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037 / 340 DESAFIOS DA
SOCIEDADE E EDUCAÇÃO—
SOCIETY CHALLENGES
AND EDUCATION

273 / 340 Porto ICRE19-18100 THE
DEVELOPMENT OF PLAYING-2-GETHER IN

FLANDERS BELGIUM (KU LEUVEN AND UC
LEUVEN-LIMBURG) Caroline Vancraeyveldt ⁽¹⁾;Maai Huyse

⁽¹⁾1 · UC Leuven-Limburg SYMPOSIUM COMMUNICATION **Playing-2-
Gether** is based on attachment and learning theory aimed at
improving the quality of teacher-child relationships to decrease
preschoolers' externalizing problem behavior. In this practice-based
research, we wanted to investigate how a preservice teacher can
make a difference for all children. How can you learn to create a
safe place at school where children can grow and learn? The tools
from **Playing-2-Gether** as an intervention (Vancraeyveldt,
Verschueren, Wouters, Van Craeyveldt, Van den Noortgate, &
Colpin, 2015) were the starting point for a course about teacher--
child interactions for preservice teachers. A research-based online
course was developed, consisting of good practice videos and
assignments for students' internships. This online course was
complemented with group coaching sessions, which included
feedback on videos of students' implementation of **Playing-2-
Gether**. The research demonstrates possibilities for preservice
teachers to practice complex interaction skills and to build healthy
relationships with all children, while participating in an online course
in combination with face-to-face coaching and 'learning by doing' in
their internship (Huyse & Vancraeyveldt, 2016).**Keywords:** teacher
sensitivity, preschool, relationships

283 / 340 Porto ICRE19-29343 **PLAYING-**

2-GETHER: OVERALL RESULTS Sara Barros Araújo
⁽¹⁾;Manuela Sanches-Ferreira ⁽¹⁾1 · Escola Superior de Educação do
Instituto Politécnico do Porto SYMPOSIUM COMMUNICATION **The
elaboration of Playing-2-Gether in the four involved countries took**

place in institutions with a long-standing collaboration with higher education institutions for the pre-service and/or in-service training/education of early childhood teachers. Preschool teachers and children were selected in each institution according to predefined criteria. The implementation process encompassed: (i) In-depth characterization of preschool teachers' conceptions, emotional experience and practices through video-taped 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. This paper will concentrate on the overall results of the implementation process. These results highlight: (i) Professionals' difficulties in interacting with children that present challenging behaviors; (ii) Individual differences in approaching these behaviors; (iii) Difficulties in distancing oneself from an adult-centered and stimulating approach and adopting a child-centered, non-interfering interaction, and (iv) The added-value for children and for the teacher of the implementation of the Playing-2-Gether interaction strategies. Discussion of these preliminary findings will consider sociocultural contexts, as well as tendencies identified at the level of the professional training/education of preschool teachers in each country. Keywords: Play; inclusion; interaction strategies; professional preparation of preschool teachers

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Porto ICRE19-31976 HOW TO WORK WITH PLAYING-2-GETHER

Soňa Grofčíková ⁽¹⁾; Anna Klimentová ⁽¹⁾ · Constantine the Philosopher University in Nitra SYMPOSIUM COMMUNICATION An overall goal of

the P2G-project was to help teachers in Europe to build healthy relationships with all children in their group, including children with challenging behaviour. In this presentation we will address the Massive Open Online Course (MOOC); we created in the project, in line with recommendations in several Horizon 2020 reports that emphasize a focus on open educational resources and on the integration of hybrid learning. Built on an evidence-based framework, the MOOC focuses on a teacher intervention and prevention through P-2-G. Video recordings and coaching manual of the P-2-G will provide the tool and methodological sources for pre-service and in-service teachers. MOOC is one of the effective ways how to disseminate information among pre-service teachers, professionals and researchers. The advantage of the P-2-G MOOC is its multilingualism (English, Portuguese, Dutch, French and Slovak version). At the same time, the MOOC help us to share the mutual experience of kindergarten teachers at the European level, which is also the goal of the project and it contributes to the internationalization of pre-school education. Keywords: P-2-G, MOOC, pre-school education

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Porto ICRE19-71559 PLAYING-2-GETHER: A CASE STUDY Prof. Annerieke Boland ⁽¹⁾; Ilse Nuijens ⁽¹⁾ · University of applied linguistics - iPabo Amsterdam SYMPOSIUM COMMUNICATION In order to present a clear picture of Playing-2-Gether as a tool for intervention, an illustrative case will be discussed of how a teacher learned to work with the Playing-2-Gether-interaction skills and the

effect it had on the relationship with a specific child in her group. The case study is about L., a Dutch teacher, and A., a 4-year-old girl in her group. L. is working in a Kindergarten in Amsterdam with a very high population of at-risk children. She is a very experienced teacher, who is generally very competent in building healthy relationships with children. However, like many teachers, she has sometimes difficulty establishing a good relationship with individual children. With A., L. has many conflicts and often feels helpless. She worries a lot about A. and how she might improve the relationship. We will look deeper into the relationship between L. and A. at the start of the project and how it changed over time when L. began to work with the interaction skills of Playing-2-gether. Videos and interviews will show that the interaction strategies created space for new ways of contact and behavior, both for the teacher and for the child. How did the narratives of the teacher about the child and the relationship with the child change, with respect to relational conflict and closeness in the relationship (Spilt & Koomen, 2009)? This case will illustrate how the interaction skills of Playing-2-gether adhere to the growth of positive affect and the diminishment of feelings of anger and helplessness by the teacher. Keywords: Play Interaction Relationship Early Childhood Education

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