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EECERA ANNUAL CONFERENCE

Children's Curiosity, Agency and Participation:
Challenges for Professional Action and Development

Cascais near Lisbon, Portugal

30th August – 2nd September 2023

CONFERENCE PROCEEDINGS:

Book of Abstracts



CASCAIS



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states that toddlers need more supervision in their play and the preschool teachers' role could be more actively participating inside the play than passively, observing and supporting from the outside. (Fler, 2015; Ivrendi, 2020). The theory of practice architecture (Kemmis et al., 2014) offers a holistic approach to the dynamic relationship between individuals in examining preschool teachers' interactions in children's play, aimed at the sharing of experiences and perceptions in a community of experiences (Aspfors et al., 2021). The study was conducted within a qualitative research paradigm (Denzin & Lincoln, 2018) and contains data from video observations of groups of preschool teachers and children interacting in play. The data is analyzed in theory-driven coding (Brinkman & Tanggard, 2020). The study is approved by the Norwegian Centre for Research Data. Preschool teachers and children's parents consent to participate in one video observation. The data is anonymized. The data were analyzed using the theoretical frame of practice architecture (Kemmis et al., 2014), emphasizing the semantic, material, and social dimensions of the interactions among preschool teachers and children. The preliminary results show that the teachers seem to vary their interactions with elements of inclusion, creating connections, and regulations. This study contributes to knowledge about how preschool teachers can facilitate, regulate and support young children's play.

play, preschool, teachers' interactions, toddlers, practice architecture

This application discusses an ongoing piece of research and findings may be preliminary/emerging.

Is the initial training of Portuguese early childhood education and care professionals adequately preparing them to work with children aged 0-3?

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The ProFormação 0-3 project aims to characterize Portuguese early childhood education and care (ECEC) professionals' initial training regarding children aged 0-3. Literature shows that ECEC professionals with specific training to work with children aged 0-3 have a more complex and multidimensional comprehension of their development and learning processes (Hu et al., 2019; Schaack et al., 2017). But further investigation is needed, specifically in Portugal (Gomes & Brito, 2022; Vasconcelos, 2011), to identify initial training key-elements (i.e., contents; practices) to potentiate ECEC quality (Eckhardt & Egert, 2018; Loizou & Recchia, 2018). To reach its goals, the project included 2 phases: a) documental analysis to identify all higher education and vocational programs available; b) focus groups with higher education lecturers of identified programs to understand their perceptions on how initial training prepares ECEC teachers to work with children aged 0-3, and with ECEC professionals to identify their training needs. The project was approved by the Ethics and Deontology Commission of the Faculty of Psychology of the University of Lisbon and complies with all ethical procedures. Results showed that contents related to work with children aged 0-3 are rarely included in initial programs, raising concerns regarding professionals' preparation to work with infants/toddlers. Interviewees reported a greater focus on children under 3 is needed and expressed their perceptions on the most relevant changes needed. Gaps between contents of current programs and the training needs of ECEC professionals will be discussed, as well as recommendations for relevant complementary training offers.

early childhood education and care, early childhood education and care professionals, initial training, training needs, complementary training

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PARENTAL PARTNERSHIP IN CHALLENGING CONTEXTS

Chair: Ruth Büllsbach, Center for Childhood and Adolescence Research (ZfKJ), Germany

Challenges of kindergarten teachers working in collaboration with vulnerable parents

Anna Yik On Chan and Chrysa Pui Chi Keung, The Education University of Hong Kong, Hong Kong