

29th

EECERA ANNUAL CONFERENCE

Early Years: Making it Count

Thessaloniki, Greece

20th – 23rd August 2019

ABSTRACT BOOK



1



<https://www.eecera.org/conference/2019-29th-eecera-conference-thessaloniki-greece/#>

ACKNOWLEDGEMENTS:

EECERA 2019 organisers would like to thank the Scientific Committee for their freely given time, diligence and scholarship.

Athanasios Gregoriadis, Associate Professor, Faculty of Education, Aristotle University of Thessaloniki, Greece

Domna-Mika Kakana, Professor, Faculty of Education, Aristotle University of Thessaloniki, Greece

Meni Tsitouridou, Professor, Faculty of Education, Aristotle University of Thessaloniki, Greece

Antonis Lenakakis, Assistant Professor, Faculty of Education, Aristotle University of Thessaloniki, Greece

Maria Birbilli, Assistant Professor, Faculty of Education, Aristotle University of Thessaloniki, Greece

Maria Papandreou, Assistant Professor, Faculty of Education, Aristotle University of Thessaloniki, Greece

Maria Pavli-Korres, Associate Professor, Faculty of Education, Aristotle University of Thessaloniki, Greece

Panagiotis Pantidos, Assistant Professor, Faculty of Education, Aristotle University of Thessaloniki, Greece

Konstantina Dogani, Assistant Professor, Faculty of Education, Aristotle University of Thessaloniki, Greece

Maria Geka, Assistant Professor, Faculty of Education, Aristotle University of Thessaloniki, Greece

Kostas Vouyoukas, Assistant Professor, Faculty of Education, Aristotle University of Thessaloniki, Greece

Chris Pascal, Director, Centre for Research in Early Childhood, United Kingdom

Eleni Loizou, Associate Professor, Department of Education, University of Cyprus, Cyprus

Johanna Einarsdóttir, Professor, School of Education, University of Iceland, Iceland

CONDITION OF PARTICIPATION: Some abstracts submitted by delegates for participation in EECERA 2019 have been revised and edited in good faith by the

Scientific Committee. The organisers cannot be held responsible for the contents of the abstracts published in this book.

Contents

KEYNOTES	4
SYMPOSIUM SET A	8
SYMPOSIUM SET B	38
SYMPOSIUM SET C	69
SYMPOSIUM SET D	100
SYMPOSIUM SET E	132
SYMPOSIUM SET F	163
SYMPOSIUM SET G	194
POSTER SYMPOSIUM SET I	225
POSTER SYMPOSIUM SET II	243

“PED”agogical TALKS

261

INDEX

268

This Abstract Book has been printed by **PRINTING: KE@EA** THERAPY CENTER FOR DEPENDENT INDIVIDUALS
ΣΧΗΜΑ + ΧΡΩΜΑ

Symposium Set D

10:50 – 12:10, Thursday 22nd August 2019

D 5

BUILDING RELATIONS THROUGH PLAY: A CROSS-NATIONAL PERSPECTIVE ON PLAYING-2-GETHER

Self-organised symposium

Playing-2-Gether as an intervention was originally developed at the KU Leuven Belgium and has shown its efficacy for children at risk. The Playing-2-Gether project aims to improve teacher sensitivity for both pre-service and in-service teachers, focusing on their interactions during play with pre-schoolers in the classroom, particularly with children with challenging problem behavior. The project is conducted as a multiple case study in Slovakia, Portugal and the Netherlands. We investigated if interaction skills are suitable in these different contexts, in what way teachers can be helped to apply Playing-2-Gether in the context of their classroom. The overarching questions are: if we believe in 'high quality' programs and services, what qualitative and quantitative measures do we need to evaluate the results of intervention and what are the significant 'impacts' and 'outcomes' and how can these be universalized into metrics or curricula to provide global comparative data and professionalism?

Chair: Ineke Oenema, NHL Stenden University of Applied Sciences, Netherlands

A case study on building a qualitative teacher - child relationship using Playing-2-Gether as an intervention
Annerieke Boland, Ilse Nuijens, University of Applied Sciences - iPabo Amsterdam, Netherlands

This presentation describes the case of a Dutch ECE-teacher who uses Playing-2-Gether (Vancraeyveldt et al. 2015) with a child in her group with challenging behaviour. The aim of this study was better understanding of how and why Playing-2-Gether effects the quality of the teacher-child relationship. In Vancraeyveldt et al. (2015) teachers reported enhancement of their relationship with at-risk preschoolers when they used the Playing-2-Gether interaction skills as an intervention. But how can this effect be explained? According to Attachment theory a secure bond with care-givers is crucial for the development of young children. This also holds for the bond between teacher and child (Pianta et al. 2003). Sensitive responsive interaction is an important tool for establishing a secure environment. In this study, an adaptation of the teacher-child relationship interview (Spilt & Koomen, 2009) was used, before and after the intervention. Video-recordings were made of the teacher interacting with the child during play and these recordings were discussed in coaching sessions. Qualitative analyses of the interviews and the videos were made. EECERA ethical guidelines were followed, e.g. the child only participated in play if she was willing to. The narratives of the teacher show changes in relational conflict and closeness in the relationship. The videos show that the interaction strategies created space for new behaviour, both for the teacher and the child, which stimulated feelings of positive affect and diminished feelings of anger and helplessness by the teacher. This case underlines the importance of qualitative teacher-child interactions for realizing inclusive education.

interaction skills, teacher-child relationship, play, attachment, challenging behaviour

Enhancing the quality of teacher-child interaction through Playing-2-Gether: Introductory aspects and overall results in four countries

Sara Barros Araújo (1), Caroline Vancraeyveldt (2), Manuela Sanches-Ferreira (1), Maai Huyse (2), (1) Polytechnic Institute of Porto, Portugal; (2) UC Leuven Limburg, Belgium

The Playing-2-gether project aims to improve teacher sensitivity for both pre-service and in-service teachers, focusing on their interactions during play with preschoolers in the classroom, particularly with children with challenging problem behaviour. Previous research has shown its efficacy for children at risk (Vancraeyveldt et al., 2015) and in practice-based research (Vancraeyveldt et al., in press). Playing-2-gether is based on attachment (Driscoll & Pianta, 2010) and learning theory (Cowan & Sheridan, 2009). The

elaboration of Playing-2-Gether in four countries (Belgium, The Netherlands, Portugal and Slovakia) encompassed: (i) In-depth characterization of preschool teachers' conceptions, emotional experience and practices through videotaped interviews (using the Teacher Relationship Interview, Pianta, 1999) and collection of video fragments of children's free play; (ii) Training process on the Playing-2-Gether framework encompassing prevention and intervention competences; (iii) Try-out of Playing-2-Gether competences, accompanied by collection of video fragments; (iv) Final videotaped interviews with professionals on the process, focusing on the effects of the try-outs. The study followed the EECERA Ethical Code, namely in what concerns ongoing informed consent. The main findings highlight: (i) Professionals' difficulties in interacting with children that present challenging behaviours; (ii) Individual differences in approaching these behaviours; (iii) Difficulties in distancing oneself from an adult-centred and stimulating approach and adopting a child-centred, non-interfering interaction, and (iv) The added-value for children and for the teachers of the implementation of the Playing-2-Gether interaction strategies. Implications for the professional training/education of preschool teachers in each country will be discussed.

play, inclusion, interaction competences, professionalisation of preschool teachers, cross-national perspectives

A case study on professionalisation: Perspective of a teacher

Soňa Grofčíková, Anna Klimentová, Constantine the Philosopher University in Nitra, Slovakia

The study focuses on Playing-2-Gether (P2G) aimed at improving teacher's interaction skills in working with children with challenging behaviour (Vancraeyveldt et al., 2015). In this study we investigate whether it is possible for teachers to gain higher professionalisation through use of a P2G MOOC (massive open online course). P2G is based on attachment (Pianta et al., 2003) and learning theory (Cowan & Sheridan, 2009). P2G is originated on ideas presented by Vancraeyveldt, et al. (2015); Pianta (2015); Hamre, et al. (2013). Built on an evidence-based framework and previous research, the MOOC focuses on teacher intervention and prevention through P2G. Video recordings of teacher-child interactions and a coaching manual will provide the tools and methodological sources for pre/in-service teachers. Attachment provides opportunities for improving child inclusion into preschool. Based on elaborated materials in four countries, videos of teacher-child interactions were recorded and followed by qualitative analysis and discussions. Interviews with the participating teachers before and after intervention were discussed as case studies. The study follows the EECERA Ethical code. All involved parties agreed with participation in the program P2G, supported by informed consent. Results show that teacher sensitivity in working with a child with challenging behaviour can be improved by using P2G. Case studies in participating countries refer to the positive effects of P2G for both the child and the teacher. Implications are visible in professional teacher training. P2G can be disseminated at a European level through a MOOC, which serves as a tool for higher professionalisation of preschool teachers.

interaction skills, professionalisation of preschool teachers, cross-cultural perspectives, teacher sensitivity, MOOC (Massive open online course)