distinct, culturally responsive pedagogy for the children in our setting. This project provides an opportunity to document the development of our Froebelian philosophy and practice in the outdoor spaces. It provides an opportunity to collectively understand the kind of learning environment we need to create that will respond to the vision for our learners.

Relationship to previous research works

We have been influenced by a project which explored young voices on the COVID pandemic (Pascal et al, 2020). This research highlighted the importance of the outdoor environment in contributing to overall wellbeing.

Theoretical and conceptual framework

Concepts and theories to frame our research thinking:

- Affordances: Gibson (1977)
- Mediation: Vygotsky (1978)
- Activity Theory: Rubinstein (1989)
- Place-based Education: Penetito (2009)

Paradigm, methodology and methods

We adopted an action research methodology, and each participating setting compiled a case study focusing on:

1. Outdoor places/spaces
2. Children and family's access and impact
3. Practitioner outdoor pedagogic strategies

Ethical considerations

In mapping the outdoor space, our main finding is that children have been exploring the outside space differently due to coming out of COVID lockdown and low number of children returning, preferring to be where adults are, with other children, the social aspect of rebuilding relationships and connections.

Main finding or discussion

These findings have implications for further developing the outdoor environment using a Froebelian approach to promote the wellbeing and social and emotional competence of children, their families and teachers.

Implications, practice or policy

It has allowed the confrontation of longstanding “ways we’ve always done this”, provoking reflection and inviting different views and to collectively decide ‘what matters here?’ – what is the learning that is valued in our setting?

Keywords: Te Whariki, Engaging with nature, wellbeing, social and emotional competence, place-based curriculum

23/02/2022, 9.30 – 10.40, Symposium 3: Developing ECEC Practices and Programmes to Advance Sustainability

Empowerment and change: Action research in the early learning and care setting to support change and development in relation to sustainability in practice.

Sharon Skehill, Mary Immaculate College, Ireland and **Lisa Flaherty**, Willows Outdoor Preschool, Newtown Kids' Club, Galway, Ireland

Research aims

The aim of this research was to recognise the knowledge and pedagogical practices around sustainability within the staff team working in a nature-based setting in the west of Ireland.

Relationship to previous research works

Previous study identified benefits of practitioner research to inform pedagogical practice. Skehill, S. (2021) 'An action research project based on teacher reflections on their pedagogical practice in a nature preschool in the West of Ireland during COVID-19'. Sakarya University Journal of Education Faculty, 21(1), 1-12.

Theoretical and conceptual framework

Framework is based on interpretative hermeneutic phenomenology in consideration of the contextual realities of staff working with children in an outdoor care and education setting (Heiddeger 1929; Smith and Flowers 2009).

Paradigm, methodology and methods

The phenomenological methodology includes semi-structured questionnaire which has been shared with the team with aim of identifying practitioners' knowledge and attitudes towards sustainability and also considers what ideas they have for change.

Lundy's model of participation (2013) will guide the children's involvement in the action research project in ensuring their voices are heard and included in a meaningful manner throughout.

Ethical considerations

As the researcher and teacher within the setting, there will be ongoing reflection on my assumptions and preconceived understandings of practice (Brookfield 2017).

Child assent and parental consent is embedded in practice and has been formally attained.

Main finding or discussion

Ongoing project discussing knowledge and attitude of educators in supporting the implementation of SDGs in practice.

Implications, practice or policy

Identifying practical ways of empowering the staff and children to understand and engage with the SDGs in practice.

Providing examples from practice of what is achievable and manageable in practice.

Creating a communicative space for teacher reflection on their work and responsibilities in relation to sustainability.

Keywords: Nature-based ; action research; interpretative; participation; change

Axes for eco-social initial teacher education

Noelia Ceballos, Ángela Saiz-Linares & Teresa Susinos, Universidad de Cantabria, Spain

Research aims

- Critically discuss the concept of eco-social justice.
- Define the dimensions of an eco-social teacher training proposal.

Relationship to previous research works

It connects with Herrero's (2017) concept of eco-social justice, understood as eco-dependence and inter-dependence. It is also linked with the concept of social justice of Young (2010) and Sapon-Shevin (2013).

Theoretical and conceptual framework

The hegemonic way in which societies are currently organised is being done on the back of the material basis for supporting life. There are various manifestations of the ecological and humanitarian crisis: climate change, resource depletion, excessive waste, the crisis of care and deepening inequalities, etc (Herrero, 2017; Meadows, Randers y Meadows, 2004). Taking up this challenge, we have developed a proposal for the initial training of early childhood education teachers from an eco-social justice perspective and the teacher as researcher (Cochran-Smith et al., 2016; Schön, 1998; Wall & Hall, 2017).

Paradigm, methodology and methods

Review and analysis of national and international research and conceptual studies on the concept of eco-social justice. We have used Scopus, Google Scholar and Web of a Science.

Ethical considerations

The axes of the proposal respond to ethical considerations in the treatment of information: reliability of sources, acknowledgement of authorship, systematic treatment of information.

Main finding or discussion

From a conceptual point of view, this training proposal is based on: children's rights approach; and the resignification of the concepts of eco-dependence and interdependence (Herrero, 2017). Eco-dependence refers to the fact that our survival depends on existing natural resources. The current economic and social model acts against nature and, therefore, against life. Interdependence refers to the need for human beings to be cared for by others at different times of life (childhood, illness, or old age).

From a formative point of view, the proposal is based on processes of reflection and collaborative research (Beach, 2019; Cochran-Smith et al. 2016) to reconstruct their knowledge. The aim is to enable teachers to use research to promote reflection and improvement in their teaching and to consistently link theory and practice. Approaching the proposal of a "critical ecology of the profession" (Ardnt et al., 2018; Dalli, Urban and Miller, 2012; Urban and Dalli, 2012).

Implications, practice or policy

In conclusion, we need to rethink teacher training processes from an eco-social perspective.

Keywords: eco-dependence, interdependence, natural play spaces, children's rights, initial teacher training

Developing Education for Sustainability provision in higher education: reflecting on environmental award as a possible tool to develop a post-humanist approach within and early years programme.

Glenda Tinney, UWTSU, Wales

Research aims

The aim of this research is to consider how undertaking an environmental award with higher education early years students may allow them to engage with the non-human world and sustainability discourse.

Relationship to previous research works

The research stems from a degree module which incorporates an external environmental award. Reflection on the student's experience has highlighted to the researchers the significance of a 'pedagogy of connection' (Barrable, 2019; Kahn, 2010) where learners connect with the non-human world in an active and meaningful way. It has also led the researchers to consider the implications of such an approach in terms of posthumanism, interactions with the non-human world (Bonnet, 2015; Alaimo, 2012) and the growing discourse linked to early childhood and education for sustainability (Elliott, Arlemalm-Hagser and Davis, 2020; Jickling and Sterling, 2017).

Theoretical and conceptual framework

The theoretical framework for this study draws upon current posthumanist and ecocentric approaches (Nichols, 2020).

Paradigm, methodology and methods

The work is currently in the reflective phase where a post-qualitative approach (Ulmer, 2017) using student materials such as artefacts, photographs, art and other reflections will support the researchers discussion.

Ethical considerations

An information email was provided to all participants outlining the research context and ethical research considerations. Students had to provide researchers with consent to use their materials for their research.

Main finding or discussion

Initial reflections suggest engaging with an environmental award provides opportunities to develop deeper understandings for students and researchers of the connections with the non-human.

Implications, practice or policy

The research provides an opportunity to consider alternative ways to engage sustainability discourse in higher education.

Keywords: education for sustainability, early years training, posthumanism, ecocentric, pedagogy of connection

Outdoor Community Learning: Early Educators' Out-and-About Experiences in Urbanized Places

Siew Chin Ng, University of Melbourne, Australia

Research aims

To find out early educators' own outdoor experiences, with a focus on exploring urbanized landscapes through the provocations adapted from the Out and About Manifesto.

Relationship to previous research works

Learning opportunities and connections in the outdoors could be shaped by educators' beliefs, practices and barriers (e.g., Ernst, 2014), as well as educators' own outdoor experiences (e.g., Bilton, 2020).

Theoretical and conceptual framework

Learning in the outdoors originate from the concept of forest schools (Elliot & Chancellor, 2014). However, there are urbanized countries which do not have accessibility to extensive natural spaces and resources. A rich resource which urbanised landscapes might consider are the community facilities and settings which Chaudhury et al. (2015) described as public open spaces consisting parks, shopping malls and community centres. These spaces are easily and freely accessible to the public for varied uses, which can promote the engagement and social connectedness of community members in the neighbourhood environment (Lachowycz & Jones, 2013).

Paradigm, methodology and methods

This qualitative study reports findings based on pedagogical conversations from six early educators of children in six Kindergarten (five- to six-year-olds) classrooms in Singapore.

Ethical considerations

Consent was obtained from educators to participate and share data. To protect the participants' identity, pseudonyms are used throughout the study.

Main finding or discussion

Analyses reveal that educators located in an urbanized landscape engage with the outdoors by exploring their everyday places including walking pathways, bus stop and neighborhood gardens. Content analysis is being conducted to illustrate educators' reflection on their connection to these urbanized places, alongside their childhood experiences, current materials and actions.

Implications, practice or policy

The findings suggest that educators' awareness and appreciation of their everyday outdoor environment were stimulated through the Out-and-About manifesto, which demonstrate its value for outdoor-related professional learning programmes.

Keywords: Outdoor Community Learning, Urbanized Landscape, Educators' Appreciation, Educators' Learning, Professional Learning

Gardening with children: exploring preschoolers' attitudes and behaviour towards the environment and the use of a preschool garden

Kathrin Paal, University of Plymouth, United Kingdom

Research aims

This project aimed to explore what preschool children think, experience and learn about what is good or healthy for the planet, and illustrate the benefit of a preschool garden as a tool to develop environmentally friendly behaviour of children aged 3 to 5.

Relationship to previous research works

Involving children in environmentally friendly practices can encourage children to engage with and shape their environments (Davis, 2015). Studies found that early experiences with outdoor activities have a positive influence on children's behaviour towards the environment (Pramling Samuelsson et al., 2019).

Theoretical and conceptual framework

I am utilising participatory research (Clark & Moss, 2011) to illustrate one way to empower children to make decisions on matters that affect them, such as environmental issues.

Paradigm, methodology and methods

Within a qualitative interpretive research paradigm, I observed children and their caregivers during gardening activities, asked the children to draw a picture and conducted interviews with the children. I observed and interviewed 10 children (3-4 years old).

Ethical considerations

A consent form and information sheet were provided to all participants. I explained the research to the children in a sensitive and age-appropriate manner. Pseudonyms replaced the names of participants. All participants were given the opportunity to withdraw from the study at any time.

Main finding or discussion

The findings illustrate preschoolers' awareness of what is good or healthy for the planet and how we can help the earth.

Implications, practice or policy

The findings provide valuable information into the use of participatory methods to gain a holistic view on what children think, experience and learn when engaging with their preschool's outdoor environment.

Keywords: preschool, participatory research, preschool garden, environmental sustainability, early childhood education for sustainability

Interactions and Stimulating Environments in Outdoor Spaces - Reflections on Young Children's Engagement

Dr Faye Stanley, Dawn Jones, Chantelle Hughes, Kizzy Scott and Lianne Tetsell, University of Wolverhampton, United Kingdom

Research aims

This research will enable undergraduate early childhood studies students to engage in meaningful reflective stories on how outdoor spaces can support sustainable practice and nurture young children's connections with the natural world.

Relationship to previous research works

Practitioners' underlying beliefs and values must be scrutinised through critical reflection through dialogue and discussion. "In order to provide nurturing and enabling environments for young children to learn and flourish... it is imperative that teachers and practitioners make well informed and thoughtful decisions about the experiences they provide for young children in their care (Wild et al., 2018, p.2). Children who forge a connection with the natural world are more likely to exhibit ecological behaviour (Chwala, 2020; Otto & Pensini, 2017). There is also a growing momentum for the inclusion of early years within the sustainability agenda, that sits within the early years curriculum (Early Years Coalition, 2021).

Theoretical and conceptual framework

This research is underpinned by a sociocultural approach and the idea that children learn through social engagement with their world and are 'children in society.'

Paradigm, methodology and methods

This research will be underpinned by students' stories and their narrative reflections based on their work based and placement experiences. Qualitative research focuses on natural settings and is concerned with life as it is lived, things as they happen, situations as they are constructed in the day-to-day, moment-to-moment course of events (Woods, 2006).

Ethical considerations

For the purpose of this research university ethical guidance was adhered to and ethical mitigations were conducted alongside BERA (2018) guidance including anonymity, confidentiality and the safe storage of collected field notes.

Main finding or discussion

The importance of students' developing an understanding of the links between pedagogical practices and how this supports sustainability in early childhood.

Implications, practice or policy

Developing practitioner awareness of engaging in reflection upon how valuing natural environments and outdoor spaces benefits young children's engagement.

Keywords: outdoor spaces, natural environment, critical reflection, sustainability, interactions

An exploration of Froebelian principles in the natural outdoor environment

Sally Cave, Guildford Nursery School and Family Centre, UK

Research aims

This project is providing a vital opportunity for Froebelians to consider how their philosophy and its associated pedagogic approaches in the outdoor environment might adapt and respond to children's particular needs for expression of voice and emotion at this time.

Relationship to previous research works

This focus arises from our recent collaborative project which explored young voices on the COVID pandemic (Pascal et al, 2020). Importantly, our research highlighted the importance of the outdoor environment in contributing to child and adult wellbeing and we were aware that this aspect of Froebelian pedagogy would benefit from further rigorous investigation and documentation.

Theoretical and conceptual framework

We are exploring a number of concepts and theories to help us frame our research thinking:

- Affordances: Gibson (1979)
- Mediation: Vygotsky (1934)
- Activity Theory: Rubenstein (1987)
- Place-based education: Wally Penetito (2016)

Paradigm, methodology and methods

The research has adopted an action research methodology, and each participating setting is compiling case studies of:

1. Outdoor places/spaces
2. Children and families access and impact
3. Practitioner outdoor pedagogic strategies

Ethical considerations

A consent form and information sheet was provided to all parents of children involved. Informed consent is negotiated with the children involved during the time the research is carried out. Pseudonyms have replaced the names of participants. Participants (including child participants) are given the opportunity to withdraw from the study at any time.

Main finding or discussion

The findings demonstrate that a Froebelian approach in natural outdoor spaces affords children and adults solace, opportunity to become deeply engaged, confidence to communicate and a greater knowledge about the world they inhabit.

Implications, practice or policy

These findings suggest implications for how natural outdoor environments might effectively promote wellbeing and communication in children, their families and practitioners.

Keywords: Engaging with nature, natural, wellbeing, place-based curriculum, communication and language

Maths in Daily Plans: Is it Possible to Conduct in Outdoors for Preschool Teachers?

Dr Mehmet Mart, Necmettin Erbakan University, Turkey & University of Plymouth, United Kingdom

Research aims

The research aims to critically evaluate preschool teachers' opinions on teaching maths outdoor concerning their daily plans.

Relationship to previous research works

Enabling natural aspects into teaching can increase children's awareness, persistence, attention and joy in the learning process (Kuo et al., 2019; Zippert et al., 2020) as well as providing a better learning outcome for mathematical knowledge (Novita et al., 2019).

Theoretical and conceptual framework

Maths and life skills are evoked together in terms of enabling children to reason and evaluate the world around them (Cohrssen & Niklas, 2019). Teaching maths in the early years has four shareholders interplaying: "child, teacher, mathematics and program" (Tok & Ünal, 2020, p.169).

Paradigm, methodology and methods

Qualitative research methods were used to collect data, so semi-structured interviews and document analysis were used as the main data collection tools. Thereby, researchers can collect adaptable data from interviews (Robson & McCartan, 2016) as well as written documents to support qualitative analysis (Patton, 2015).

Ethical considerations

All participating teachers were informed about the anonymity of their information, and the right to withdraw from the research.

Main finding or discussion

In the light of daily plan analysis, the participating teachers are unlikely to utilize children's interests and the opportunities around themselves. The used plans have less emphasis on such topics and concern to individuals' needs. Even though the teachers have a controversial approach to the needs of children and maths outdoors, it is unlikely to address the expected outcomes of the programme.

Implications, practice or policy

In-session courses can be used for teachers to refresh their knowledge on using maths, outdoors as well as preparing their plans. §1

Keywords: Maths, Outdoors, Daily Plans, Preschool, Teachers

23/02/2022, 13.30 – 14.40, Symposium 5: Wellbeing, Interaction and Relationships for Lifelong, Sustainable Benefit

Improving practitioner knowledge and teaching and children's engagement and self-regulation through a well-being curriculum.

Caroline Wright & Ann Stubbs, United Kingdom

Research aims

Exploring the impact of a bespoke curriculum on children's well-being and involvement, and on teaching.

Relationship to previous research works

We reference positive emotional wellbeing in early childhood (Moffitt et al, 2011; Raver et al, 2011) and that children demonstrating positive emotional wellbeing are less likely to experience dysregulation and poorer outcomes for mental health (Collura, et al, 2014; Ritblatt, Hokoda, & Van Liew 2017). Positive Education confronts the difference between parents' aspirations and academic results promoted in school (Seligman et al, 2009). Ergo, focus on emotional well-being in early childhood offers opportunities to benefit children.

Theoretical and conceptual framework

We consider models of pedagogy and curriculum reflecting a learning environment where teachers actively establish, participate in, and support children's sustained learning experiences (Mortimore, 1999), using professional judgements to differentiate teaching for children (Edwards & Kelly, 1998). Our curriculum was conceived as a wellbeing curriculum, underpinned by the principles in Hierarchy of Need (Maslow, A. H. 1943).

Paradigm, methodology and methods

This praxeological investigation (Pascal & Bertram 2012) included a purposive sample of 31 English settings with 69 random practitioners. We employed environmental audits; assessed routine documents and records; and analysed electronic questionnaires, to gather quantitative and qualitative data.

Ethical considerations

Written observations, (to support individualised learning), were used to collect data, so children were not subject to any additional procedures. Adults volunteered to contribute to the investigation. All participants could be withdrawn at any time.

Main finding or discussion

Findings suggest improvement in children's involvement and wellbeing (Leuven Scales), and in pro-social behaviours. Practitioners noted increases in children's self-control and ability to recognise positive behaviours in themselves and others. Practitioners' understanding of the interconnectedness of children's learning, increased.

Implications, practice or policy

Outcomes suggest a wellbeing curriculum can increase practitioner knowledge and improve teaching, positively impacting on children's engagement, self-regulation and wellbeing levels.

Keywords: Well-being curriculum; early childhood emotional wellbeing; practitioner expertise.

23/02/2022, 13.30 – 14.40, Symposium 5: Wellbeing, Interaction and Relationships for Lifelong, Sustainable Benefit

“Exploring the multi-dimensional relationships between social inequality, children’s wellbeing and play in the Early Childhood Education sector”

Hannah Malpass, Birmingham City University, United Kingdom

Research aims

This project aims to explore professionals’ and parents’ perceptions of the effects that social class inequality have on the play and wellbeing of young children.

Relationship to previous research works

There is increasing evidence that social inequalities that begin in the first five years of life may have a detrimental effect upon long-term attainment and wellbeing and are more likely to continue into adulthood (Marmot, 2010; Marmot et al., 2020). Children’s wellbeing also currently features heavily in research conducted by children’s charities (Barnardo’s, 2019; Nuffield Foundation, 2021; The Children’s Society, 2019; The Royal Foundation, 2021).

Theoretical and conceptual framework

The theoretical framework brings together Capability Theory (Sen, 1985), Bourdieu’s (1986) theory of Social and Cultural Capital and Ecological Systems Theory (Bronfenbrenner, 1979), representing a novel approach in educational research.

Paradigm, methodology and methods

The study was carried out within an interpretive, qualitative paradigm (Denzin and Lincoln, 1998). Data were collected through a wider online, qualitative survey (47 responses) and in-depth episodic interviews with seven professionals.

Ethical considerations

Participation was voluntary and informed consent was sought from participants through an information sheet and consent form. The potential for power imbalance, coercion and bias was carefully considered.

Main finding or discussion

Early thematic analysis suggests that the perceptions of practitioners working in private settings vary from those working in maintained schools. However, all professionals and parents agree that there is an undeniable link, strengthened by the Covid-19 pandemic, between inequality, wellbeing and the way that children play.

Implications, practice or policy

This research hopes to influence the way in which children from deprived backgrounds are supported to benefit from their early education.

Keywords: social inequality, wellbeing, play, class

23/02/2022, 13.30 – 14.40, Symposium 5: Wellbeing, Interaction and Relationships for Lifelong, Sustainable Benefit

Exploring pedagogical interactions between children and home tutors

Angela Bonehill, CREC, United Kingdom

Research aims

Pilot study, an exploration of perceptions of stakeholders of home tutoring, exploring pedagogical interactions, how they shape relationships within home tuition

Relationship to previous research works

The intersubjective sharing of experiences is a concept that has significant power for understanding relationships and interactions (Trevarthen, Aitken, 2003). Hajar (2018) discusses parental perspectives and Dawson (2010) argues how home tuition is absorbing unmet gaps in education tapping into the insecurity of parents. Davies (2004) views HT as 'school choice by default' where parents invest to support child's specific needs.

Researchers (Schembri Meli, 2010, Cutajar, 2009, Mischo and Haag, 2002 and Bloom, 1984) highlight how HT promotes 'pupils' engagement, positive behaviour, social and emotional learning', emotional regulation, self-esteem and communication skills, it raised achievement.

Theoretical and conceptual framework

Bronfenbrenner's two-way process as 'bi-directional influences'. Mercon-Vergas et al., (2020) the nature of proximal processes, ('Engines of Development' (p321), Mercon-Vergas et al., (2020) notion of inverse proximal processes. Hoy et al., (1999) 5 facets of trust

Paradigm, methodology and methods

Kaleidoscope metaphor for qualitative components of data. Triangulation of information as perceptions from a wider population (Stake 1995, Merriam, 1998).

Pilot study;

- online survey gains the views of 21 existing tutors in the field,
- focus group (6) to provide a discursive and thematic analysis of perceptions

Ethical considerations

Approval from the Ethics Committee, informed consent, consent forms and information provided. Pseudonyms and opportunities to withdraw were given. Ethical consideration for a fair and reliable representation to avoid bias. Pilot feeds into other stages i.e. survey respondents included in focus group

Main finding or discussion

Motivation for home tutoring, the importance of the service for all 3 parties, benefits, and drawbacks, importance of 5 facets of trust

Implications, practice or policy

Hoy et al., (1999) recognise the hierarchy of trust from a top-down approach and the impact this has on children's success. HT used to meet the gaps in children's learning and support parent's confidence in education at school

Teachers choosing this service as an alternative to classroom bureaucracy

Keywords: pedagogy, tutoring, relationships, trust, motivation

23/02/2022, 13.30 – 14.40, Symposium 5: Wellbeing, Interaction and Relationships for Lifelong, Sustainable Benefit

Developing academic resilience: working ethically with children who have social, emotional or mental health needs (SEMH) using a participatory pedagogy and a strength-based transformational assessment

Donna Gaywood, Centre for Research in Early Childhood/Birmingham City University, United Kingdom

Research aims

This research examined the pathologization of children facing significant life challenges. It aimed to develop new knowledge about academic resilience and questioned whether by assessing and teaching academic resilience, children's SEMH needs could be positively impacted.

Relationship to previous research works

It builds on the High Achieving White Working-Class boys (HAWWC) research (Pascal and Bertram, 2016), work on parental participatory transformational assessment (Gaywood, and Pascal 2016) and the Accounting Early for Lifelong learning programme Bertram, et al (2008)

Theoretical and conceptual framework

A praxeological (Formosinho and Formosinho 2012; Pascal and Bertram 2012) theoretical frame was used to inform early educational practice to develop an early help model for children experiencing SEMH needs

Paradigm, methodology and methods

A mediating (Formosinho 2014) participatory approach was used with parents and early years practitioners which employed a strength-based view of children, building on the Pen Green model (Whalley, 2007) for formative assessment

Ethical considerations

This research is ethically driven and aims to remediate power inequities. It builds on the work of Gaywood et al (2020) offering voice and dignity to children and parents who are involved with early help services, often conceptualised as "troubled families"

Main finding or discussion

Academic resilience can be "taught" and when children and their families are included authentically in making assessments, then these can be transformational, providing hope and real-life change

Implications, practice or policy

This work speaks to a growing population of very young children who are struggling with their social, emotional and mental health needs. It offers an ethical way to use assessment which focuses on the lifelong learning skills children need to be most successful in school

Keywords: academic resilience, SEMH, transformational assessment, praxeology

23/02/2022, 13.30 – 14.40, Symposium 5: Wellbeing, Interaction and Relationships for Lifelong, Sustainable Benefit

An exploration of Early Childhood Studies Students' experiences of placement and its role in the development of professional identity.

Vina Patel, Centre for Research in Early Childhood/Birmingham City University, UK

Research aims

This study aims to gather tutors, students and placement mentor perspectives to understand the concept of professional identity in the early years, factors benefiting and constraining placement experience in shaping student professional learning, student perception of their professional identity development through placement and how all parties feel placement experience can be improved.

Relationship to previous research works

Previous research demonstrates difficulties and recommendations for ECS placements (Nutbrown, 2012) and (Campbell-Barr et al. 2020). The complexity of professional identity have been explored. (Lightfoot and Frost, 2015), (Murray, 2013), McGillivray (2008) and Hallet (2013).

Theoretical and conceptual framework

Mezirow's (1975) Transformative Learning Theory will be selected as a theoretical underpinning theory to explore adult learning.

Paradigm, methodology and methods

This study will adopt a qualitative paradigm and draw on interpretivism. A phenomenological case study methodology has been selected. An online survey, focus groups, telephone interviews and cases studies will be employed.

Ethical considerations

Anonymity, confidentiality, consent and power relations will be considered to protect students, tutors and placement mentors.

Main finding or discussion

This research will seek to gain perspectives from used to gain tutors, students and placement mentors.

Implications, practice or policy

This research will be of interest to other institutions delivering courses where placement and the development of professional identity are pertinent.

Keywords: placement, professional identity, professionalisation, professionalism and practice

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