

The Effectiveness of Ecoparenting to Improve Environmental Literacy in Early Childhood

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INTRODUCTION

Environmental literacy is the ability to recognize that one's choices have an impact on the environment, to identify the most sustainable solution to a problem, and to be able to act in the most environmentally friendly way on that solution [1]. Environmental literacy is not only about knowledge but also about how to convey messages about the importance of encouraging awareness and motivating people to take action to protect the environment [2] [3][4] [5]. Environmental literacy is the unity of a person's knowledge, attitudes, and behavior towards the environment and how he solves environmental problems.

Parents have a significant responsibility in educating children to become individuals who care about the environment [6]. Parents who have a high concern for the environment are expected to carry out environmentally caring parenting to stimulate children's character to care and protect the environment in the future. The role of parents in parenting is very important and fundamental in forming attitudes because a child's first socialization institution in life is the family [7]. Empowering parents to become environmental literacy agents has important implications for increasing children's awareness of environmental problems and how environmental literacy influences children's attitudes and behavior, as well as developing their knowledge and skills [8].

Parents have a significant responsibility in educating children to become individuals who care about the environment [6]. Parents who have a high concern for the environment are expected to carry out environmentally caring parenting to stimulate children's character to care and protect the environment in the future. The role of parents in parenting is very important and fundamental in forming attitudes because a child's first socialization institution in life is the family [7]. Empowering parents to become environmental literacy agents has important implications for increasing children's awareness of environmental problems and how environmental literacy influences children's attitudes and behavior, as well as developing their knowledge and skills [8].



The main goal of ecoparenting is to create an environment that supports children's growth and development while minimizing the family's ecological footprint and increasing environmental awareness within the family. In this study, researchers will continue further research to see the effectiveness of the implementation Ecoparenting model to increase environmental literacy in early childhood.

METHODS

This research activity uses a quantitative approach by testing the effectiveness of the Ecoparenting model through a quasi-experimental design. The effectiveness test was carried out to see whether there was an increase in environmental literacy in early childhood before and after parents implemented the Ecoparenting model. Therefore, the t-test is used as a statistical calculation to see whether there is a significant difference in children's environmental literacy before and after parents implement the Ecoparenting model.

No	Institution	Province	N (students)
1	Ruhama Kindergarten	Banten	20
2	Lab School PAUD Permata	DKI Jakarta	13
3	Sabilina Kindergarten	West Jawa	22

Hypothesis :

H0: There is no significant difference in the level of environmental literacy in early childhood before and after the implementation of Ecoparenting

H1: There is a significant difference in the level of environmental literacy in early childhood before and after the implementation of Ecoparenting

RESULTS AND DISCUSSION

A. Effectiveness Test Results at Ruhama Kindergarten (Banten Province)

The results of the effectiveness test on the implementation of Ecoparenting carried out by 20 Islamic Kindergarten parents showed the results of the t test: paired two samples for means and hypothesis 0 was rejected because the value of 0.00 was smaller than the significance of α 0.05 (Table 2). This means that providing ecoparenting interventions has a significant effect on increasing children's environmental literacy.

	Pretes	Postes
Mean	12,65	26,00
Variance	0,77	1,05
Observations	20,00	20,00
Pearson Correlation	0,35	
Hypothesized Mean	-	
df	19,00	
t Stat	54,80	
P(T<=t) one-tail	0,00	
t Critical one-tail	1,73	
P(T<=t) two-tail	0,00	
t Critical two-tail	2,09	

The results of calculating the N-Gain Score = 0,81, meaning that the Ecoparenting intervention at the Ruhama Kindergarten is effective to increase the environmental literacy of early childhood. So it can be concluded that there is a significant difference between children's environmental literacy before and after being given the Ecoparenting model intervention and it falls within the effective criteria.

Table 3 shows the results of calculating the N-Gain Score =0,81, meaning that the Ecoparenting intervention at the Ruhama Kindergarten is effective to increase the environmental literacy of early childhood. So it can be concluded that there is a significant difference between children's environmental literacy before and after being given the Ecoparenting model intervention and it falls within the effective criteria.

No Subjek	Pretes	Postes	Postest - Postes	S-ideal - Postest	N-Gain Score	% N-Gain Score
1	12	25	13	17	0,76	76,47
2	12	26	14	16	0,88	87,50
3	13	25	12	18	0,67	66,67
4	12	24	12	18	0,67	66,67
5	14	26	12	18	0,67	66,67
6	13	26	13	17	0,76	76,47
7	12	25	13	17	0,76	76,47
8	12	26	14	16	0,88	87,50
9	13	28	15	15	1,00	100,00
10	12	27	15	15	1,00	100,00
11	14	26	12	18	0,67	66,67
12	15	27	12	18	0,67	66,67
13	12	26	14	16	0,88	87,50
14	12	24	12	18	0,67	66,67
15	13	27	14	16	0,88	87,50
16	13	27	14	16	0,88	87,50
17	13	26	13	17	0,76	76,47
18	12	26	14	16	0,88	87,50
19	12	26	14	16	0,88	87,50
20	12	27	15	15	1,00	100,00
Average	12,65	26,00	13,35	16,65	0,81	80,92



B. Effectiveness Test Results at Lab School PAUD Permata (DKI Jakarta Province)

The results of the Ecoparenting implementation effectiveness test carried out by 13 Lab School PAUD Permata parents showed the t-test results and hypothesis 0 was rejected because the value of 0.00 was smaller than the significance of α 0.05 . This means that providing ecoparenting interventions has a significant effect on increasing children's environmental literacy.

	Pretes	Postes
Mean	13,54	25,77
Variance	0,94	1,03
Observations	13,00	13,00
Pearson Correlation	0,37	
Hypothesized Mean	-	
df	12,00	
t Stat	26,88	
P(T<=t) one-tail	0,00	
t Critical one-tail	1,78	
P(T<=t) two-tail	0,00	
t Critical two-tail	2,18	

The results of calculating the N-Gain Score = 0,70, meaning that the Ecoparenting intervention at Lab School PAUD Permata is quite effective in increasing the environmental literacy of early childhood. So it can be concluded that there is a significant difference between children's environmental literacy before and after being given the Ecoparenting model intervention and it falls within the criteria of being quite effective.

Table 5 shows the results of calculating the N-Gain Score = 0,70, meaning that the Ecoparenting intervention at Lab School PAUD Permata is quite effective in increasing the environmental literacy of early childhood. So it can be concluded that there is a significant difference between children's environmental literacy before and after being given the Ecoparenting model intervention and it falls within the criteria of being quite effective.

No Subjek	Pretes	Postes	Postest - Postes	S-ideal - Postest	N-Gain Score	% N-Gain Score
1	14	25	11	19	0,58	57,89
2	14	26	12	18	0,67	66,67
3	13	25	12	18	0,67	66,67
4	15	24	9	21	0,43	42,86
5	14	26	12	18	0,67	66,67
6	13	26	13	17	0,76	76,47
7	14	24	10	20	0,50	50,00
8	13	27	14	16	0,88	87,50
9	15	27	12	18	0,67	66,67
10	13	26	13	17	0,76	76,47
11	14	26	12	18	0,67	66,67
12	12	26	14	16	0,88	87,50
13	12	27	15	15	1,00	100,00
Average	13,54	25,77	12,23	17,77	0,70	70,16

C. Effectiveness Test Results at Sabilina Kindergarten (West Jawa Province)

	Pretes	Postes
Mean	12,80	26,20
Variance	0,69	1,12
Observations	20,00	20,00
Pearson Correlation	0,31	
Hypothesized Mean Difference	-	
df	19,00	
t Stat	39,03	
P(T<=t) one-tail	0,00	
t Critical one-tail	1,73	
P(T<=t) two-tail	0,00	
t Critical two-tail	2,09	

The results of the effectiveness test on the implementation of Ecoparenting carried out on 22 parents of Islamic Kindergarten students showed the results of the t-test and hypothesis 0 was rejected because the value of 0.00 was smaller than the significance of α 0.05.. This means that providing ecoparenting interventions has a significant effect on increasing children's environmental literacy.

Table 7 shows the results of calculating the N-Gain Score= 0,82, means that the Ecoparenting intervention at the Sabilina Kindergarten is effective in increasing the environmental literacy of early childhood. So it can be concluded that there is a significant difference between children's environmental literacy before and after being given the Ecoparenting model intervention and it falls within the criteria of being quite effective.

No Subjek	Pretes	Postes	Postest - Postes	S-ideal - Postest	N-Gain Score	% N-Gain Score
1	13	28	15	15	1,00	100,00
2	13	28	15	15	1,00	100,00
3	13	27	14	16	0,88	87,50
4	12	28	16	14	1,14	114,29
5	12	26	14	16	0,88	87,50
6	13	26	13	17	0,76	76,47
7	13	26	13	17	0,76	76,47
8	12	27	15	15	1,00	100,00
9	12	26	14	16	0,88	87,50
10	12	26	14	16	0,88	87,50
11	15	25	10	20	0,50	50,00
12	14	26	12	18	0,67	66,67
13	13	25	12	18	0,67	66,67
14	12	27	15	15	1,00	100,00
15	12	26	14	16	0,88	87,50
16	13	26	13	17	0,76	76,47
17	12	26	14	16	0,88	87,50
18	13	25	12	18	0,67	66,67
19	13	24	11	19	0,58	57,89
20	14	26				
21	12	26	14	16	0,88	87,50
22	14	25	11	19	0,58	57,89
Average	12,82	26,14	13,38	16,62	0,82	82,00

CONCLUSION

The implementation of the Ecoparenting model in three PAUD institutions shows that the Ecoparenting that is carried out by parents for children has a significant effect in increasing the environmental literacy of early childhood. Parents carry out various roles well, such as acting as facilitators through active collaboration by providing educational facilities and creating a home environment that supports children's success. Parents also act as motivators by providing support, attention, and appreciation for children's growth and development. Parents become role models for instilling positive values in children, including concern for the environment. This shows how important the role of parents is in children's growth and development, especially in forming environmentally caring behavior. According to Bandura's observational learning theory, a person can imitate the behavior of other people who are models by observing and imitating them. The Ecoparenting model is expected to become a parenting model that supports sustainable development by building environmental literacy from an early age.

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Program Overview

 Registration Starts @ 09:30 AM on August 2, and 8:00 AM on August 3 & 4

Day 1 August 2

8:00 - 12:00

School Visits ▶

12:00 - 13:30

Lunch

14:00 - 14:30

Opening
Ceremony

14:30 - 14:45

APJRECE
Presentation

15:00 - 16:00

Keynote 1

Dr. Sue Cherrington

16:20- 17:50

Symposium 1

Kien Hoa Kevin Chung,
Ph.D. & Cristine
Gillanders, Ph.D.

18:30- 20:00

Welcome
Reception

Day 2 August 3

8:30- 10:30

**Concurrent Paper
Session1** ▶

9:00- 10:30

WorkShop ▶

Poster Sessions1 ▶

10:50-11:50

Keynote 2

Dr. Cristine Gillanders

12:00 - 13:00

Lunch

15:00 - 16:00

Keynote 3

Dr. Norika Horikoshi

16:20- 17:50

Symposium 2

Sue Cherrington, Ph.D.,
Sirene Lim, Ph.D.,
Norika Horikoshi, Ph.D.

16:00-16:30

Break

16:30- 18:30

**Concurrent Paper
Session2** ▶

16:30- 18:00

Poster Sessions2 ▶

Day 3 August 4

8:30- 10:30

**Concurrent Paper
Session3** ▶

10:50 - 11:50

Keynote 4

Dr. Mikiko Otani

12:00 - 13:00

Closing
Ceremony

13:00 - 14:30

Lunch

C1-3B-01

Print-Script or Cursive Writing for Kindergarten Children? A Systematic Review of the Literature

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(The Chinese University of Hong Kong)

Keywords: kindergarten handwriting, print-script, cursive, handwriting instruction

Abstract

Handwriting is an essential skill for children to learn during early schooling. In early childhood literacy research, handwriting is commonly regarded as an important predictor of children's reading and writing ability (Puranik & Lonigan, 2012; Semeraro et al. 2018). In Hong Kong, most children start to hold a pencil to write as early as the age of 4-5, and the majority of Hong Kong children start to learn alphabet writing in print-like form, also known as print-script or manuscript, with the exception of few private kindergartens which start teaching cursive as the beginning script in absence of any print-script foundation. Both print-script and cursive advocates hold a belief that the style they choose is more developmentally appropriate for young learners. Indeed, over the past decades, relative merits of print-script and cursive form of writing have been considerably debated but not widely researched. Most past studies converge their investigation on elementary school students as their retroactive control is more established to handle various handwriting tasks (Bonneton-Botté et al. 2018); research comparing the motor and cognition benefits of both cursive and print written output at particular young age group is comparatively scarce (Schwellnus et al., 2012).

To investigate whether evidence exists to justify the new handwriting trend of teaching cursive in some Hong Kong kindergartens; and to understand whether teaching cursive to kindergartners is developmental appropriate and can really bring benefits to children's future literacy development as claimed by cursive advocates, this study reviewed relevant literature on handwriting to summarize the history, the theories and empirical evidence from the past research, with a highlight on the components leading to the complexity of handwriting development, the underlying assumptions and limitation of various research designs.

This review included searches on ERIC, Web of Science, Scopus, Google Scholar, Semantic Scholar and JSTOR databases using the following search words: cursive, cursive writing, handwriting, print-script, manuscript, handwriting instruction, handwriting and kindergarten. The search excluded articles of handwriting intervention programs, handwriting for adults, and handwriting deficiency of children with special educational needs. Additional articles were also

found by articles' reading reference list. Articles were reviewed based on the fitting of the inclusion criteria 1) written in English, 2) subjects included children without special educational needs or physical disabilities and 3) investigated either print-script/ manuscript or cursive writing or both.

The articles collected served to feed information for an inductive thematic analysis that identified the possibility to teach cursive writing as the sole handwriting system in kindergarten. Children's visual/ perceptual motor development, cognitive development, and executive functioning pertaining to handwriting practice were taken into account when formulating the inductive analysis.

There was no evidence that either print-script or cursive writing should be considered more appropriate than the other for young writers. However, the review of debates over print-script and cursive handwriting instruction reiterated that some conceptions about handwriting are unarguably true: 1) handwriting is irreplaceable by typing despite technological advancement; 2) explicit and quality handwriting instructions and sufficient practice opportunity are the keys to bring about the benefits on literacy development and academic success to children; and 3) motoric production of text stimuli matters, rather than the type of letter perceived or produced.

C1-3B-02

**From Kindergarten to Secondary School:
Long-COVID's Impact on Language Proficiency in Hong Kong**

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(The Education University of Hong Kong)

Keywords: long-COVID, COVID-19, Language proficiency, language development, second language

Abstract

Emerging concerns regarding the long-term consequences of COVID-19, particularly the condition known as long-COVID, have directed attention towards its impact on children's cognitive functions. Previous studies have reported language deficits in adults, who had long-COVID however, the literature on children remains sparse. The potential for long-COVID to disrupt the developmental trajectory of language in children calls for an in-depth investigation, particularly as language proficiency underpins academic achievement and social integration.

The study aims to assess the extent to which COVID-19, especially long-COVID, affects children's language proficiency across various languages and educational levels in a bilingual environment.

Research questions:

1. Whether and to what extent does long-COVID affect children's language proficiency?
2. Whether and to what extent does long-COVID affect children's language proficiency differently in their first and second languages?
3. Whether and to what extent does long-COVID affect children's language proficiency differently at school levels?

Participants were 1,244 parents who have children aged 3 to 18. They were recruited via social media and forums, stratified based on their children's COVID-19 history into three groups: long-COVID, COVID and no-COVID. They completed surveys assessing their children's Chinese and English proficiency (speaking, listening, reading and writing) using an adapted Language Experience and Proficiency Questionnaire (LEAP-Q) and provided COVID-19 status information. ANOVA and subsequent post-hoc test analyses were used to compare language skills across groups and examined long-COVID effects on language proficiency, controlling for demographics.

The study unveiled significant impairments in language proficiency, particularly in speaking and listening, among children with long-COVID, compared to their peers who either recovered without long-term symptoms or were never infected COVID-19. The detrimental impact of long-COVID was consistent across Chinese and English proficiencies, with marked disparities at

different school levels. Notably, the impact was more significant in primary and secondary school children. These findings highlight the crucial need for targeted interventions to support the linguistic rehabilitation of children affected by long-COVID, with a focus on those in primary and secondary education.

C1-3B-03

The Intertwined Development of Atayal Oral Language, Emergent Reading and Ethnic Identity among Indigenous Young Children in a Book Program

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(University of South Carolina)

Hsin-Kai Wu³

(National Taiwan Normal University)

Keywords: Indigenous language, literacy, ethnic identity, early childhood

Abstract

Loss of Indigenous languages and cultures is a global concern (Simons, 2019). Atayal, the third-largest Indigenous tribe in Taiwan, faces these threats (Council of Indigenous Peoples, 2016). Children's learning of language often intertwines with their formation of ethnic identity (Compton-Lilly et al., 2017; Hsin & Yu, 2021). This study aimed to investigate Atayal children's development of Atayal oral language, emergent reading, and ethnic identity through a one-year book program. Twenty-eight children (20 girls, 8 boys; average age 4 years and 11 months) were recruited from two kindergartens located in Indigenous area in northern Taiwan. Before and after the program, children took oral language tests, read two books, and completed a questionnaire related to ethnic identity. To explore children's language and literacy development, four focal children were selected based on the variation in teacher reported performance levels. We interviewed the children and observed their performance in class. Recordings of lessons and children's book reading were collected (total 40 hours and 36 minutes). Pair sample *t*-tests and quantitative analysis techniques were employed to examine children's improvement with Atayal oral language, reading, and ethnic identity.

Quantitative analysis revealed significant improvement in children's oral language, including listening ($p < .001$) and speaking ($p = .001$). Children's reading accuracy also improved significantly ($p < .001$). Their reading behaviors improved, as the children moved from relying mostly on picture cues to paying attention to print, word/letter-sound correspondence, and metalinguistic skills. Children's ethnic identities were significantly improved ($p < .05$).

Along with the aforementioned quantitative results, the qualitative analysis of focal children revealed that children's development of oral language intertwined with their development of reading and ethnic identities. For example, two children with good Atayal language performance used many Atayal words to interact with their teacher. One of them was the main voice actor for an

Atayal puppet show that they created. When reading, both students read smoothly, demonstrated self-correction, and attended to sentence structure. These students also assisted classmates with reading and correct classmates' errors. One student taught her grandparents to read the Atayal books. After the program, both children considered learning Atayal important. One wanted to learn more Atayal because she thought that Atayal people should be good at speaking Atayal. She expressed her interest in teaching Atayal to others. However, the other child with Han background wanted to learn more English rather than Atayal, which was consistent with his minimal improvement on the questionnaire of ethnic identity. In contrast, a different child who displayed low Atayal performance spoke less Atayal in class. When reading, she focused on pictures and read aloud in Chinese. However, she stated that she wanted to learn more Atayal, which was consistent with her great improvement on the questionnaire of ethnic identity.

Factors that may attribute to the children's improvement of Atayal language and ethnic identity included: children's higher initial performance levels, engagement in learning, rich cultural experiences and family involvement. This study provides insight into the enhancement of effective Indigenous language instructional programs.

C1-3B-04

Learning from Experts: Analyzing Cases of Successful Practices in Integrating English into Preschool Curriculum

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Keywords: preschool curriculum, English integrated curriculum, case analysis

Abstract

English integrated into preschool curriculum is one of the early childhood education policies advocated by the Ministry of Education in Taiwan. Preschools are moving away from the dichotomy of teaching and not teaching, toward exploring feasible methods suitable for young children's learning. Supported by government experimental curriculum initiatives and mentorship programs on teachers' professional development, the outcomes of integrating English into preschool curriculum are worth exploring, particularly through successful case analysis.

This study aims to analyze successful cases of integrating English into preschool curriculum, examining their characteristics and elements, with the hope of providing insights for scholars and preschool teachers in the field of early childhood education.

This study focuses on three preschools in Taiwan that have received action research awards for their English integrated curriculum (from 2018 to 2023). Relevant documents were collected, and interviews were conducted to understand the features of these preschools' English integrated curriculum. Tyler's curriculum elements (including curriculum objectives, content, and methods) were employed for the analysis of these curriculum cases.

The results reveal commonalities in clear, realistic, and comprehensive English integrated curriculum objectives in three preschool cases, and the teachers all continuously adjusted curriculum objectives to meet individual needs. For learning experiences, teachers selected those aligned with the principles of student satisfaction (recognizing children's preferences, employing game-based learning design), preparation (ensuring children have prerequisite knowledge before integrating English, starting with Chinese before transitioning to English), and diversity (utilizing various learning materials and activities). The methods employed by teachers to organize learning experiences for children adhere to the principles of continuity (providing children with repeated opportunities to practice target language throughout the day), sequence (progressing gradually from simple daily language to thematic concepts), and integration (integrated into daily preschool

activities). In terms of children's performance in the curriculum, children gradually became aware of English phonetics, words, and phrases through the English integrated curriculum. However, whether children can recognize the characteristics of English phonetic composition (phonological awareness and/or morphological awareness), notice the differences between Chinese and English phonetics, or infer and comprehend the content of fully English picture books based on context, largely depends on teachers providing adequate resources or engaging in professional and skillful guidance questioning. Teachers need to be aware of children's awareness and adjust curriculum objectives and content accordingly, facilitate children's self-discovery, or engage in extended discussions and learning activities to increase the opportunities for children to be exposed to English. This study demonstrates the overarching principles and directions of integrating English into the curriculum, as well as the challenging aspects for teachers during the implementation process, such as providing authentic context learning experiences that align with the principles of practice and operation, being aware of children's awareness and engaging in extended discussions and learning activities to have ample opportunities to encounter English.

C1-3B-05

Collaborative Teaching of Indigenous Language and Classroom Teachers in an Atayal Book Program for Indigenous Preschoolers

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Keywords: second language learning, collaborative teaching, Indigenous language, emergent reading

Abstract

In the context of second language acquisition, teachers employing collaborative teaching have been found to effectively aid students in learning the second language (Becerra et al., 2024; Hsieh & Teo, 2021; Moffett, 2020). However, previous research has mainly studied English learners in elementary school and above, with limited focus on collaborative teaching for indigenous language learners in preschool (Nix, 2021; Schwarz & Gorgatt, 2018).

This study explores how Indigenous language teachers and classroom teachers collaborate in teaching preschoolers to read Atayal books, factors influencing their collaboration and the effect of their teaching. Adopting multiple-case study methods, we recruited two Indigenous kindergartens in northern Taiwan, including one Indigenous language teacher, six classroom teachers, one immersive hourly Atayal language teacher, and 28 preschoolers with an average age of 4 years and 9 months. The language teacher offered 50-minute reading lesson once a week and the classroom teachers provided a 10-minute lesson to review the books 2 to 3 times a week. The program lasted for 15 weeks. We recorded lessons, totaling 11 hours. We also interviewed each teacher lasting approximately 45 minutes, totaling around 6 hours. Additionally, pre- and post-tests were conducted to evaluate children's Atayal language oral proficiency and reading accuracy.

Our findings included: Firstly, language and classroom teachers collaborated in planning their lessons. They provided suggestions and adding on lessons for each other. Secondly, three teaching collaboration models were observed: (1) Individual teacher-led instruction, where the Indigenous language teacher led an Indigenous language lesson once a week, while the classroom teachers led a reviewing lesson 2 to 3 times a week. (2) Indigenous language teacher-led instruction with class teacher assistance, where the classroom teacher assisted in seven ways: reciting lead teacher sentences; responding to the lead teacher's questions, there are three types of responses, including responding with the children, guiding their responses, and answering for them; expanding

the teaching content can be done in three ways, including playing videos and nursery rhymes, supplementing materials, and providing explanations; recording children's learning progress; classroom management; assisting preschoolers in completing tasks, and translation.(3) Teachers using their respective expertise when guiding children to create Atayal texts. The language teacher revised and translated the play script from Mandarin to Atayal, serving as a narrator when performing the play with the children, and providing suggestions for classroom teachers to help children develop the script. Meanwhile, classroom teachers engaged in guiding children to write the script, make props, rehearsal, and record the play. Thirdly, factors attributed to successful collaborating teaching included: having positive personality traits, maintaining continuous communication and interaction, establishing trust, having extensive teaching experiences, identifying with Atayal language and culture, as well as having passion for preserving Atayal language and culture. Lastly, children made significant gains in vocabulary ($p < .001$) and speaking Atayal sentences ($p < .001$) after participating the program. In terms of reading fluency, children showed significant improvements in reading accuracy for only one of two books ($p < .05$) and in reading speed for both books ($p < .05$).

C1-3B-06

Implications of children's story creation process from a postmodern perspective

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Keywords: Postmodern perspective, Story creation process**Abstract**

Storytelling is not merely a reproduction of memories, but a creative process that involves revisiting personal experiences and imbuing them with new meanings through imagination. In this regard, humans are 'storytelling being(Homo Narrans)', and their story becomes themselves(Kafka, 1913). However, the traditional storytelling pattern in kindergarten classrooms is predominantly followed the 'I-R-E(teacher initiation-child reply-teacher evaluation)' pattern(Mehan, 1979). Also there has been a tendency to consume stories merely by listening, particularly through picture books. To empower children to independently find meanings to their experiences and live out lives expressed through stories(Clandinin & Connelly, 1991), it is essential that they have the freedom to create stories on their own.

The purpose of this study is to explore the significance of the children's story creation process from a postmodern perspective.

The researcher of this study is a 7th-year public kindergarten teacher in Korea. The researcher engaged in story creation with 27 children aged 4 to 5 years, from March 6 to December 29, 2023, spanning approximately 10 months. Data collection was conducted through participant observation, interviews, and the maintenance of a researcher's journal. The gathered data were analyzed based on qualitative research method.

The findings of the study are as follows. First, the process of story creation served as a media for children to capture 'objects of chance encounters'. The objects that children unexpectedly encountered in their daily lives influenced the direction of their stories. Sometimes, these objects led the story in a direction that is not related to the children's original intentions. The chance brought about by these encounters opened up possibilities for new discoveries and transformations. However, it is difficult to say that the children only responded passively to the objects they encountered. Even when the 'objects of chance encounters' were the same, each child personalized the meanings of object differently in their storytelling. This reflects the unique way children engage with and

interpret their encounters, highlighting the individuality and creativity inherent in their narrative development.

Secondly, the story creation process enabled children to practice 'generative thinking' through the rejection of traditional image of thought. Rather than rendering the children passive, the conventional images of thought or postulates of thought served as catalysts for developing new sensory perceptions during the story creation process. The children endeavored to create newer and more engaging stories by exercising their imagination to break away from established patterns of thinking. This approach fostered creativity and encouraged a more dynamic engagement with the narrative process, allowing children to explore and express themselves in innovative ways.

The process of creation for children was not merely about producing a narrative outcome but was centered on experiencing 'objects of chance encounters', rejecting traditional image of thought, and generating difference. Consequently, the findings of this study suggest that the story creation process for children is less about acquiring knowledge and more about the pursuit of learning itself. This underscores the importance of experiential and exploratory learning within the context of early childhood education, emphasizing the developmental benefits of engaging children in dynamic and reflective storytelling activities.

C1-3C-01

**Aesthetic Experience as a Coping Strategy:
Unveiling the Transformative Power of Deleuzian Vitalism in a Child of Divorce**

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(Anglia Ruskin University)

Keywords: aesthetic experience, drama improvisation, early childhood, Deleuzian Vitalism, reciprocal relationships

Abstract

Parental divorce is a life-altering event for children, often accompanied by emotional upheaval (Garriga and Pennoni, 2020). The impact of divorce on children's wellbeing has been widely acknowledged (Douglas, 2020; Hopper, 1997; O'Hara et al., 2023), but effective coping strategies are still an area of active research. While existing literature points to the potential benefits of artistic expression (Goble et al., 2021; Fancourt et al., 2019), such as drama improvisation, in facilitating emotional processing and resilience, little attention has been given to how these experiences unfold in the lives of young children, particularly within reciprocal relationships.

This study delves into the role and impact of aesthetic experiences on the wellbeing of a young child navigating the challenges of divorce.

Drawing upon Chinese aesthetic concepts and Deleuzian vitalism (Deleuze, 1966), the study employs an A/R/Tography (Irwin, 2017) approach to study the experiences of Bella, a 4-year-old girl grappling with her parents' separation. Over a span of 10 months, Bella participated in six drama improvisation workshops alongside five Cantonese-speaking peers at a private dance studio. Through the Deleuzian rhizomatic *Line of Flight* (Deleuze and Guattari, 1987) analysis of workshop video recordings, focussed discussions, children's art journals, and reflective journals, Bella's coping mechanisms emerged.

The study reveals her journey from a state of passive suffering and helplessness to one of active agency, where she not only navigates her own emotional landscape but also extends support to others in need, highlighting the significance of reciprocal relationships. By illuminating Bella's transformation and emphasising the role of Deleuzian vitalism and reciprocal relationships, the paper underscores the capacity of children to engage with their emotions autonomously and constructively, without adult intervention. This research contributes to a postmodern understanding of childhood, emphasising children as capable individuals who harness their own agency within reciprocal relationships to navigate complex emotional terrains and foster wellbeing.

C1-3C-02

Images of Happiness: Exploring the Drawing Characteristics of Taiwanese Preschool Children Living in Rural and Urban Communities

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Keywords: children's drawings, drawings of happiness, lived experience, rural children; urban children

Abstract

Drawing serves as a cultural tool, enabling children to understand the world (Vygotsky, 1978). Through drawings, we gain insights into how culture and environment shape children's image of happiness (Maagerø & Sunde, 2016). Both rural and urban children's drawings are related to their lived experiences (Villarroel et al., 2018). By analyzing drawings of happiness of rural and urban preschool children, we can find specific characteristics associated with their respective experiences. However, as far as the authors' knowledge, little research has explored rural preschool children's drawings of happiness.

Thus, this study aimed to investigate drawings of happiness depicted by Taiwanese preschool children living in rural and urban communities. The research question is as follows: What are the similar and different characteristics of drawings of happiness produced by rural and urban Taiwanese preschool children?

Sixty children aged five to six years were recruited, including 27 rural and 33 urban children. Within both groups, the children had similar age, gender, and SES. During data collection, children were verbally invited to draw at tables of four to six. They were instructed to draw a happy picture without time limit. Upon completion, each child was interviewed about their drawings. Sixty drawings were analyzed quantitatively and qualitatively. The coding scheme that comprised six aspects (i.e., People, places, nature, objects, symbols, and colors), covering 16 codes. Intercoder agreement ranged from $\kappa = .84$ -1.0. Chi-squared tests of independence were conducted for these 16 variables. Qualitative content analysis was adopted to uncover the meanings conveyed in pictures. The primary findings were as follows:

1. Regarding similar characteristics, children did not draw *educational objects* (e.g., books). Instead, about half of them tended to draw their *families* accompanied by *natural phenomena* (e.g., sun) or *plants*. Most of them tended to use *warm* and *cool colors*.
2. Regarding different characteristics, the results indicated that the variables of *friends* ($\chi^2=6.28, p<.05$), *children themselves* ($\chi^2=6.61, p<.05$), *the outdoors* ($\chi^2=7.64, p<.01$), *the indoors* ($\chi^2=6.48,$

$p < .05$), *animals* ($\chi^2=4.60$, $p < .05$), *entertainment objects* ($\chi^2=14.85$, $p < .001$), *heart symbols* ($\chi^2=4.10$, $p < .05$), and *neutral colors* ($\chi^2=8.24$, $p < .01$) indicated significant levels.

- (1) Rural children drew significantly more *friends* (rural: 44%; urban: 15%), *the outdoors* (rural: 78%; urban: 42%), *animals* (rural: 26%; urban: 6%), and *entertainment objects* (rural: 59%; urban: 12%). For instance, a girl(child#3) drew her friends playing with a remote-controlled car. A boy(child#17) drew his friends playing outside with an octopus, earthworm, and butterfly.
- (2) Urban children drew significantly more *children themselves* (rural: 33%; urban: 67%), *the indoors* (rural: 0%; urban: 21%), *heart symbols* (rural: 11%; urban: 33%), and *neutral colors* (rural: 70%; urban: 97%). For instance, a girl(child#1) drew herself with her family eating pizza at home. A boy(child#14) drew himself with his friends accompanied by black outlines and a heart symbol.

While sharing some similarities, rural and urban children's drawings of happiness reflect their different lived experiences. This study has contributed to our knowledge of how rural and urban preschool children use drawings to represent their happiness, thus enriching teachers' and academia's insights into children's drawings across diverse backgrounds.

C1-3C-03

An Analysis of the Art Elements of the Bologna Ragazzi Award Winning Picture Book: Focusing on Korean Writers

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Keywords: Bologna International Children's Book Fair, the Bologna Ragazzi Award, picture book, art elements, Korean writers

Abstract

Picture books are a good educational resource for young children. Good picture books provide young children with opportunities to experience the world and also help them develop a sense of art. Global awards for quality picture books are the Caldecott medal, the Hans Christian Andersen Award, the Astrid Lindgren Memorial Award, and the Ragazzi Award. Among them, the Bologna Ragazzi Award is awarded by selecting the best works among children's books published in a year at the Bologna International Book Fair in Italy, the world's largest.

After Cho Ho-sang won the Fiction Excellence Award for the first time by a Korean writer in 2004, the picture books of Korean writers continued to win the Fiction Award, numerous Korean writers stood out in each category. Since the Bologna Ragazzi Award selects excellent picture books in terms of artistry and creativity, it will be necessary to study the art elements that show artistry and creativity outstanding among the elements of picture books.

The study intends to examine the art elements of the picture books of Korean writers among the works that won the Bologna Ragazzi Award. Through this, it is intended to help teachers consider art elements when selecting picture books in the educational field and to conduct early childhood literature education so that they can experience the art elements of picture books in a way suitable for the development of young children. The research question for this is as follows.

Research Question: What are the characteristics of the art elements (color, line, space, and texture) that appear in the Korean writer's picture books among the Bologna Ragazzi Award-winning books?

Among the works that won the Bologna Ragazzi Award, 35 works by Korean writers from the first work in 2004 to 2024 will be analyzed. As for the analysis criteria, researchers will use the criteria for analyzing the art elements of Yumi (2012) and Jeon Hyo-hoon (2020) to supplement and modify them. The art elements of this study are divided into colors(achromatic color, chromatic color,

mixed), lines(straight lines, free line, thick and strong lines, thin and weak lines, no lines), spaces(Plan 2D Space, 3D Space, Space Surplus), and textures(drawing materials, collages, prints, designs, photographs, clay dolls, others) to examine.

As a result of the study, it is expected that among the Bologna Ragazzi Award-winning picture books, characteristics will appear in art elements such as colors, lines, spaces, and textures widely used in the works of Korean writers. In addition, it is thought that it can be analyzed how it affects the genre, literary elements (topics, characters, backgrounds, plots, etc.) of picture books and the organic relationship between text-picture texts. The research results of this study are expected to primarily help early childhood teachers select picture books for young children and plan early childhood literature education.

C1-3C-04

Supporting Pre-schoolers' Positive Social Interactive Behaviours Using a Sock Puppet during Play

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Keywords: prosocial skills for early learners, social emotional development, play, puppetry, modelling

Abstract

Extensive literature in the field has shed light on the importance of social emotional competencies in determining school success (Denham et al., 2014; Ray & Smith, 2010). Social skills and prosocial behaviours enable children to become competent in initiating and maintaining thriving relationships with their peers. Research suggests that play provides the context and opportunity for social interactions that will promote the development of these skills and behaviours (Fantuzzo et al., 2004; Jin & Moran, 2021). In particular, puppet play has been shown to be effective in enhancing young children's social emotional skills. Despite this, there have been few studies on the use of puppets to model and develop children's social and prosocial skills in early childhood settings, especially in Singapore.

In one early childhood setting, observations of Nursery 2 children in social play revealed challenges in sharing of play materials. Adopting a constructivist approach to children's learning, this study aimed to explore the potential of puppetry in cultivating sharing and social interactive skills during play and the educator's role in facilitating this process. Research questions were developed to address these aims objectively.

The main question: How can the use of puppets in play experiences promote positive social interactive behaviour for Nursery-aged children?

The sub-questions:

1. How can teachers facilitate play for children in ways for them to acquire sharing skills?
2. What are the social interactive skills that children would acquire at play?

There were 9 Chinese nursery-aged children who participated in this study. The intervention plan included using puppets to model prosocial behaviours for a total of 12 play sessions with these children. Data was collected through observations, teacher journal, and a social interaction skills checklist.

Findings revealed that puppets are indeed a powerful tool in supporting children's social emotional development and acquisition of social skills such as sharing and empathy for their peers. Additionally, these findings underscore how educators can capitalize on puppetry to encourage

positive interactions and build reciprocal relationships amongst children. The study found that children demonstrated good skills in working and playing cooperatively with peers. They also displayed reciprocity by showing care and appreciation for one another. However, while children learnt to share the toys and play materials after the use of puppets, they frequently required external support from educators in resolving conflicts that arose during play. Hence, these findings have further implications for the role of puppets and creative drama in supporting children's conflict resolution skills, which are crucial to maintain positive and meaningful relationships with their peers.

C1-3C-05

The Influence of Picture Book Anthropomorphic Ways on Children's Logistics Concept Learning and the Mediating Role of Shared Reading Communication Language

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Keywords: anthropomorphism, picture books, concept learning, cognitively challenging language

Abstract

In the process of promoting national quality, the scientific literacy education of children cannot be ignored. Modern children are deeply influenced by science and technology, so it is particularly urgent to carry out scientific education for children, especially the education about modern science and technology. As an important medium of science education for children, the influence of picture book's anthropomorphism on children's science concept learning is worthy of further study.

The purpose of this study is to explore children's learning of logistics concepts after shared reading. The study focuses on the analysis of teacher-child communication language in the process of shared reading, and compares the different effects of different picture book personification methods on children's logistics concept learning and teacher-child communication language. At the same time, the study further analyzes whether language communication in shared reading plays an intermediary role in children's learning of logistics concepts, and provides empirical support and educational suggestions for teachers to select and read picture books with anthropomorphic characteristics in shared reading.

This study adopts educational experiment, corpus analysis and interview. Through screening and evaluation to ensure the validity of the study, 121 children in large classes and 10 experienced teachers were selected as the research objects. Each teacher read four picture books, and the children read in random groups and were interviewed after reading. The research collected the shared reading and interview video content, used MAXQDA software to encode and analyze the interview content, and analyzed the shared reading content sentence by sentence.

It is found that after reading picture books, children have a deeper understanding of logistics concepts, but different personification methods do not directly affect their learning effect. Picture books with anthropomorphic elements can trigger more communication language, while factual picture books are more likely to trigger higher-order communication. The richer children's communication language, the deeper their understanding of logistics concepts. Through the mediation effect analysis, it is found that the personification of picture books indirectly affects

children's learning of logistics concepts, and the teacher-child communication language plays an intermediary role in the process of shared reading.

C1-3C-06

Exploring Meaning Making through Visual-Textual Contradictory Interactions in Picture Books: A Case Study of “This Is Not My Hat”

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Keywords: visual-textual interaction, children’s picture books, meaning-making, This Is Not My Hat

Abstract

Picture books are complex multi-modal narratives, where meanings created through the interaction between the printed text and the illustrations. There are three primary ways in which the illustrations and printed text interact with each other. Firstly, the illustrations and printed text may confirm each other in a relatively symmetry manner (e.g. The toolbox). Secondly, the illustrations may extend on the meaning expressed in the printed text (e.g. Rosie’s walk). Thirdly, the illustrations may contradict what the written text appear in the text. The different ways of visual-textual interactions in picture books profoundly influence children’s reading comprehension, textual analysis skills, and inference abilities.

This study analyzed the meaning construe of “This Is Not My Hat”, a renowned narrative picture book, that draws on visual-textual contradictory interaction. As a book won both the Caldecott Medal and the Kate Greenaway Medal, “This is not my hat” demonstrates an innovative use of multilayered contradictory interactions between illustration and text. This study aims to explore how “This is not my hat” utilize multilayered visual-textual contradictory interactions to convey meaning.

This study draws on the theory of visual grammar, which emphasizes the meaning construe of pictures in three aspects: field (the message of the picture), tenor (the relationship between the roles in picture and audience), and textual (the way of organization of the message and roles in the picture). This study conducts discourse analysis to uncover three layers of contradiction in meaning-making within this picture book: 1) Contradiction in plot: this picture book unfolds through the first-person narrative of the small fish, who stole a hat from a big fish. It adopts a relaxed tone to express the small fish’s belief that he won’t be discovered on his escape route. However, the visual storyline unfolds from the perspective of the big fish who found the clue of the small fish’s offensive action. The pictures often contradict the textual information. 2) Contradiction in tenor: the text extensively portrays the mental state of the small fish, making

it easier for readers to empathize with the small fish. However, the illustrations make a emotional distance and the small fish are always placed at “medium-long shot”, with greyish colour. 3) Contradiction in textual organization: the illustrations focus on presenting a cohesive storyline of the big fish, providing readers with a smoother reading experience. However, the text of the picture book unfolds from the perspective of the small fish, and the descriptions of its fragmented mental state appear to be inconsistent and incomplete.

These findings reveal how the narrative strategy of contradictory interaction between text and illustration fosters imaginative space and infuses humor into the meaning-making process in this exceptional picture books. They underscore the importance for creators to carefully consider the interplay between illustrations and text in crafting engaging and meaningful narratives for children.

C1-3D-01

Developing Collaborative Partnership between Kindergarten Teachers and Parents through Using E-portfolio: A Case Study of a Child with Special Needs

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Keywords: partnership, parents, e-portfolio, child with special needs

Abstract

According to the OECD (2012), developing partnerships with parents could improve the quality of early childhood education and care (ECEC). Therefore, it is important to communicate with parents to understand the philosophy of the ECEC center and their children's learning. Carr (2001), the developer of Learning Stories, calls for an assessment focusing on children's problems in the deficit model while capturing children as active learners in the credit model.

Clarkin-Phillips and Carr (2012) noted that parents are more proactive and cooperative in ECEC activities during the collaborative process of creating Learning Stories. Electronic versions of Learning Stories have been used recently (Beaumont-Bates, 2017). However, the influence of partnerships with parents of children with special needs has not yet been examined.

This study's aims were as follows: First, we examined the changing feelings and attitudes of parents and teachers regarding the records posted on the e-portfolio. Second, we considered the effective use of e-portfolios for developing collaborative partnerships with parents.

This case study was conducted at a public kindergarten in Japan. Participants were parents of children with special needs. She was invited by kindergarten teachers, assistant principals, and staff of child development support facilities, and the author shared records of her child's learning through an e-portfolio named Storypark. The analysis was based on records and replies during ten months. There were 20 records, of which 13 were written by parents, six by kindergarten teachers, and one by the child. In this presentation, I used records that impressed the parents.

The results suggest the following three points: First, the records visualized by photographs reduced the likelihood of discrepancies between teachers' and parents' perceptions. In the case of children with special needs, different behaviors at the kindergarten and home can lead to differences in perception with parents. Parents may suspect that the records are only positive behaviors of the child and differ from those at home. It was suggested that photographs could contribute to partnerships with parents by the persuasiveness of the records. Second, sharing records through e-portfolios provides material for conversations with children and immediately contributes to their involvement with them. In this study, conversations between parents and children were held on the

same day regarding the records posted by kindergarten teachers. Furthermore, parents referred to these records and changed their interactions with their children at home. In the future, further findings can be obtained by promoting e-portfolios in Japanese ECEC settings.

C1-3D-02

**The Study of Establishing Evaluation Criteria in Conformity with
the Taiwanese “Early Childhood Education and Care Curriculum Framework”
and Analyzing the Preschool Teaching Materials of Publishers**

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Keywords: childhood education and care curriculum framework in Taiwan, preschool teaching materials among the publishers, evaluation criteria, fuzzy Delphi method

Abstract

Taiwanese government announced the Early Childhood Education and Care Act in 2011 and, the following year, devised the Early Childhood Education and Care Curriculum Framework (ECECCF) and the Implementation Regulations Governing Early Childhood Educare and Childcare Services. The framework and regulations are in place to serve as guidelines for preschools to develop their curricula and course content. Teaching materials are considered concretization of teaching content used to transmit knowledge, and whether preschool teachers can incorporate the spirit and elements of the framework and convert them into teaching materials and activities is crucial to the success of curriculum reforms. When discussing teaching materials, textbooks come to mind. However, in contrast teachers in elementary and junior high schools, preschool teachers are encouraged to compose their own teaching materials. The early childhood teaching materials published by Taiwan’s publishing industry are called “publisher teaching materials.” Previous studies have reported that most publisher teaching materials the quality of such materials is poor. Nevertheless, the Implementation Regulations Governing Early Childhood Educare and Childcare Services states that preschools may use supplementary teaching materials (when necessary) that are in line with the ECECCF. There are informal teaching materials printed with the words “prepared based on the ECCEF” circulating in preschools. The quality of early childhood education is really worrying. Therefore, reviewing whether preschool teaching materials published by private publishers are in line with the ECECCF can help preschool teachers evaluate the effectiveness of such materials. This prompts them to reduce the use of inadequate materials and instead encourages them to teaching materials on their own that comply with the ECECCF.

Purposes of the study are to construct criteria in conformity with the Early Childhood Education and Care Curriculum Framework (ECECCF), examine the design of theme curricula of preschool in publishers, and analyze whether these theme curricula comply with the ECECCF.

First, establishing evaluation criteria used of individual interviews, focus group discussion,

Delphi method, the Fuzzy Delphi method, and an analytic hierarchy. Second, analyzing thematic teaching materials published by private publisher adopted the content analysis method.

Results showed that the criteria are based on the "Curriculum Viewpoint", its structure and connotation include 4 levels, 13 sub-levels and 45 standards, the theoretical foundation level includes 4 sub-levels and 13 standards, the teaching method level includes 3 sub-levels and 14 standards; the teaching material organization level includes 4 sub-levels and 12 standards; the evaluation level includes 2 sub-levels and 6 items standards. The results of the reviewing and analysis of the preschool theme-teaching materials among the 8 publishers showed failed to conformity with the spirits of ECECCF.

C1-3D-03

An Exploration of Affordances and Challenges for Teacher Leadership in Singapore Preschools

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Keywords: teacher leadership, distributed leadership, collaboration, innovation, professional learning

Abstract

Teacher leadership involves taking initiative to advocate for positive organizational changes, facilitating the work of colleagues, participating in decision-making, advocating for improvements, and collaborating with others. It is about taking ownership of one's and the team's professional growth and contributing positively to children's wellbeing and learning and the collective advancement of the centre and sector (York-Barr & Duke, 2004; Fairman and Mackenzie, 2015; Bellibas et al., 2020; Sawalhi & Chaaban, 2022). Additionally, the leadership practices of teachers at centers play a crucial role in ensuring that the psychological needs of the teachers are met (Ryan & Deci, 2002). This, in turn, helps in the retention of teachers and ultimately affects the quality of programs and services provided by the centers, including reciprocal relationships with children.

Teacher leadership thrives where there are trusting relationships, where leaders work alongside teachers towards a common goal, interacting through formal and informal points of influence (York-Barr & Duke, 2004).

This study investigates the opportunities and obstacles associated with teacher leadership in Singapore preschools. No published studies on teacher leadership in Singapore preschools are known, thus the need for this exploration.

The conditions for teacher leadership may not be available when the center leaders aim to standardize classroom practices for short-term quality gains or when operators standardize the curriculum across centers for branding reasons.

This study seeks to address the following questions:

(1) What are the conditions in Singapore preschools that facilitate teacher leadership (Affordances)

and what hinder it (Challenges)?

(2) How do teacher leaders cope with the challenges they encounter?

The results can have a positive impact on raising awareness about the benefits of teacher leadership. These benefits include those for children, teachers and organisations, by improving outcomes of children and retention rates of teachers. It will also provide insights into how centre leaders can support teacher leadership development.

The conceptual model adopted for this study is based on the work of Fairman & Mackenzie (2015) and York-Barr & Duke (2004).

It is a Mixed-Methods study, consisting of interviews with twenty teacher leaders to understand the range of opportunities and challenges, both common and unique, that teachers experience when they exercise teacher leadership and a survey of a convenience sample of teachers to estimate the extent to which these features exist.

The interviews will be coded using both inductive and deductive methods to surface a broad range of features that impact teacher leadership practice while the survey will be analysed to provide both descriptive and inferential statistics on the common affordances and challenges.

This study has not concluded. Preliminary findings suggests that:

1. Centre leaders are interested in supporting the professional development of teachers. However, many of them are apprehensive about losing control of their centers;
2. The shortage of teachers caused by constant movement across centres exacerbates the manpower situation, affecting conditions for teacher leadership.

C1-3D-04

Action Research on Improving Movement Environment Quality Related to Teacher-Child Interaction through the Use of the Movement Environment Rating Scale (MOVERS)

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Keywords: teacher-child interaction, Movement Environment Rating Scale, movement environment quality

Abstract

Physical activities have a significant impact on children's physical health, language, well-being, and cognitive development. However, with an increased number of children now not meeting physical development milestones, it is pertinent that the quality of the ECE environment in relation to physical development needs to be focused on.

The Movement Environment Rating Scale (MOVERS), designed by Archer and Siraj (2017), assesses the quality of ECE movement environments and pedagogy for children 2-6 years of age. Unlike other tools that focus on the child development physical domain and are appropriate for use in ECE settings, MOVERS assesses not only outdoor and indoor movement environment but also the quality of support for physical development alongside teacher-child interactions. Teachers play a significant role in physical activity. However, they lack the capability to support children's physical activity; for example, they rarely prompt children to increase or decrease their physical activity.

This study aims to improve movement environment quality related to teacher-child interaction through the use of the Movement Environment Rating Scale; explore perceived educator changes in teacher-child interaction skills and child changes following the action research.

This action research is conducted in an international kindergartens in mainland China. A total of 1 principal, 1 curriculum head, and 4 class teachers (from 2 classrooms, ranging from ages 3-5) are involved, supported by researchers from Chor Hang Educational Research Institute (CHERI) in Yew Chung College of Early Childhood Education, some of whom were translators of the MOVERS. This learning community follows a 4-step Action Research cycle to assess the subscale 3 'Supporting physical activity and critical thinking' focusing on teacher-child interaction.

Step 1: Choosing to change. The learning community conducts a meeting, including familiarity with MOVERS and a drafted research plan, data collection approach (photostory), selecting scale items.

Step 2: Planning for change. The learning community develops a detailed research plan.

Step 3: Creating the change. Practitioners and researchers observe classroom for one morning. Each conducts individual rating and prepare for photostories as evidence of scoring. Practitioner and researcher ratings and photostories are compared and discussed. Then practitioners make the next-step plan to make changes. This happens at the beginning and end of the project.

Step 4: Sharing the lessons. A final report is requested from the kindergarten to monitor and celebrate changes at the end of the project. Interview with four teachers is conducted to ascertain perceived changes in teachers' behaviour and children's behaviour.

The findings of this Action Research are: 1) Pre- and post-intervention assessment scores showed a marked improvement in the quality of movement environment in relation to teacher-child interaction; 2) Comparing the "Photostories" and analyzing interview data, teachers attained deeper pedagogical understanding and higher teacher-child interaction skills; 3) Children were more likely to engage in physical activity, use movement vocabulary and develop problem-solving skills.

C1-3E-01

A Preliminary Study of Applying an International Healthy Eating Report Card among Preschool-Aged Children in Australia, Hong Kong, Singapore, and the US

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Keywords: healthy eating, report card, eating behaviours, family home food environment, preschool-aged children

Abstract

Developing a region/country-level Report Card to report the prevalence of healthy eating behaviours using a traditional letter grading system (i.e., A+ to F) is an effective way to reveal how well individuals adhere to specific healthy eating guidelines.

This cross-cultural study focused on adopting the International Healthy Eating Report Card for Preschool-Aged Children to preliminarily reveal the prevalence of eating behaviours and family home food environments (FHFEs) among preschool-aged children in Australia, Hong Kong, Singapore, and the US. We also examined which cultural contexts would exhibit significant differences in the report card scores among the cultural contexts.

Nearly 2000 parent-child dyads (with 500 dyads in each cultural context) were recruited. The parents were asked to complete the validated International Healthy Eating Report Card Scale to assess the dimensions of the International Healthy Eating Report Card (i.e., Indicator of Children's Eating Behaviours: (1) Children's Dietary Patterns and (2) Children's Mealtime Behaviours), and Indicator of FHFEs: (3) Parental Food Choices and Preparation, (4) Home Healthier Food Availability and Accessibility and (5) Family Mealtime Environments). Each indicator received a letter grade (i.e., A ($\geq 80\%$) =excellent; B (60-79%) =good; C (40%-59%) =fair; D (20%-39%) =poor; F ($< 20\%$) =failing and including the plus (+) and minus (-) suffixes) representing the percentage of participants meeting the defined benchmarks. We also employed ANCOVA and Bonferroni's post-hoc test to examine the differences in the report card scores among the four cultural contexts, with a significance level setting at $p < .05$.

The average overall report card grade across the four cultural contexts was "B" (Good), ranging from "C+" (Singapore) to "B" (Australia, Hong Kong, and the US).

Overall, Children's Eating Behaviours received a relatively low grade ("C-") compared to FHFEs ("B+"). The average indicator grades for Children's Dietary Patterns ("C-"), Children's

Mealtime Behaviours (“C-”), Parental Food choices and Preparation (“B+”), Home Healthier Food Availability and Accessibility (“B”), and Family Mealtime Environment (“A-”) ranged from “C-” to “A-” across the four cultural contexts. When comparing the overall report card scores, Australia exhibited a significantly higher report card score than Singapore and the US, with Hong Kong also achieving a significantly higher score than Singapore.

The International Healthy Eating Report Card could be considered an effective awareness-raising tool. This study may offer new perspectives on how the Report Card could be used for evaluating the interventions that aim to promote healthy eating behaviours and FHFES among preschool-aged children.

C1-3E-02

canceled

C1-3E-03

Towards a Pluralistic View of Early Childhood Teachers' Promotion of Movement and Physical Activity in Early Childhood Care and Education Settings

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Keywords: movement, physical activity, early childhood teachers, conceptualization

Abstract

In the recent years, efforts to combat physical inactivity among children have geared towards capacitating early childhood teachers who are considered to play a significant role in the adequacy of movement and physical activity (MOPA) in early childhood care and education settings. However, there is paucity in research that characterised early childhood teachers' perceptions of MOPA and their contributions to its promotion. In this paper, we aimed to synthesise the emerging evidence on early childhood teachers' perceptions and contributions to MOPA based on the existing literature and on the results of a three-part study on the same topic. More specifically, we will discuss how MOPA is typically conceptualised by early childhood teachers, and how their contributions to MOPA could be characterised.

This synthesis is drawn from a review of literature on early childhood teachers' roles on promoting MOPA, a scoping review of their perceptions of MOPA, and a mixed-methods study on the experiences of early childhood teachers from the Philippines when promoting MOPA. Salient and recurring themes that represent conceptualisations of MOPA and early childhood teachers' contributions to its promotion were identified and synthesised to elucidate an encompassing picture of MOPA promotion in early childhood care and education settings.

Our findings reveal that conceptualisations of MOPA promotion mainly originated from a health-based perspective which aims to address physical inactivity and the diseases related to it. However, recent efforts on MOPA has begun embracing a perspective that highlights a long-term and holistic view which is highly integrated with the typical activities of children. Relatedly, early childhood teachers' conceptualisation of MOPA varied along with their perceived goals of MOPA, their view of the child's physical development, and their perceived roles in MOPA promotion. Meanwhile, their contributions to MOPA promotion also appeared to range from more explicit forms (e.g., employing different MOPA strategies) and less explicit forms (e.g., facilitating positive MOPA dispositions). Overall, these findings suggest that early childhood teachers' perceptions on and contributions to MOPA promotion are diverse. Hence, it is likely that in early childhood care and education settings, MOPA promotion practices and children's MOPA experiences are highly varied.

The outcomes of this synthesis underscore the pluralistic nature of MOPA promotion in early childhood education settings. Based on this knowledge, enhancing early childhood teachers' capacity in MOPA promotion would require that we clarify and use the early childhood teachers' understanding of MOPA as a starting point for further actions. Moreover, we need to strengthen their capacity to deliver both explicit and implicit contributions to MOPA promotion. Further research could also look into how these characterisations may inform the design of future training programmes both preservice and in-service early childhood teachers.

C1-3E-04

Understanding Teachers' Perspectives and Quality of Teacher-Child Interactions in Singapore Classrooms to Support Wellbeing

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Yu Min Lye

(NTUC First Campus)

Keywords: teacher-child interactions, teacher perspectives, wellbeing, teacher voices

Abstract

The importance of quality teacher-child interactions in early childhood classrooms is well established in both local and international literature. The emphasis on reflecting children's perspectives and prioritizing their wellbeing has also grown recently. This paper focuses on filling the gap on teachers' perspectives to understand and consider their direct experiences, inputs, and make connections to observed classroom practices. Recognising teachers as agents in improving these critical pedagogical skills, this paper seeks to explore how we can truly support teachers and their wellbeing, with the ultimate aim of supporting reciprocal teacher-child relationships and child wellbeing.

Eighty children's wellbeing was assessed using the Laevers scale (Laevers, 1994). Forty-seven teachers were observed using CLASS (Pianta et al, 2008) across 3 age group levels as part of a larger study on children's learning and development outcomes. Semi-structured interviews were conducted with these teachers to understand their perceptions and beliefs towards teaching and learning. CLASS scores were based on two domains for the Toddler version (Emotional and Behaviour Support and Engaged Support for Learning) and three domains for the Pre-K-3rd version (Emotional Support, Classroom Organisation, and Instructional Support). These were live- and video-coded by trained researchers. Quantitative data from the CLASS coding were analysed on RStudio and the interviews were coded thematically.

The average score for wellbeing was 4.0 for 2-year-olds ($SD = 0.57$), 3.9 for 4-year-olds ($SD = 0.61$), and 4.0 for 6-year-olds ($SD = 0.53$), indicating that children are raised in a supportive environment. Key themes from the teacher interviews included their i) understanding and perceptions of the importance of quality teacher-child interactions, ii) perceived difficulty engaging in quality interactions, iii) barriers or challenges to quality interactions, iv) their beliefs of their role in quality interactions and v) support they require to engage in quality interactions. The findings

show that teachers value quality interactions, but need support in overcoming the challenges associated with it.

Understanding how teachers define and strive to achieve quality interactions can inform a better-curated development plan to effectively support teachers at their current stage. These findings point towards the value of involving teachers and reflecting their voices through a collaborative approach to strengthen quality practices and interactions in the classroom. Teacher reflection or pedagogical self-study are examples of such tools. This helps us shift our focus to teachers and how we can support their practice in the classroom and their wellbeing. Teacher wellbeing is an essential contributor to the reciprocal teacher-child relationship and child wellbeing that we are striving towards.

C1-3E-05

Impacts of the Compulsory Preschool Education Policy on Young Children Learning Development in Taiwan

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(Dong-Hwa University)

Keywords: compulsory preschool education policy, preschool, learning development, longitudinal survey, educational equality

Abstract

Past studies have pointed out that early education has a significant influence on a child's later cognitive, social and behavioral dimensions. During the preschool stage, if children have good learning experiences in family and school, these will positively affect their behavioral and cognitive development in later grades. However, many studies have also found that many disadvantage and ethnic minorities families of young children are actually experiencing learning disadvantage and need more aggressive policies to help them. Offshore islands, rural areas, and areas inhabited by ethnic minorities in Taiwan are short of educational resources, and while it is difficult for these areas to recruit excellent teaching and care personnel, the phenomenon of high personnel mobility is also observed. The insufficiency and difficulty in obtaining professional growth resources are quite unfavorable to children's learning and their physical and mental development. As it is not easy to improve the quality of education and care and to implement the goal of educational equality in these areas at an early date, corresponding policies and measures are needed for assistance. Taiwan's compulsory preschool education and related counseling measures are designed and implemented to achieve such goals. How effective are these policy measures? Can they achieve the goal of quality control of education and care? What effects do they have on the implementation of preschool education equality? These are important questions to which relevant researchers have not yet been able to provide clear answers. Based on this, this study conducted a fixed sample survey of about 1,200 children and their parents in Taiwan for one year, a total of three times. Using longitudinal questionnaire tracking survey and to construct a latent growth model (LGM), this study makes a comparative analysis on the learning development of children in compulsory preschool classes and general preschool classes. The results showed that young children with better performance in early development had greater growth in later development. This finding illustrates the obvious "Matthew effect" phenomenon in early childhood development. In addition, the higher family socioeconomic status the preschoolers have, the more learning resources they would have, which would further help them to achieve better learning performance and result in a higher growth rate of

learning development than their counterparts of low family socioeconomic statuses. Furthermore, although the socioeconomic status of children in the compulsory preschool classes are significantly worse than that of the children in the non-compulsory preschool classes, the policy of the compulsory preschool class will reduce the negative influence of the family's socioeconomic status on learning development, showing the positive effect of promoting the equality of educational opportunities. As for the other ways in which the preschool compulsory education policy can play an effective and significant role, it still needs to be analyzed and explored by future researchers.

C1-3F-01

The Local Action Research on Waldorf Kindergarten Assessment in Taiwan

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Keywords: action research, Waldorf Education, assessment, empowerment

Abstract

The discourse on the quality of early childhood education (ECE) and child development is strongly characterized by modernism and positivism, striving to produce knowledge in an objective form. Both adopt the assumptions of natural sciences, emphasizing universality and rationality. But all educational guidelines have applicable cultural and contexts backgrounds. There are no universally applicable criteria. We shouldn't rely on expert systems but remove social relations from context and make various decisions based on assurances provided from context and make various decisions based on assurances provided from distanced time-space (Dahlberg, G., Moss, P., Pence, A, 2013). In Taiwan, ECE encompasses diverse educational approaches such as unit teaching, thematic teaching, project teaching, learning corner, Waldorf, Montessori, IB, Reggio Emilia, etc., each with its unique philosophy and pedagogical expertise. How to transform existing educational philosophies into localized practical plans under the norms and spirits of official standards is a process of empowering. It involves educator and institutional adherence to professionalism and making appropriate judgments, rather than blindly following and implementing remote expert opinions without critical thinking. Such empowerment processes can expand the meaning and scope of education.

Waldorf education has been implemented in Taiwan for over 20 years, with currently over 50 institutions or organizations, including private kindergartens, non-profit kindergartens, public kindergartens, childcare centers, parent-child groups, and non-profit corporations. This study aims to develop a localized Waldorf early childhood assessment model through action research, enhancing teachers' professionalism and proactive inquiry abilities

To develop an assessment model under the Waldorf education philosophy, existing discourse and assessment models are also revised through the perspectives of teachers. Through regular meetings for discussion and concept clarification, teachers engage in self-research, analyze the values hidden in individual beliefs, and respond to the following core concerns and action purposes:

1. Achieving teacher empowerment and professional enhancement through action research
2. Producing a localized Waldorf ECE assessment model

Methods used

1. Critical action research

The purpose of this approach is to achieve liberation through the collection of knowledge. Critical action research is grounded in critical theories from social sciences, humanities and the framework of postmodernism. Waldorf education, originating from Germany, is the subject of this study. Currently, there are nearly 2,000 ECE institutions in over 60 countries worldwide. Due to differences in education, culture, religion, geography, and systems among countries, various educational models have emerged. This paper will first review relevant literature on Waldorf ECE assessment to establish a referenceable foundational model for early childhood assessment, serving as the starting point for action research.

2. Practical action research

This study requires the teachers' and institutions' active participation and empowerment. The literature collected through critical action research will serve as the object of reflection for the teachers. Through the practical operation and discussion, the indicators, content, model, and feedback mechanism of ECE assessment will be revised and clarified.

3. Action research cycle

The current study has two main research outcomes:

1. Development of a localized assessment model for 6-year-old children in Taiwan
2. Professional enhancement and continuous action of ECE educations

C1-3F-02

Using Pedagogical Photography to Support Reciprocal Relationships between Teachers and Children in Early Childhood Education

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Keywords: children, participation, photography, pedagogy, ethics

Abstract

In Aotearoa New Zealand, teachers frequently use photography to gather data for assessment (Gunn & Reeves, 2019; Mitchell, 2008). The practice of taking photographs of children to make their learning visible has become a normalised practice in Aotearoa (Hopkins, 2019). The research presented here was motivated by examples of unethical or noncritical use of photography observed during day-to-day teaching in an early childhood context in Aotearoa between teachers and children. Review of the literature shows the troubled and contested state of taking photographs of the child (Buchanan, 2011; Flannery Quinn & Manning, 2013; Henning, 2004; Kind, 2013; Sparrman & Lindgren, 2010; Tarr & Kind, 2016); using photographs as evidence (Flannery Quinn & Manning, 2013; Sturken & Cartwright, 2018), along with complexity in how ways of knowing are produced through apparatus such as the camera (Barad, 2007; Crary, 1990; Flusser, 2000, 2012; Gómez Cruz & Meyer, 2012).

First and foremost, the research sought to critically explore how the Ministry of Education positioned use of photography and the photograph in early childhood education in Aotearoa New Zealand, with a particular focus on the ethical dimensions of photography. The research questions were: Are teachers provided with enough resources to support the critical use of photography in their pedagogy? What theories can support a critical understanding and ethics of pedagogic photography in ECEC? The research used a multimodal discourse analysis approach (Gee, 2011, 2012) combined with visual research methodologies (Pauwels, 2011; Rose, 2003, 2007) to analyse key publications by the Ministry of Education (1996, 2004–2009, 2017). Then, working with an eclectic set of theoretical lenses (Jackson & Mazzei, 2012, 2013), the research used philosophy as method (Koro-Ljungberg et al., 2017) to question the processes and practices of photography use in early childhood education.

The research found there was limited direction and support provided to teachers from the Ministry of Education on how to critically and ethically use photography pedagogically. The research concluded that an ethic of pedagogic photography must go beyond concerns of privacy, surveillance, and consent, to also consider questions pertaining to the power at play in photograph creation. The

ways photographs are made and used are influenced by governmental policies, publications, and resulting and existing practices of teachers. Children are citizens of our communities and as such have rights affording them participation in meaningful ways in matters concerning them. A key implication from the research is that photographing young children in early education has the potential to become more explicitly ethical. Philosophical consideration of photography use for documentation and assessment is crucial in developing this ethical practice. This presentation will explore how pedagogical photography can be used critically and ethically to support reciprocal relationships between teachers and children in early childhood education.

C1-3F-03

Developing Local Culture Curriculum Centered on Fostering Positive, Reciprocal Interpersonal Relationships

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(Jingxin Elementary School Affiliated Kindergarten in New Taipei City)

Keywords: local culture, cross-generation, care, preschool, curriculum

Abstract

Bronfenbrenner (1979) and Rogoff (2003) emphasized that the surrounding environment has a considerable influence on individual development and learning in the process of human development. These influences were not only at the socioeconomic level, but also at the cultural level. For every region and ethnicity, the inheritance of local culture represented the connection of values between a specific community and individuals, and was also an important way for individuals to establish self-worth and a sense of belonging. Afriliani et al. (2023) believed that the early childhood period is the starting point for promoting cultural curriculum, which allow children to have a deeper understanding of the region and community in which they live, and promoted the cultivation of their socialization and social cognitive abilities.

In Taiwan, cultural curricula in kindergartens (or preschools) were quite challenging for teachers. In the process of curriculum planning and implementation, teachers needed to maintain the exploratory nature of the thematic curriculum, while also appropriately integrating the values of local culture, allowing children to develop abilities and realize cultural values in the process. This research aimed to understand how kindergarten teachers conveyed the important Taiwanese cultural value of "interpersonal reciprocal care" to children through the planning and implementation of local culture curriculum.

The research method in this study was qualitative research orientation. Two public kindergarten teachers in New Taipei City volunteered to join in the research, and their thematic curriculum implementation process from February to June 2023 was used as the scope of data collection. The researcher analyzed teacher interview records, theme course records, and children's works routinely.

The following conclusions were obtained: 1. The local culture curriculum developed in the form of themes allowed children to learn important cultural values in a systematic and integrated manner; 2. Care accompanied by concrete actions could promote a deeper emotional connection

between the two parties in the interaction; 3. Teachers' awareness of local culture needed to be strengthened through in-service training and self-reflection. The suggestions for promoting local culture curricula in kindergartens in the future included: 1. Teachers needed to continue to learn courses related to local cultural issues; 2. Taking the form of workshops or kindergarten curriculum coaching would be a better way for kindergarten teachers to improve the quality of local culture curriculum.

C1-3F-04

Engaging a Marginalized Student in Dramatic and Inquiry-Based STEAM Activity in a Multilingual Multiage Early Childhood Classroom in the US

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(College of Staten Island / City University of New York)

Keywords: inquiry-based learning, play-based pedagogy, activity theory, marginalized student

Abstract

This study delves into the dynamics of classroom engagement and participation for marginalized students, focusing on the case of James Minsung, a 5-year-old student in a multiage kindergarten classroom. Situated within a community school in suburban Midwestern USA, which specializes in teaching Korean as a heritage or foreign language, this research investigates the transformative potential of dramatic inquiry pedagogy in engaging students like James.

The study employs a teacher inquiry approach, drawing on ethnographic methods such as video recordings, field notes, photographs of children's artifacts, and unstructured interviews with parents and students (Goswami et al., 2009; Erickson, 2004). Data analysis is guided by cultural-historical activity theory (Engeström, 1987), particularly focusing on James' interactions in two distinct activities: traditional instructional methods and dramatic inquiry activities.

Results indicate a notable shift in James' engagement and role within the classroom context. During circle time (traditional instruction time), James positioned himself in the corner of the classroom and played with another child, without sharing his ideas or understanding about the topic. However, during dramatic inquiry sessions, James actively assumed the role of storyteller and director, contributing ideas and perspectives to both peers and teachers. This shift in participation suggests that dramatic inquiry pedagogy holds promise in creating inclusive and reciprocal learning environments, particularly for marginalized students.

This study contributes a theoretical framework and practical insights into leveraging dramatic inquiry pedagogy to foster active engagement and meaningful participation among marginalized students. By actively involving students like James in co-creating narratives and roles within the classroom, educators can facilitate richer learning experiences and promote a sense of belonging and agency among all learners.

C1-3G-01

Dipping Your Toes in the Water: Science Learning at a Coastal Nature Kindergarten

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(Deakin University)

Keywords: nature-based learning, science knowledge, bush kinder, blue spaces

Abstract

Young children's self-confidence levels and academic attainment benefit through the experiences afforded by spending time in nature (Kuo et al., 2019). Children also benefit from interacting with nature as they grow an appreciation and care for the environment (Harvey et al., 2020). In contexts such as Japan, Malaysia and Australia, nature-based early childhood education and care (ECEC) programs, influenced by European forest school approaches, are providing children with regular access to nature. The Australian bush kinder is one example of a ECEC nature-based approach where three- to five-year-old children are provided experiences to learn from and about the natural environment (Speldewinde & Campbell, 2023). Research attention is often given to 'green space' contexts such as nature reserves, parklands and forests, and less consideration to 'blue spaces' (Barrable & Barrable, 2022) that incorporate coastal environments and can be rich contexts for early childhood science education where learning through play can occur in the water, on the sand and amongst coastal woodlands.

This study contributes to ECEC science teaching and learning research and considers the question, how can educators use blue spaces to encourage children's early childhood science knowledge development? Using examples of how blue spaces provide opportunities for young children's learning of physical, chemical and biological sciences, the importance of educators in fostering science teaching and learning in the context of bush kinders is considered. Through analyzing early years science education research and guiding curriculum frameworks, the importance of providing children with access to blue spaces to enhance understandings of science is discussed. This presentation makes blue spaces prominent as these are often given limited consideration and treated as an aside to broader discussions of outdoor spaces for nature-based ECEC.

This research adopted an ethnographic methodology (Madden, 2017) and the research methods included observations, participation, reflexive journal note taking, and interviews between 2015 and 2023. Data from five different bush kinder settings is applied and fieldwork observations and the interactions that occur between children, educators and researcher will be considered. Understanding the affordances for science learning apparent within coastal and beach environments,

as well as the impact of educators within the setting, informs the discussions in this presentation to show the benefits of educators scaffolding children's science experiences present in blue spaces.

This research found blue spaces are valuable contexts for young children's science learning and that through nature-play, children can build understandings of the science around them. The educators highlighted their own interaction with the environment as being a learning experience. This research confirms Fleer's (2010, p. 565) statement that 'the main purpose of ECEC science curriculum is to give young children a new perspective of/on their surroundings.' If we provide educators with rich examples of how children can learn in a blue space, we will continue to support children's capacity to voice their science understandings. The study found that educators allowing children to be active learners in blue spaces will arm children with the knowledge of how science plays an important role in nature in the future.

C1-3G-02

Nature-Based Activities in Japanese Early Childhood Education : What for?

Michiko Inoue
(Osaka Ohtani University)

Keywords: nature-based activities, formal early childhood education, Education for Sustainability

Abstract

In recent decades, since the inspiration of some books such as Sobel's (1996) or Louv's (2025) in the field of education, research on nature-based activities in early childhood has been expanding. Although it is difficult to define what is "nature" and to reveal what and how children experience in nature-based activities with objective research methods, many articles have reported that nature-based activities possibly contribute to children's health and mental, physical, and/or cognitive development (e.g. Dankiw et al., 2020; Johnstone et al., 2020; Mygind et al. 2019).

At the same time, as more and more people become concerned about the global environmental crisis, the need for education for sustainability (EfS) from early childhood has been acknowledged, and nature-based activities are proposed as examples of such practice (e.g. Davis & Elliott, 2024). Early childhood education (ECE) in Japan is formally provided through three types of services: kindergartens, nursery centers, and centers for early childhood care and education. Although there are alternative nature-based pedagogies such as forest kindergarten activities also in Japan, most young children attend one of the three early childhood services. Therefore, the quality and quantity of nature-based activities in such formal early childhood services are important.

This study examines how the national guidelines for ECE describe the content or benefits of nature-based activities by reading descriptions referring to nature or natural factors, and then shows the extent to which ECE services engage in nature-based activities based on the results of a questionnaire.

The Japanese ECE guidelines (the latest version, 2017) describe nature, natural factors, and benefits of nature-based activities for children's development and require "connection with nature and respect for life" as one of ten "ideal images by the end of childhood". However, there are no words or phrases related to sustainability, ecosystem, ecology, ecological worldview, human-nature relationship. In January 2022, I distributed questionnaires to 1582 ECE services in Tokyo and Hyogo prefectures, and 359 of them responded (response rate 22.7 %). Data were analyzed by descriptive statistics using SPSS software. This survey was approved by the research ethics committee of Osaka Ohtani University (approval number 2021_5).

The results show that many ECE centres are involved in growing plants (over 95.5%) or caring for animals (55.1%), and that 5-year-old children play in outdoor playgrounds for an average of 86.9 minutes per day. However, children in 50.7% of ECE centres are involved in separating waste in recycling bins in classrooms according to municipal requirements, 34.9% have access to rainwater tanks or other large water storage facilities, 13.7% maintain composters and 11.2% have access to solar panel monitors for electricity production.

The practice of formal ECE services in Japan was clearly in line with national guidelines. This means that there is a high level of interest in children's development, but a low level of interest in the future society in which children will live. As the aims of ECE and EfS are different, nature-based activities would not automatically contribute to both children's development and sustainability. It is important for educators to be made aware of what EfS aims to achieve.

C1-3G-03

**The Experiences in STEM Education of Thai Preschool Teachers:
The Values, Challenges, and Success Factors in Implementing
STEM-Based Learning Experiences**

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Worawan Hemchayart
(Chulalongkorn University)

Keywords: STEM, STEM education, preschool teachers

Abstract

STEM Education is an educational approach that provides young children opportunities to learn by integrating knowledge and skills in science, technology, engineering, and mathematics to solve real-life problems as well as create new things called innovations. STEM Education not only contributes positively to learning outcomes and attitudes of the children, but also develops crucial 21st-century skills, such as problem-solving, critical thinking, creativity, and collaboration. In Thailand, the Institute for the Promotion of Teaching Science and Technology (IPST), under the Ministry of Education, has prioritized STEM Education for preschools since 2010. IPST initiated projects in 2021-2022 to develop integrated STEM-based learning activities for preschool teachers, involving 40 classrooms from various affiliations and regions. However, research on challenges and successful STEM implementing in Thai preschools is limited. This interest led to extract lessons from teachers' direct experiences who participated in this project.

This qualitative case study aimed to investigate the experiences of preschool teachers participating in IPST's STEM-based learning project during the 2022 academic year. The study followed their training and trial of integrated STEM activities in the previous year. The participants were 10 preschool teachers, 3 school administrators, and 3 parents selected from 5 affiliations, 6 regions, and various backgrounds. Data collection use of multiple methods included in-depth interviews, focus group discussions, and document analysis. Data Analysis involved transcribing, coding, and grouping data into themes. This iterative process ensured thorough refinement. To ensure validity, a triangulation strategy was employed.

The findings revealed three main areas: 1) *The Values* of implementing STEM-based learning experiences it showed that the emerging themes were in term of holistic view of child development: attitudes, skills, and knowledge. For teachers, there were highlighted in thinking and working processes, teaching integration, building positive relationship, and adjusting attitudes. For schools, it was a chance to promote their own teaching innovations, to strongly foster school and home relationships, and to bridge

a transition between preschool level and primary levels. *2) The Challenges:* the themes included children readiness and fundamental skills, teachers' planning and desire activities, and allocation of school resources such as time, materials, learning resources, and budget. *3) The Factors for success:* the theme composed of the 12 key characteristics of preschool teachers which encompassed beliefs, attitudes, knowledge and skills, collaboration, and supporting system both inside the schools and outside the schools. The implications of the results recommend adapting them to develop policies and strategies for more effective STEM-based learning experiences by considering participants' contexts. In future studies, lessons should be extracted from other groups to understand their experiences.

C1-3G-04

canceled

C1-3G-05

Supporting System Maximizes Early Childhood Ethnological-STEAM Learning Model

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(Universitas Negeri Jakarta)

Keywords: supporting system, Bunda PAUD, Ethnoecological -STEAM Learning, early childhood

Abstract

In Sustainable Development Goals (SDGs), access and The quality of education and early childhood development is one of the priority targets of the 4th theme of SDGs, namely Quality ECCE. Government Regulation Number 2 of 2018 concerning standards Minimum services, obliging the government Regencies / Cities throughout Indonesia Provides ECCE services Preprimary school for children age 5 and 6 years. *Bunda PAUD* is a predicate given to the wife of the head of government/regional head (President, Governor, Regent/Mayor, Sub-District, Village Head/Lurah). Bunda PAUD can maximize their strategic role as the main driver of quality ECCE. PAUD mothers can facilitate the improvement of teacher competence and the provision of various learning resources in the environment around ECCE. The Ethnoecology-STEAM (Science Technology Engineering Art Mathematics) learning pattern is a learning model that bridges understanding of natural sciences, social sciences, and social sciences that focuses on humans as actors. Supporting System Bunda PAUD has succeeded in maximizing the pedagogical competence of teachers in providing Ethnoecology-STEAM learning support through a wide selection of play activities that children can choose from. Teachers better understand how to strengthen children's play to understand their role in preserving culture and the surrounding environment towards the creation of a prosperous and prosperous society. (Rohman et al., 2023)

This research is expected to be one of the references:

1. implementation the role of *Bunda PAUD* and facilitate quality ECCE,
2. implementation of the *Kurikulum Merdeka* with a fun Early Childhood Ethnoecology-STEAM learning model

This study used the Research And Development method of Borg & Gall with data collection techniques, namely questionnaires, interviews, observations, and document analysis The research was conducted in four provinces in Indonesia with categories of underdeveloped, remote and outermost areas, namely South Sumatra, and East Nusa Tenggara and tourist area, namely West Java and Bali.

Findings:

1. Supporting system *Bunda PAUD* has not maximally facilitated cross-service cooperation for the

implementation of quality ECCE.

2. Teachers' concerns about the implementation of pedagogic competence in *Kurikulum Merdeka* that is easy, fun and can mask learning outcomes and dimensions of the student profile.

Implication:

1. *Bunda PAUD* understands its existence in mobilizing, assisting, coordinating, synchronizing, and synergizing all components and resources in facilitating:
 - a. learning resources such as: Natural Environment and Social Environment
 - b. improvement of teacher competence through cluster activities
2. Teachers better understand pedagogic competence in maximizing learning outcomes and dimensions of the Pancasila student profile by using model pedagogic Ethnoecology-STEAM teaching in ECCE easily and pleasantly.
3. Supporting system *Bunda PAUD* can maximize the availability of learning resources to strengthen the syntax of this model in 1) the formation of ethnoecological-STEAM concepts; 2) identification of personal problems; 3) problem tracing; 4) planning and decision making; 5) cohesiveness; 6) interpretation of data; 7) application of the system.

C1-3G-06

Longitudinal Effects of a Large-Scale STEAM Intervention in Early Childhood

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(Yew Chung College of Early Childhood Education)

Keywords: STEAM education, longitudinal study, early childhood development, skill enhancement, educational interventions

Abstract

The necessity of enhancing crucial 21st-century skills such as Critical Thinking, Creativity, Communication, STEM-related learning, and Curiosity in kindergarten children is well-supported by existing research. Clements (2016) emphasizes that young children naturally possess sophisticated informal mathematical knowledge and frequently engage in scientific questioning, suggesting a strong foundation for developing these skills through structured STEM education. Early STEM exposure not only aids in the development of specific skills but also correlates with broader academic success, including literacy (Clements, 2016). Moreover, Ong (2016) notes that STEM integration in early education, supported by appropriate teacher training, is both feasible and beneficial, enhancing critical thinking and creativity. Additionally, the economic and educational value recognized by parents (Wan, 2020) and the proven effectiveness of well-implemented STEM curricula (Aldemir, 2017) highlight the critical need for focused research on integrating these skills through early STEM education.

The primary purpose of this study is to evaluate the impact of the CoolPlay Project on enhancing key 21st-century skills in kindergarten children through structured STEM interventions.

How does participation in the CoolPlay Project affect the development of critical thinking, creativity, communication, mathematics skills, and curiosity in kindergarten children?

This study examines the effects of the CoolPlay Project, a large-scale STEM intervention, on developing 21st-century skills in kindergarten children.

Employing a longitudinal design, the research utilizes a paired samples t-test to analyze the progression of competencies—creativity, critical thinking, communication, mathematics, and curiosity—among participants. The sample includes 530 children, with initial assessments conducted in September (or May for the inaugural cohort) and subsequent follow-up assessments one year later.

Annual assessments track changes from baseline to the latest follow-up within the specified skill domains. The primary data sources for this study are parent-reported questionnaires, which provide detailed insights into the children's developmental progress as perceived by their caregivers.

The statistical analysis is geared towards understanding individual growth trajectories, enabling an assessment of significant developmental trends over the intervention period.

The longitudinal study of the CoolPlay Project demonstrated statistically significant improvements in key 21st-century skills among kindergarten children, as assessed by paired samples t-tests. Problem-solving skills increased significantly, $t(529)=-2.054$, $p=.040$ $t(529)=-2.054$, $p=.040$; creativity also rose notably, $t(527)=-2.277$, $p=.023$ $t(527)=-2.277$, $p=.023$; mathematics skills improved substantially, $t(526)=-3.584$, $p<.001$ $t(526)=-3.584$, $p<.001$; and communication skills enhanced, $t(527)=-2.364$, $p=.018$ $t(527)=-2.364$, $p=.018$. However, curiosity scores remained unchanged, $t(526)=-0.055$, $p=.956$ $t(526)=-0.055$, $p=.956$, indicating no effect from the intervention in this area. These results highlight the effectiveness of the CoolPlay Project in developing critical skills in young learners, with the exception of curiosity, suggesting a need for further exploration in fostering this specific disposition.

The skills of problem-solving, creativity, communication, and mathematics improved significantly after the intervention likely due to the structured and targeted nature of the CoolPlay Project's curriculum, which was designed to enhance specific cognitive and communicative competencies. However, curiosity did not show significant improvement, possibly because it is influenced more by intrinsic motivation and less amenable to direct enhancement through structured educational activities.

C1-5A-01

Chinese Preschool Educators' Perspectives and Pedagogical Orientation toward Play-Based Learning and Its Relationships with Language Use in Structured and Free Play

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(Macquarie University)

Jiangbo Hu

(Zhejiang Normal University)

Keywords: play-based learning, Chinese preschool educators, language use, play context

Abstract

In recent years, Chinese preschools have undergone a policy and curriculum transition from a teaching-centred approach to one that emphasizes play-based learning. While educators are expected to implement a play-based approach, previous studies have suggested that Chinese educators may vary in how they conceptualise the relationship between play and learning, how they view their own role in supporting children's play-based learning, and how they interact, pedagogically with children as they play. This study explored educators' attitudes and pedagogical orientation towards play-based learning and how educators' attitudes related to their language use in structured and free play.

Participants were 28 preschool educators, all of whom provided informed consent, from Zhejiang Province, China. Educators' attitudes were derived via interview and were categorized according to their perspectives about the relationship between play and learning. Nineteen educators expressed an 'interdependent' perspective recognizing that play and learning were inter-related, while nine held a 'dependent' perspective which saw play as separate to learning. Educators were also classified according to their reported pedagogical orientation. Twenty-two held a fixed role which reported one predominant teaching strategy, while six held a flexible/adaptable role reporting that they changed their strategy according to context.

Educators' language interactions with children were recorded during 20-minute sessions of structured and free play. Using systemic function linguistic theory, utterances were coded according to their function – statement (giving information), question (demanding information), offer (giving goods-&-service), command (demanding goods-&-service) – each of which serves a distinctive pedagogical function. Overall, educators' talk functions in the two contexts exhibited a similar pattern: statement > command > question > offer. However, educators tended to use more statements and fewer questions in structured, compared to free play contexts.

Chi Square analysis revealed different talk patterns associated with educators' perspective and pedagogical orientation. Across both contexts, 'dependent' educators used more offers and questions, and fewer statements than 'interdependent' educators. When compared with 'interdependent' educators, 'dependent' educators used more offers in free play and more commands in structured play. Across both contexts, educators holding a fixed role orientation tended to use more commands and fewer questions than those holding an adaptable/ flexible orientation.

This study revealed that Chinese educators are in a period of transition towards a play-based curriculum approach. While a majority recognized the inter-relationship between play and learning, most still reported a fixed role which was then associated with more verbal commands and fewer questions in both structured and free play. This suggests that a relatively traditional, teaching-centred approach remains. This study can inform those who are leading the progressive reform of Chinese preschool curriculum, as it draws attention to the importance of supporting educators to develop more child-centred, flexible and adaptable pedagogical approaches that will enable the desired implementation of the play-base curriculum.

C1-5A-02

The Types of Questions Teachers Ask at Childcare Conferences to Better Understand Children

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Keywords: children under 3 years old, children's case studies, ongoing childcare conferences

Abstract

In Japan, early childhood education teachers exchange opinions and deepen their understanding of children's development and practices by attending ongoing childcare conferences. These conferences provide an effective opportunity to reevaluate children and childcare objectively by reading and discussing case studies of children reported by other early childhood teachers (Cherrington & Loveridge, 2014; Syslová, 2019).

However, the collaborative discussions held among early childhood teachers at childcare discussion meetings are not easily managed, due to the diversity of reported cases. With this in mind, the purpose of this study was to clarify what questions early childhood teachers ask during childcare discussion meetings to deepen their understanding of children, and to explore factors that can improve the quality of discussions among early childhood teachers attending these ongoing childcare conferences.

This study analyzes the records of an ongoing childcare conference using episodes reporting on the play of children under the age of 3 at a private preschool in Japan. Five or six early childhood teachers attend this conference each month to deepen their understanding of these young children's play and development. The conference leaders, who are early childhood teachers themselves, recorded, in writing, the questions asked and answers given by the early childhood teachers during each of the conference sessions analyzed in our study.

Our analysis revealed that an average of three to four questions were asked by early childhood teachers attending each conference. The teachers asked questions about the details of the children's behavior, the reaction of children in the vicinity, the relationships among children, interpreting children's feelings, subsequent progress, the intention of the caregiver's assistance, children's relationships with the caregiver, usual childcare practices, and reasons for selecting the episode for evaluation, to discuss how better to understand the children.

The early childhood teachers broadened their perspective and asked questions not only about the child or children on the day of the episode, but also about the children's interests prior to the day of the episode and their subsequent behavior. In conferences where children's actions are

discussed, it is necessary for teachers to understand the children by talking about their activities from a variety of perspectives, even if the episode being discussed does not involve a child in their own class.

C1-5A-03

canceled

C1-5A-04

Research on the Relationship between College Students' Occupations Interests and Career Choices

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(Minghsin University of Science and Technology)

Keywords: occupations interests, career choices, Social Cognitive Career Theory(SCCT)

Abstract

The Department of Early Childhood Care is the cradle for cultivating educational care service personnel, and it should actively pay attention to whether students choose careers related to early childhood education after graduation. This study is based on Social Cognitive Career Theory (SCCT) and aims to explore the relevant factors that influence the career choices of college students in the early childhood care department and their performance. It is hoped that the research results can provide future curriculum guidelines for early childhood care related departments. A reference for drawing and career guidance, thereby achieving the technical and vocational education goal of making students adaptable and develop their talents. The SCCT mainly describes personal variables, contextual variables, cognitive variables and contextual factors closest to choice behavior, and contributes to the construction of individual occupations interests, the choice of career goals, career choice actions, as well as academic and career performance, achievements, etc., SCCT advocates that individual behavior will be affected by personal internal cognitive factors.

i. Research purpose

The purpose of this study is to explore the relationship between occupations interests and career choices of college students majoring in early childhood care in Taiwan, and to verify and identify the key factors that influence the career choices of college students majoring in early childhood care.

ii. Research questions

What is the current situation of occupations interests and career choices of college students majoring in early childhood care? What is the adaptation situation of the structural equation model between occupations interests and career choices of college students in the early childhood care department?

This study uses a questionnaire survey method, using the "Career Interest Scale" (18 questions) and "Career Choice Scale" (18 questions) from the college student career development questionnaire compiled by Lin (2011), with a total of 36 questions. Taking college students from the early childhood care department of a private technical university in northern Taiwan as the research subjects, the survey was conducted using a snowball method and 274 valid questionnaires were

collected. The collected data were analyzed and processed using statistical methods such as descriptive statistical analysis and structural equation model.

The conclusions obtained are as follows:

- i. The occupations interests of college students majoring in childhood care tend to be “social type”.
- ii. The career choices of college students in the Department of Childhood Care give priority to "socially oriented" jobs.
- iii. There is a significant difference in occupations interests between first-year and third-year students in the Department of Childhood Care.
- iv. There is no significant difference in the career choices of college students majoring in early childhood care in different grades.
- v. There is a direct relationship between the occupations interests and career choices of college students in the Department of Childhood Care. The suitability test of the structural equation model is supported and can explain the relationship between the main variables.

C1-5B-01

Nurturing Reciprocal Relationships in Early Childhood Education: Insights from the 'Preschool of the Future' Reform

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Keywords: preschools, children's 21st-century skills, cognitive skills, social-emotional skills, values education, pedagogical anchors

Abstract

The 21st century is typified by hyper-dynamic reality. The world is becoming increasingly global, interconnected, and competitive (Auld & Morris, 2019), and new generations (namely Gen Z and Alpha) are required to have a wide variety of new skills to cope with the new demands than previous generations (Seemiller & Clayton, 2019). Responding to these changes and acknowledging the importance of moving beyond basic traditional foundations of literacy, numeracy, and science (Graesser et al., 2022), education systems and policy makers in many countries have been updating the aims, content, pedagogies, and methods of learning, teaching, and assessments (Reimers & Chung, 2019). In particular, acknowledging the importance of laying the foundation at an early age, there is a growing consensus of the importance and suitability of cultivating 21st century skills in young children (Wong & Cheung, 2020; Kruszewska et al., 2022), and efforts in preschool are emerging.

As part of these trajectories, the Israeli Ministry of Education (2019) has initiated the 'Preschool of the Future' reform for early education. The reform aims to bring innovative educational and pedagogic changes which will integrate social-emotional, cognitive, and values-based skills required in the current era into early education (Turgeman et al., 2019). While some early education systems have already begun examining ways to implementing it, not much is known about early educators' views of the reform and to what extent it is being implemented. The implications of this study may enhance global preschool education efforts for children's future readiness.

The aim of the current study is to explore preschool teachers' perceptions of the importance of cultivating the different skills included in the 'Preschool of the Future' reform, and of the extent to which their cultivation takes place in practice in their respective preschools.

Research questions are:

Q1. What are preschool teachers' perceptions of the importance of cultivating various skills outlined in the 'Preschool of the Future' reform, including social-emotional, cognitive, and values-based skills?

Q2. To what extent do preschool teachers perceive that the cultivation of these skills is taking place in practice within their respective preschools?

Data were gathered from 208 preschool teachers. Based on the 'Preschool of the Future' Model, a scale was developed and validated, using exploratory factor analysis. To assess the research questions paired samples *t*-tests with Wilcoxon signed ranks were conducted.

Our study reveals social-emotional learning (SEL) as paramount in child development, surpassing other skills. However, a significant gap exists between perception and practice, with participants valuing these skills more than their reported implementation. Bridging this disparity is crucial in preschool education. We advocate for strengthened collaboration between ECEC and primary school educators, fostering holistic child development. Emphasizing children's role as active community members, we extend reciprocal relationships beyond educational settings. Strategic interventions should empower preschool teachers to integrate activities fostering social-emotional skills, cognition, and values. Through these efforts, we aim to create an inclusive environment where reciprocal relationships thrive, nurturing the holistic well-being of every child.

C1-5B-02

What Influences Nursery School Teachers' Decision to Leave or Continue Their Careers?

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Keywords: nursery school teacher, turnover, life course

Abstract

Japan's childcare workforce faces significant challenges in attracting skilled workers and personnel from other fields with childcare experience. As only few previous studies have examined factors for childcare job continuation based on individuals' life and career courses, our understanding of childcare workers' career choice behaviors remains insufficient. Therefore, this study examined how factors influencing childcare workers' decisions to leave or continue childcare vary according to their life and career courses.

The study conducted a web-based survey of qualified nursery school teachers between 2023 and 2024. The analysis included 256 female respondents, focusing on their personal attributes, intention to continue in the childcare profession, reasons for leaving and changing jobs, and factors necessary to make childcare profession rewarding.

Only 7.4% of participants were in their 20s. Furthermore, among the 96 nursery school teacher participants (including 45 working outside childcare), approximately 70% expressed an intention to continue in the childcare profession. Meanwhile, among the 94 non-childcare employees (including 58 nursery school teachers), approximately 20% expressed an intention to work in childcare. Finally, approximately 14% expressed an intention to work in childcare among the 66 unemployed individuals. Nine categories, including "Salary" and "Marriage," were used to classify the open-ended responses of 116 respondents regarding reasons for leaving childcare. These categories were structured using multiple correspondence analysis (MCA), with age and employment history plotted on the map as supplementary points, respectively. The results showed that the decision to leave childcare of those in their 30s were related to job quality, while those in their 60s to family life. Unemployed individuals' decision were associated with family life, while nursery school teachers and non-childcare employees were associated with the employment environment, specifically with career changes when they had changed occupations. Additionally, 11 categories, such as "Reasonable Salary" and "Quality of Childcare," were used to classify the open-ended responses of 256 respondents regarding what they deemed necessary for rewards in the childcare

profession. These categories were structured using MCA, with age and intention to work in the childcare profession appended on that map as supplementary points, respectively. The results showed that the factors influencing the intention to continue of those in their 30s were characteristically related to compensation and social evaluation, while those in their 50s and 60s to the work environment and quality of the childcare profession. The quality and social evaluation of the childcare profession significantly influenced childcare workers' intention to leave childcare. In contrast, the association between compensation and work environment influenced non-childcare workers. No evident characteristics based on whether the respondents had left their jobs were observed. In summary, this study found that the social value given to the childcare profession, rather than interest in the job as one's life and career, promotes the continuation of the childcare profession in the workforce.

C1-5B-03

The Influence and Limitation of the Integration Policy of Preschool Governance: Perspectives on Difference between Urban and Rural Areas

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Keywords: educare curriculum framework, mixed-age class, preschool governance, teacher allocation, urban and rural perspectives

Abstract

The focus of this study is to discuss the impact of the three key issues regarding early childhood education that have derived from the implementation of the preschool and nursery school integration policy, namely the allocation of teachers, Educare curriculum framework, and mixed age grouping, has on preschool governance. The research method for this study is investigating policy stakeholders' understanding of the policy and compliance level through self-reported questionnaires, as well as collecting interviews between scholars and experts, preschool itinerant counselor, preschool directors, preschool team heads, preschool teachers, and preschool educare giver. Through the accumulation of textual materials, this study hopes to achieve a more comprehensive exploration of the effectiveness and limitations of related policies. Firstly, quantitative research results have shown that rural preschool have less ideal organizational climate, leading to higher chances of burnout. This phenomenon is a result said preschool' low compliance of teacher allocation and mixed age grouping policies, compared to those of urban preschool. Secondly, this study has discovered due to the compliance of rural preschool towards curriculum frameworks and mixed age grouping policies are not as high as those of urban preschool, thus the former has heavier workloads, causing employees to have higher intentions of resigning. On the other hand, qualitative research results have pointed out that policy stakeholders (no specific region) generally acknowledged that the implementation of the preschool and nursery school integration policy brings about a certain degree of effectiveness, and that said policy has somewhat achieved its goal of quality assurance. However, rural preschool truly encounter more obstacles when implementing the integration policy, as compared with urban preschool. Difficulties include obvious age gaps within mixed age groups, which prompt the less proficiency of teachers' indicator use, lack of curriculum resources due to geographical restrictions, teachers in rural areas are unable to focus entirely on teaching because of simultaneously shouldering administrative work, and continuous personnel change results in lack of professionalism among employees. To understand the various aspects about the aforementioned points that are out of reach, interviewees have stated that it is possible to boost preschool employee

morale through professional counseling, establishing an online preschool education platform to elevate caregivers' professional growth, or divide administrative work among other preschool employees, thus lessening preschool directors' heavy burdens. Finally, the top priority currently is by dividing urban and rural talent selection or primarily employing rural caregivers with educational backgrounds, thus lowering the personnel change in rural schools. According to research results, this study shall propose suggestions concerning the impact of the preschool and nursery school integration policy has on preschool governance.

C1-5B-04

Social Justice and Equity in Australia's Updated Birth-5 Early Years Learning Framework

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Keywords: equity, diversity, social justice, curriculum, policy

Abstract

Early childhood education and care has been declared a national policy priority by all Australian state and territory governments. This priority was reflected in the 2022 update of *Belonging, Being & Becoming: The Early Years Learning Framework for Australia* (the Framework) (Australian Government Department of Education for the Ministerial Council [AG], 2022). This presentation investigates changes to the 2022 document to explore how socially just and equitable approaches are reflected in it.

The updated document was examined to determine changes from the 2009 version, addressing three research questions: 1. How are socially just and equitable approaches reflected in the 2022 update? 2. How are terms such as culture and diversity conceptualized in these texts? 3. How are diverse educators positioned in these texts?

A deductive content (word level) analysis of the Framework (AG, 2022) was undertaken using 13 key terms related to social justice and equity. The content analysis aimed to: 1. establish the frequency of the key terms; 2. identify how the key terms are conceptualized, explained, or used; and 3. Document changes and implications related to these key terms since the 2009 version of the document.

There were significant increases in the frequency of some key terms between the 2009 and 2022 versions of the documents. For instance, the terms 'culture' and derivatives (cultures/cultural/culturally etc.) was tripled; the use of 'diversity' (diverse/diversity/neurodiverse etc.) was nearly three times that of the 2009 document; use of the word 'equity' more than doubled, and use of the descriptor 'Aboriginal and/or Torres Strait Islander' was more than 12 times the frequency in the 2009 document. The key terms are rarely defined, making the meaning elusive and context dependent. Considerable strengthening of Indigenous perspectives has occurred with implications for if, and how these goals will be achieved. The presentations considers these challenges for educators.

C1-5B-05

Restorative Activities for Children in Conflict with the Law in Selected Urban Communities in the Philippines

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Keywords: restorative justice, children in conflict with the law, helping process

Abstract

Believing that the conventional justice system and institutional rehabilitation should be the last resort, this study examines the community-based strategies for restoring and supporting Children in Conflict with the Law (CICL).

This research delved into the restorative endeavors aimed at CICL within three urban communities in the Philippines. The case studies presented herein scrutinize the community-initiated intervention programs and activities, alongside the factors—both enabling and constraining—that influence the execution or lack thereof of such intervention programs.

Employing a descriptive, multiple-case study design, this investigation adopted the Restorative Justice Framework. The case study methodology facilitated a detailed examination of the processes, activities, and stakeholders involved in implementing intervention programs at the community level. This included key leaders, community professionals facilitating the helping process, and the familial and community context surrounding the child. Source triangulation, incorporating a diverse range of respondents, was utilized to ensure the sufficiency of data and reduce potential biases, thereby enabling a thorough assessment of intervention program implementation across communities.

Findings underscored the pivotal role played by the local council for the protection of children in executing these programs, which are grounded in the principles of restorative justice. Moreover, the investigation revealed that the communities institute restorative program practices targeting not only the child but also the family and the community, aligning with the ecological systems framework. Facilitating factors for sustaining the restorative program for CICL varied across communities, reflecting the distinctiveness of each locale and its resource allocation. Conversely, impediments to the facilitation of the restorative program for CICL proved somewhat intricate. These encompassed the demeanor of the assisting professional initiating contact with the CICL, the child's inclination to trust said professional, among other factors, which contributed to the non-facilitation of the community intervention programs.

While lauding the initiative of the communities, the research underscores the need for standardized training for community workers to effectively implement respectful, developmentally appropriate, strengths-based approaches in engaging with CICL within a restorative justice framework.

C1-5B-06

Developing Outcome Indicators of the Integration of Early Childhood Education and Care

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Keywords: integration of ECEC, outcomes, policy, Korea

Abstract

Over the past 3 decades, the Korean government has been striving to integrate early childhood and care (henceforth, ECEC) in order to alleviate the educational gap that accumulates from early years due to the current split ECEC system. The current government has prioritized the integration of ECEC as a national agenda, and expectations for the integration have been heightened nationwide. The Korean government designed the 'step-by-step implementation of the integration of ECEC' and designated the Ministry of Education as the leading ministry. Despite numerous policy research efforts on the integration of ECEC, outcomes and impacts, as well as monitoring the implementation processes of the integration of ECEC, have been scarce in the field.

This study is a three-year project (2023-2025) in order to improve the outcomes of the ECEC integration by monitoring implementation processes, identifying challenges, and suggesting alternative solutions. As part of the first year of study, this paper aimed at developing outcome indicators of the ECEC integration.

A range of methods were employed to gather different views of various stakeholders including Delphi surveys for developing outcome indicators, surveys of officials from 17 local education offices and provincial offices nationwide, and regional workshops.

Five top priorities for mid- to long-term outcome indicators based on the objectives of the ECEC integration are identified as follows: ① Bridging the educational gap in young children (17.3%), ② Enhancing policy stability, consistency, and efficiency through the consolidation of administrative systems (16.8%), ③ Promoting the holistic development and well-being of young children (12.6%), ④ Enhancing the professionalism and job satisfaction of teachers (11.2%), and ⑤ Improving the quality of curriculum implementation (10.7%). Measures to enhance outcomes of the ECEC integration are suggested including relevant legislative amendments, securing administrative personnel and financing for the integration, developing manuals to guide the implementation process at the local level, finalizing and utilizing outcome indicators, and providing consulting to various stakeholders regarding the integration processes and issues.

C1-5C-01

**Motivational and Social Cognitive Mechanism Underpinning
Grandparents' Domestic Injury Prevention for Infants and Toddlers:
A Longitudinal Test of an Integrated Health Psychology Model**

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(The Education University of Hong Kong)

Keywords: integrated behaviour-change model, self-determination theory, theory of planned behaviour, home safety, accidents prevention.

Abstract

Infants and toddlers (0- to 4-year-old children) have the highest risk and mortality rate of domestic injuries compared to children in other age groups. While grandparents are often one of the important caregivers of infants and toddlers, it is important to examine the psychological process that underpins their commitment to the prevention of domestic injury.

This longitudinal study applied the integrated model of self-determination theory and the theory of planned behavior to understand the motivational and belief processes underlying childhood domestic injury prevention among grandparent caregivers.

The participants were 299 grandparents of 0- to 2-year-old infants and toddlers. They reported their perceived psychological need support, autonomous motivation, perceived behavioral control (PBC), social norms, attitude, intention and adherence with regard to domestic injury prevention for their children at two time points (T1: baseline, T2: 4-month follow-up).

Structural equation modeling showed that the integrated model yielded an acceptable fit with the data: $\chi^2 = 905.09$ ($df = 531$), CFI = .94, TLI = .93, RMSEA = .05, and SRMR = .078. The pathways of the model also showed significant and positive associations between (1) psychological need support from family and autonomous motivation; (2) autonomous motivation and social cognitive beliefs, social cognitive beliefs and intentions, and (3) intention and behavioral adherence.

Our study provides initial evidence that a psychological need-supportive climate is essential for promoting autonomous motivation, which in turn relates to better attitude, social and control beliefs that facilitate intention formation and behavioral adherence to childhood domestic injury prevention.

C1-5C-02

How Do the Parents' Roles in Nuclear and Extended Families Environments in Stimulating Early Childhood Independence?

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(IAIN Bone)

Keywords: parents' role, nuclear family, extended family, early childhood independence

Abstract

Early childhood is the most crucial time in shaping a child into a quality individual (the golden age). It is the optimal time to train and teach various potential basic abilities of children, one of which is the independence. Independence is not a skill that emerges suddenly but needs to be taught to children in the form of stimuli. Without it, the children do not know how to help themselves, leading them to always depend on others, even into adulthood. According to Covey (2022), parents' roles in providing stimulation to their children can be classified into four categories: Modeling, Mentoring, Organizing, and Teaching. If these four roles are carried out effectively, the children's skills can develop as expected."

In instilling the independence to children, parenting styles have a significant influence. The implementation of parental parenting styles on their children can also be influenced by the surrounding environment, not only within the nuclear family but also by other family members such as grandparents, uncles, aunts, and others who live in the same household (extended family) (Lestari, 2023). The nuclear family consists of only three social positions: husband-father, wife-mother, and child-sibling. The extended family is a form of family that remains characteristic of Indonesian society, especially in rural areas. The children who raised by close relatives tend to have independent spirits and are resilient, but they also tend to be less obedient to their parents (Perayani, 2013). The research by Rahmawati (2015) also indicates that independent behavior is observed in children raised by close relatives, while children raised by their own parents are always accompanied to school. The ambiguity or debate about which type of family plays a better role in building children's independence has prompted researcher to conduct this research.

The objective of this research is to find out the different roles of parents in stimulating the independence of early childhood and to explore the differences in independence based on family type (Nuclear and extended family).

This research is a comparative study utilizing an online survey as the data collection method, which was filled out by 250 parents in the Eastern region of Indonesia and conducted in

December 2023. The collected data was analyzed using the Mann-Whitney Test (Two-Sample Comparison Test)."

The analysis results depict that the role of parents in the nuclear family environment, consisting of modeling, mentoring, organizing, and teaching, mostly functions very well. However, in the extended family, there are some roles that are not fulfilled because they have been carried out by other family members. The difference in role of fulfillment evidently has implications for the difference in child independence, as indicated by the p-value of 0.039, where $P < 0.05$, indicating a difference in independence with a tendency that children living in nuclear families are more independent than those living in extended families. Regardless of the family type, it is hoped that families have the same understanding of the importance of stimulation in shaping independence so that children will grow and develop according to their developmental stages.

C1-5C-03

Family Socioeconomic Status Predicts Child Executive Functions: Child Routines as a Mediator

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Keywords: socioeconomic status, child routines, executive functions, structural equation modelling

Abstract

Executive functions (EFs), encompassing working memory, inhibitory control, and cognitive flexibility, have consistently emerged as foundational skills for learning, self-regulation, and adaptation (Diamond & Lee, 2011). Importantly, EFs serve as one of the most robust predictors of child developmental outcomes (Kao et al., 2018). During early childhood, children's EFs development is significantly influenced by contextual factors, with family socioeconomic status (SES) being a particularly influential factor (Lawson et al., 2018). Families with lower SES tend to have more stressors (e.g., financial strain, crowding, noise and household chaos) (Merz et al., 2019). This unpredictable and overstimulating home environment can be detrimental to the development of child routines, which may further predict lower child EFs (Marsh et al., 2020; Vernon-Feagans et al., 2016). Furthermore, parents from lower SES families may have reduced awareness and resources to effectively supervise and support their children in developing daily routines (Hale et al., 2009). However, to date, there is a lack of research exploring the role of child routines in the underlying mechanisms through which family SES is related to EFs.

This study aimed to examine the mediation role of child routines in the association between T1 Family SES and T2 Child EFs.

Research question: Does T1 child routines mediate the association between T1 Family SES and T2 Child EFs?

The final sample included 183 families with preschool-aged children (50.3% girls; $M_{\text{age}} = 68.86$ months, $SD = 5.63$) and their mothers. At Time 1 (T1), mothers completed the demographic survey on monthly household income and their education level, which were calculated as a composite score of family SES. Mothers also rated on their children's routines at T1. At Time 2 (one month after T1), a total of 169 children completed four EFs tasks assessing the three core components of EFs, which were calculated as a composite score of EFs. Structural equation model (SEM) was then used to examine the mediation model.

The mediation model was a good fit to the data after controlling for child gender and family status. Although the direct effect of T1 family SES on T2 child EFs was not significant, there was a significant indirect effect through T1 child routines. Specifically, T1 family SES was positively related to T1 child routines, which in turn positively predicted T2 child EFs.

Findings revealed the crucial role of child routines in mediating the association between family SES and child EF. This study highlights the significance of recognizing the potential risks to child EFs in low SES families. We propose that promoting child routines can be an effective approach in prevention and intervention programs among children from low SES families. This can include enhancing parental awareness and strategies to foster child routines, thereby supporting the development of EFs in children.

C1-5C-04

Effectiveness of Seamless Mobile Assisted Real Training for Parents (SMART-P) to Improve Parents' Locus of Control and Its Impact on Children's Well-Being

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Keywords: Seamless Mobile Assisted Real Training for Parents (SMART-P), parents' locus of control, children's well-being, early childhood education

Abstract

Child welfare is capital for the child's continued growth and development. A high locus of control in parents, of course, influences good child welfare. However, it turns out that the level of child welfare in Indonesia is still very low. This is proven by the high cases of stunting, violence against children, and infant mortality rates, which make children's welfare low. Not only Indonesia but several Asian countries are also experiencing the same thing. Therefore, there is a need to increase awareness among parents, especially in education and childcare. Therefore, this research aims to measure the effectiveness of Seamless Mobile Assisted Real Training for Parents (SMART-P) in increasing parental locus of control in parents to improve children's welfare. The research questions in this study are: 1) How effective is Seamless Mobile Assisted Real Training for Parents (SMART-P) in increasing parental locus of control in parents? 2) What is the impact of Seamless Mobile Assisted Real Training for Parents (SMART-P) on children's welfare? This research used a quantitative experimental method with a pre-test and post-test design involving 30 parents in Malang City. The selection of research subjects used purposive sampling with the criteria that parents had children aged 3-6 years. Data collection was carried out using a questionnaire with 47 questions on parental locus of control and 37 questions on child welfare. In this research, the data obtained was then analyzed using a paired samples t-test to see the effectiveness of SMART-P in increasing parental locus of control and a regression test to see its impact on children's welfare. This application is available in two languages, namely Indonesian and English, to make it easier for several other countries who want to use it. It is hoped that this research can contribute to improving parental care so that it has an impact on improving children's welfare. A good locus of control in parents can provide good education and stimulation for children because parents can understand

the stages of children's growth and development. Therefore, the continuation of this research will have a positive impact, especially on developing various aspects of child development at a later age.

C1-5C-05

A Home-Based Support Program for Underprivileged Families with Infants and Toddlers: Views from Parents

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Keywords: home visit, coaching, parenting, routines-based model

Abstract

Children between the ages of 0 and 3 are at the most critical period of development, during which their growing environment and early experiences have a profound and lasting impact. In Hong Kong, children from underprivileged families have limited access to support and resources for infant and toddler education, as well as healthcare assessment services. Therefore, it is imperative to provide these vulnerable children with an advantageous environment for their growth and development, avoiding a chain of disadvantages in their future. To address the needs of underprivileged families, a 6-month home-based support program was developed by embedding the routines-based model into the local context. The program placed a strong emphasis on collaboration among individual families, social workers, and early childhood teachers to enhance children's functioning in their everyday lives. Through on-site coaching provided in their home settings, the program aimed to enhance parents' competence in caring for and educating their young children in a natural environment.

A hundred underprivileged families with children aged 0 to 3 were recruited from non-governmental organizations. They participated in the program and collaborated with professionals to co-create a nurturing and enriching environment tailored to the specific developmental needs of their young children. This paper documented how the home-based support program for young children was implemented in the underprivileged families in Hong Kong. The study also aimed at examining the effectiveness of this intervention program from the perspectives of the parents. Qualitative data collected from post-intervention interviews with parents revealed that they acknowledged professional support and coaching provided in parenting, attributing it to (1) individualized home-based support, (2) emotional relief and support for parents, and (3) facilitation of family relationships among entire families. These findings also suggested the positive impacts had been experienced by the families and their children. Implications of home-based family programs and the need for further studies on child outcomes have been discussed.

C1-5C-06

Impact of Onsite Professional Coaching on Improving Early Childhood Environment in Hong Kong Kindergartens

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Keywords: classroom quality, structural dimensions, process dimensions, Early Childhood Environment Rating Scales, professional coaching

Abstract

The Early Childhood Environment Rating Scale-Revised (ECERS-R) and Early Childhood Environment Rating Scale-Curricular Extension (ECERS-E) were used to assess changes in classroom quality from Baseline (K1 – three years old) to Post-test (K3-five years old). The tools consider both structural and process dimensions in their measurement of the quality of early childhood education. Structural quality examines teacher training, adult-child ratios, group size and the physical setting. Process quality is concerned with teacher-child interactions, educational activities and the curriculum. Professional coaching fosters a movement of dedicated, compassionate, and professional agents of change who over time are able to sustain the quality of education in the field. The teacher professional development involved a coach personally and purposefully listening to and discussing teacher related issues with a coachee (teacher) to improve the latter's performance in a particular skill or area . Intensive coaching was provided after each on-site visit involving listening and discussing with the teacher to enable them to identify; to analyse strengths and weaknesses; and, to consider areas for improvement. The coaching was not limited to teaching practice, professional knowledge, and skills, but also included overall well-being and the general development of a teacher.

The present paper looked into the impact of professional coaching in enhancing quality teaching and learning in early childhood education settings.

The present study used the Chinese versions of the two scales. The scales provide a comprehensive framework for carrying out a formative assessment by early childhood education (ECE) practitioners on the quality of the educational environment in their own school setting. The ECERS-R has 43 items comprising seven subscales: "Space and Furnishings", "Personal Care Routines", "Language Reasoning", "Activities", "Interactions", "Programme Structure" and "Parents and Staff". The ECERS-E has 15 items comprising four subscales: "Literacy", "Mathematics",

“Science and the Environment” and “Diversity”. The Comprehensive Intervention Group received onsite professional coaching from 2019-2020. A limited group of teachers and administrators in the HSG received Enhanced OPC from 2020–2021. The PECERA-HK team began delivering the ECERS OPC intervention in April 2019 to the CIG schools. One coach was assigned to each school, providing five coaching sessions over two academic years (2018-19 and 2019-20). A total of 41 teachers and principals, and 12 coaches and veteran ECE educators with an average of 20 years of experience and expertise, collaborated closely in the coaching services. Apart from two highly experienced coaches who each coached three schools, the remaining 10 coaches were each assigned one school.

A Repeated Measures ANOVA was used to assess differences between measures at Baseline (K1) and Post-test (K3) (see Table 68) There were significant increases between the mean scores at Baseline and Post-test in the CIG schools. The large effect sizes indicated significant and real improvements in all areas following coaching and PD. Similarly, there were significant differences between the mean scores at Baseline and Post-test with the HSG schools. The large effect sizes suggesting significant and real improvements in all evaluation areas at post-test (conducted in 2020-21, concurrently with the Enhanced OPC). Implications on using ECERS scales supported by professional coaches are discussed.

C1-5D-01

Definitions of Creativity from the Perspectives of Kindergarten Stakeholders: An Interview Study Based on Rhodes' 4P Model

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Keywords: creativity, Hong Kong, kindergarten teachers, kindergarten principals, teacher educators

Abstract

In 2017, Hong Kong included the notion of creativity in its official kindergarten curriculum framework. The curriculum suggested that pedagogical activities should "stimulate children's creativity and imagination, and encourage them to enjoy participating in creative works" (CDC, p.24, 2017). However, despite the great interest in fostering children's creativity, the curriculum did not define what creativity means in relation to 3- to 6-year-old children. Stakeholders such as teacher educators, kindergarten principals, and teachers may have different understandings of creativity, possibly leading to difficulties in implementing this notion into practice.

We adopted Rhodes' 4P model (Rhodes, 1961) to examine Hong Kong kindergarten stakeholders' definitions of creativity in relation to young children. We posed two research questions: (1) What are the themes and elements that Hong Kong kindergarten stakeholders (i.e., teacher educators, principals, and teachers) refer to in their responses when defining the notion of creativity? (2) How do these stakeholders differ in their responses when defining this notion?

We asked 50 kindergarten stakeholders (20 teacher educators, 10 principals, and 20 teachers) to define the notion of creativity using their own words. Content analysis, descriptive statistics, and multiple Fisher's exact tests (2x2) were used to analyze their responses.

We found that all stakeholders possessed a partial understanding of creativity, especially teachers. Stakeholders' definitions mainly focused on the importance of creative processes. Other components such as the learning environment, the traits of a person, and the creation of products were rarely alluded to in their definitions. We conclude that there is an urgent need to explicitly articulate and conceptualize the notion of creativity within the Hong Kong kindergarten curriculum framework. This would allow stakeholders to find common ground in the teaching and learning of creativity.

Practical implications for the enhancement of creativity education are discussed. These implications would be relevant to curriculum designers, professional development providers, kindergarten principals, and teachers.

C1-5D-02

Class Meetings as a Tool to Build Young Children's Perspective-Taking and Self-Regulation: Learnings from a Teacher Inquiry Project

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Keywords: self-regulation, perspective-taking, class meetings, challenging behaviours

Abstract

Prosocial behaviours such as acts of kindness and cooperation play a vital role in shaping children's social and emotional competencies in their early years. When strengthened appropriately, children build on maintaining positive social interactions with their peers, and work on mitigating challenging social behaviours. This presentation is based on the findings of a teacher inquiry project that was initiated based on classroom observations that showed children's challenging behaviours for which the classroom teachers had tried out several strategies. The rationale for this is that a proactive approach is needed to address such behaviours and therefore the need for class meetings. Class meetings serve as a platform for early childhood educators to establish guidelines and arrive at agreements on the proposed social expectations with young children, enabling them to take ownership of their behaviours (Carter & Ellis, 2016; Hancock & Carter, 2016; Giordano, 2021).

The research questions that guided the teacher inquiry project were:

1. What are some of the common challenging behaviours observed in the classroom?
2. How do class meetings promote prosocial behaviours in children?

A total of 5 participants aged 5-6 years old in Kindergarten 2 Class participated in this teacher inquiry project. These children were observed during routines, transitions and classroom activities, based on which the structure and content of the class meetings were developed. The teaching aid used in the class meeting drew inspiration from the action plan and overarching expectations set for the children in the study conducted by Carter et al. (2011). A total of 6 class meetings were conducted, each lasting less than 30 minutes and held once a week. The meetings included four segments: introducing expected prosocial behaviours, recalling children's behaviours, reflections and discussions. Data sources include classroom observations and teacher journals.

In the pre-intervention phase, the selected participants showed limited social perceptiveness while interacting with other children. Observational data revealed that they also struggled with emotional regulation, often responding impulsively and displaying anger and

frustration. However, during the intervention, regular class meetings helped improve the children's understanding of perspectives and emotions. Reminders were used to encourage the development of prosocial behaviors. In sum, the teacher inquiry project found that class meetings were effective in promoting children's prosocial behaviours by expanding their understanding of perspective-taking and recognising emotions. Role-playing segments were incorporated into the meetings, allowing children to engage in real-life social scenarios relevant to their social interactions and behaviours. This suggests that curriculum planning should intentionally include aspects of perspective-taking and self-regulation to support children's social and emotional competencies, and particularly, prosocial behaviours.

C1-5D-03

Educator Assessment of Self-Regulation Skills in Early Childhood: Insights from a Pilot Study in Singapore

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Keywords: classroom self-regulation, teacher-report, early childhood, school readiness

Abstract

Self-regulation (SR) and executive functioning (EF) skills are two key components of the broader construct of school readiness. There is strong research evidence that children with strong SR and EF skills are better equipped to navigate the multiple challenges of formal schooling. In line with current developments in research, the recently revised Singapore kindergarten curriculum framework (Nurturing Early Learners Framework) provides a strong emphasis on supporting and facilitating children's holistic development. This includes a more intentional focus on providing opportunities for children to develop EF skills in their daily activities and routines. Thus, it is important to provide educators with appropriate tools for assessing children's EF/SR skill development to inform their teaching practices and strategies. Unfortunately, such tools are not readily available in Singapore.

This paper reports on the results of a pilot study aimed at developing a locally relevant and psychometrically sound tool that educators can use to assess children's SR skills in the classroom. The objectives of the study were to examine the psychometric properties of the tool and to gather qualitative feedback about educators' experiences in using the tool.

Based on existing instruments, we developed an adapted version of an educator-completed tool that could be used to assess classroom SR skills in children aged 3 to 6 years. The tool comprised 12 items, each rated on a 5-point scale (1 = Never; 5 = Always). We piloted the tool with a sample of 480 children (aged 3 to 6 years) attending preschools in Singapore. Educators were trained to complete the tool through face-to-face or online sessions with a user's guide that we developed. Upon completing the training, educators completed the tool online via Qualtrics.

Preliminary findings indicate that the tool has good internal consistency and positively correlates with child-administered measures of EF and SR. We also found some evidence of age-related differences in children's scores on the tool. Feedback from educators indicated that they favoured the tool's conciseness. Moreover, they found it easy to use for assessing 4- to 6-year-olds relative to 3-year-olds, as well as children who were more expressive and participative relative to children who were more reserved in nature. Educators also alluded to some of their challenges in

using the tool within the constraints of existing classroom practices and activities (e.g., insufficient opportunities to observe 3-year-olds' SR skills given the infrequent use of structured activities for this age group). Further analyses will be conducted to assess the statistical functioning of the items in the tool (e.g., item difficulty, differential item functioning by gender) and criterion validity of the scores in relation to children's numeracy, language, and socio-emotional skills. Implications of our current findings for theory and practice will be discussed.

This paper is a joint contribution by the author and her project team member, Stephanie Chai.

C1-5D-04

Socioemotional Skills and Resilience in Indonesian Early Childhood

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Keyword: socioemotional skills, resilience, early childhood, preschool teachers, Indonesia

Abstract

This study aims to investigate socioemotional skills and resilience in Indonesian early childhood, assigned by preschool teacher. There are still Indonesian children who have not achieved the socioemotional development tasks appropriate to their age. With current technological advances, the influence of social media via the internet means that children rarely interact physically. They only communicate via smartphones, gadgets, etc. Apart from that, watching films in violent play games also makes children imitate antisocial behavior. Furthermore, children's resilience in facing current challenges/problems is still less than the expectations of teachers and parents. They tend to be spoiled, and do not bother to meet their own needs. On the other hand, some teachers and parents do not understand the meaning of the word "resilience", but they understand examples of socioemotional skills. Therefore, we ask the following research questions: 1) what is the meaning of socioemotional skills and resilience? 2) Why are these two things important? 3) How do teachers interact with children to develop socioemotional and resilience skills? With narrative qualitative method, we asked nine Indonesian preschool teachers from the DKI Jakarta, West Java and Gorontalo provinces. They are female and aged between thirty-three and fifty-six-years. They have been teaching in kindergarten (for children aged four-to-six-years with ten until twenty children in one class) for twelve to twenty-eight-years. After we reduce, display and verificative data, the results show that some teachers do not understand the word resilience in English, but they understand the word resilience through the concept of socio-emotional skills such as communicating, socializing, working together, playing together, sharing, empathy, controlling emotions (crying, sadness, anger, fear, disappointment, dislike), etc. Most Indonesian children are able to perform socioemotional skills, and they have a good resilience. Socioemotional skills are a child's ability to relate to other people and regulate emotions, while resilience is a child's ability to protect themselves, recognize and regulate emotions, adapt in various conditions, and rise from failure. These two things are very closely related and important because children must have both of them at their age and continue

with more complex developmental tasks and provision for the future life. Teachers develop socioemotional and resilience skills through role playing, role model, reinforcement and giving opportunity to children to be independent in completing their developmental tasks. We imply that teachers need to remind children when children are still unable to complete tasks/problems on their own, and cannot control their emotions. Besides, the school can improve the program of socioemotional skill and resilience.

C2-3A-01

**Hands Holding Together:
A Case Study of Children-Elders Co-Learning of Preschool in Taiwan**

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Keywords: children-elders co-learning, Intergenerational learning, children's reciprocal relationships, community integration, children's well-being

Abstract

Children-elders co-learning is one type of intergenerational learning, which means interactive learning through communication, sharing ideas and experiences between children and the elders. According to Taiwan's latest population investigation data, the number of elders over the age of 65 has reached 4.3 million, approximately 18.5% of the total population. In an aging society where the elderly population is gradually increasing, the proportion of elders in the community is high, which leads to increasing opportunities for children to contact with the elders. Children-elders co-learning has become an important development trend in Taiwan's preschools. Through interaction with the elders, children can have more experiences, and their observation and social abilities can also be promoted through interaction. It also provides children a warm environment to grow up.

This study was a case study of a preschool in Taiwan. The preschool was established in 2022, which located in a community specially built for retired elders. Because of most residents are elders over the age of 65, the interaction between children and the elders was very close. In order to help children increase their experiences through interaction with the elders, to promote the integration of intergenerational relationships, and to enhance the reciprocal relationship between children and the community, the principal of this preschool actively implemented children-elders co-learning. This study was continued from September 2023 to February 2024, and the three research questions were as follows: (1) What is the plan of children-elders co-learning of preschool? (2) What is the process of children-elders co-learning? And (3) What is the effectiveness of children-elders co-learning on children? The research method was case study, and the researchers adopted interview method (interviewees included principal, elders and parents) and observation method (observing focus was the interaction between children and the elders) to gather the information.

The results of this study were as follows:

1. The children-elders co-learning plan of preschool was not just an accumulation of individual activities, but a long-term, systematic plan in which both parties of interaction are mutual subjects and combined with different activity types.

2. The interaction between children and the elders, not also the one-on-one but the group activities, children showed interest and can actively interact with the elders.

3. The elders prepared the classes in advance and adjusted the teaching contents according to the age and ability of children before teaching.

4. Through children-elders co-learning, children mainly improved their observation skills, language expression skills, and interpersonal interaction skills.

5. Through children-elders co-learning, the interactive relationship between children and the community became closer and more harmonious, which improved children's well-being.

This study suggests that long-term and systematic planning are needed for children-elders co-learning. Also, both children and the elders are mutual subjects in the process of interaction which is important for effectively promoting children's interaction skills, community participation, as well as the well-being.

C2-3A-02

**Entering Our Community:
A Study on Preschool and Community Interactions Planning**

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Keywords: community interaction, reciprocal relationship, social agencies, children's well-being, preschool

Abstract

Interaction between Preschool and Community means that preschools of the community. Preschools should provide opportunities for children to understand about community, promoting positive reciprocity for mutual assistance.

Research on preschool-community engagement indicates that through diverse forms of collaborative activities, children can interact with various groups of people, thereby enhancing their sense of identity and belonging within the community.

The case study preschool in Taiwan has been planning, promoting, and engaging in community interactions, particularly with Social Agency, since 2021. Regular visits were established to foster relationships among preschoolers, teachers, and community members. The study addressed two research questions: First, to understand the planning and logistics of community engagement in preschool. Secondly, to observe the nature of the reciprocal relationships among the participants.

Through interviews with teachers and institution supervisors along with data collected via weekly logs, curriculum records, recorded images, and activity plans, the following research results were obtained:

1. Preschool integrates community resources, ranging from regular walks to community engagement and deep interactions with social agencies. It uses progressive and personalized planning build friendly relationships with the community form the characteristics of preschool.
2. By planning community-wide collaborative activities with inclusion and accessibility and improve children's well-being founded in mind. For example, Sports event, Charity sale, Used items donation s activities.
3. Children can adjust their interactions based on the people from different backgrounds. Using multiple interactive methods enhances their language and social interaction skills.

4. Teachers can provide children with more opportunities for interpersonal interaction and enhance their interactive experiences by observing the interactions between children and the community.

5. Building close and authentic partnerships between the preschool and community institutions resulted in mutually beneficial relationships.

This study suggests that community interactions should involve progressive and personalized planning. Creating a list of social agencies and gradually building relationships with them can enhance children's abilities to interact with various community members, promoting positive reciprocity and mutual assistance and children's well-being founded between preschool and the community.

C2-3A-03

**Fostering Reciprocal Relationships in Preschoolers
through the Application of Social, Emotional, and Ethical (SEE) Learning:
A Theoretical Perspective**

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Keywords: social and emotional learning (SEL), ethical development, resilience, mindfulness, compassion, well-being

Abstract

Reciprocal relationships play a crucial role in the social and emotional development of preschoolers, as they lay the foundation for future interactions and well-being. The Social, Emotional, and Ethical (SEE) Learning curriculum, developed by the Center for Contemplative Science and Compassion-Based Ethics at Emory University, offers a promising framework for nurturing these relationships in preschool and home settings. This study explores the theoretical underpinnings of SEE Learning and its potential application in promoting reciprocal relationships among preschoolers.

SEE Learning expands upon traditional social-emotional learning (SEL) programs by incorporating resilience, trauma-informed education, mindfulness, compassion, and ethical practices. The curriculum is grounded in a framework that encompasses three dimensions—awareness, compassion, and engagement—and operates within three domains: personal, social, and systems. By cultivating skills such as attention, self-awareness, self-compassion, self-regulation, interpersonal awareness, compassion for others, relationship skills, and appreciating interdependence, SEE Learning aims to foster a more holistic approach to social and emotional development.

The integration of mindfulness and compassion practices in SEE Learning is particularly relevant for preschoolers, as it helps them develop emotional regulation, empathy, and prosocial behaviors. By learning to recognize and manage their own emotions, preschoolers can more effectively engage in reciprocal interactions with their peers and caregivers. Furthermore, the emphasis on compassion and kindness promotes an understanding of others' feelings and needs, thereby strengthening the quality of their relationships.

SEE Learning's focus on appreciating interdependence and systems thinking can also contribute to the development of reciprocal relationships in preschoolers. By recognizing the interconnectedness of individuals within their social networks, children can learn to value and

nurture their relationships with others. Moreover, SEE Learning's approach to building resilience and promoting secure haven significantly contributes to preschoolers' overall well-being. By creating a supportive and nurturing environment that encourages exploration and provides a secure attachment, educators and parents can help children develop a strong sense of self and the ability to cope with challenges.

The application of SEE Learning in preschool and home settings has the potential to create supportive environments that prioritize the development of reciprocal relationships and well-being. Educators and parents can incorporate SEE Learning principles and practices into daily routines and interactions, providing children with opportunities to practice and internalize these skills and find self-care and self-compassion.

In conclusion, the SEE Learning curriculum offers a comprehensive theoretical framework with learning activities for fostering reciprocal relationships in preschoolers. By integrating resilience, trauma-informed education, mindfulness, compassion, and ethical practices into social and emotional learning, SEE Learning can help children develop the skills necessary for nurturing positive, reciprocal interactions with their peers and caregivers, both in preschool and home settings. Ongoing research and application of these principles in early childhood education are imperative for advancing our understanding and promotion of children's social and emotional well-being.

C2-3A-04

**Questioning to Elicit Preschoolers' Inferential Thinking:
A Study of Chinese Teacher-Child Linguistic Interactions during Block Play Activities**

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Keywords: teacher questioning, inferential language, teacher-child linguistic interactions, Block Play activities, preschool children

Abstract

Questioning serves as a crucial educational tool that empowers teachers to foster student engagement and facilitate their cognitive development (Chen & Liang, 2017).

Previous research has demonstrated a correlation between the complexity of teachers' questions and the corresponding sophistication of children's responses in activities such as shared book reading (Zucker et al., 2010) and play-based or whole-group instruction (Chen & Liang, 2017). However, most of these studies have primarily focused on the educational context in the U.S. (Tompkins et al., 2013; Zucker et al., 2010). Chen and Liang (2017) conducted a study in kindergartens in Hong Kong, emphasizing the importance of expanding research in other cultural settings. Therefore, there is a need to conduct a study in Guangzhou, China, operating within a different educational system under the "one nation, two systems" framework.

Building upon Chen and Liang's (2017) findings and the concept of "scaffolding interaction," which illustrates the alignment between teacher and student interactions within the children's Zone of Proximal Development, this study aimed to analyse the quantity (in terms of number and percentages) and quality (in terms of abstract levels) of Chinese teachers' questions and children's responses and their alignments during Block Play activities.

Using random sampling, one classroom was chosen from each of the 17 kindergartens with diverse socioeconomic backgrounds in Guangzhou. Seventeen kindergarten teachers (16 females, 1 male) participated and provided demographic information through a questionnaire. Videotaped and non-participant observations captured authentic teacher-child interactions during block play activities. Seventeen block play activities with a "transportation" theme were transcribed by two research assistants. The coding scheme classified teachers' questions and children's responses into four levels: Matching Perception, Selective Analysis/Integration of Perception, Reordering/Inferring about Perception, and Reasoning about Perception. The overall inter-rater reliability for coding was .86.

Firstly, derived from the ANOVA analyses of teachers' inquiries frequency and children's consequent responses, teachers produced significantly more utterances (4629) significantly overshadowing the utterances made by the children (1798). The teachers' contributions encompassed 2849 (61.55%) comments and 1780 (38.45%) inquiries. Secondly, teachers were more prone to ask literal questions (78.77%) than inferential ones (21.23%), a trend mirrored by their children's responses (75.71% literal to 24.29% inferential). Thirdly, a substantial alignment was noticed between the teachers' inferential questions and the children's equivalent responses, labelled 'scaffolding interaction'. Finally, teachers possessing degrees exhibited a heightened propensity for question-asking, which fostered increased interaction and child responses.

This study confirms that play activities effectively promote children's inferential responses across different cultures. Chinese educators tend to ask literal questions, while American teachers prefer inferential questions. Moreover, findings highlighted the importance of improving the educational qualifications of early childhood educators. As the inaugural empirical investigation into the practices of early childhood teachers in Guangzhou, this study enhanced our understanding of successful scaffolding techniques in various contexts and cultures. In conclusion, teacher questioning as a scaffolding strategy supports individual children in developing their knowledge and becoming effective learners.

C2-3A-05

Early Childhood Education (ECE) Teachers' Skills in Managing A Classroom That is Pleasant and Free From Bullying in Jakarta, Indonesia

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Keywords: classroom management, pleasant, bullying, ECE teachers

Abstract

Teachers must have professional competence, especially skills in managing the classroom, because managing the classroom is one of the components that ensure successful learning (Brophy, 2006). SEAMEO research in 2010 found that teachers' classroom management skills in Indonesia are still low. A preliminary research study found that 72% of ECE teachers stated that bullying behavior had occurred in their classroom (Wulan, 2021). This condition indicates the importance of improving ECE teachers' classroom management skills to anticipate the emergence of bullying behavior in early childhood.

This study aims to describe the skills of ECE teachers in managing a pleasant and bullying-free classroom. This study used an explanatory mixed method design model. Quantitative data were collected through questionnaires to 165 teachers from non-formal ECE institutions in DKI Jakarta. Qualitative data were collected through interviews and FGDs with 22 teachers. Observation and documentation were conducted in 6 ECE institutions. The questionnaire contained questions about indicators of teachers' classroom management skills that included three dimensions; (1) management of time, (2) management of groups and individuals, and (3) management of space. These three dimensions combine in the creation of a pleasant and bullying-free classroom that will encourage the formation of positive child behavior so as to ensure the successful achievement of learning objectives.

The results showed that ECE teachers' skills in managing the classroom amounted to 60.80% in the "good enough" category. The results of observations show that there are still many teachers who have not been able to organize learning materials according to the needs and characteristics of each child, inappropriate furniture arrangement due to limited space, inadequate facilities and infrastructure used. Meanwhile, the teacher's ability to organize a pleasant physical classroom environment was 48.0% in the "good enough" category. Actually, teachers already have a "fairly good" ability to organize the physical environment of the classroom which includes; setting

the room temperature, floor, light, walls, selecting children's tables and chairs, selecting and grouping learning media, using equipment that is in accordance with children's body size standards and laying equipment. Teachers' abilities are still "not good" at managing sound, using lockers, separating space/activity areas and access in the classroom, this is triggered by the limited infrastructure owned by ECE institutions. Teachers' ability to anticipate child bullying in the classroom amounted to 64.30% in the "good enough" category. Teachers are still unable to identify various forms and characteristics of bullying behavior, still lack understanding of what strategies are appropriate to overcome children's bullying behavior. This can be seen in the teacher's omission of various child bullying behaviors that occur in the observed class.

This research is expected to provide recommendations for stakeholders to make efforts to strengthen and improve the competence of ECE teachers, especially in classroom management skills through various appropriate and effective classroom management skills training models. Improved classroom management skills will ensure the achievement of optimal learning outcomes that will indirectly improve the quality of learning in ECE in the future.

C2-3A-06

**Reunifying the Classroom through Retreating from Daily Routines:
Solving the Challenges of Oppositions and Conflicts among Young Children
in a New Class of 3-4 Years Olds**

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Keywords: oppositions and conflicts, sense of belonging, reflection, class management

Abstract

When taking over a new class, preschool teachers usually start by guiding the children to get familiar with each other and demonstrate mutual helping behaviors, expecting these young children become a group living and learning together happily. Unfortunately, in 2023 August, we took over a new class of mixed-age children aged 3-4. One month after the school started, the children were still full of confrontations and disputes. As a result, teachers often spent a lot of time dealing with conflicts between children. So, we decided to let go of our existing experiences and invite the principal to conduct an action research on how to help these 3-4-year-olds to develop friendships and establish class identity. The research lasted for 4 months. We constantly reviewed the interaction of the children in the class, identified areas that needed improvement, and adjusted the class management goals and curriculum activities periodically.

The interactive relationship among the children in the class gradually changed. In December 2023, they became a group that can live in peace and can cooperate during the activities. This study found the following main methods that can help resolve disputes among young children and establish reciprocal relationships: (1) Let go of past experiences and re-understand the children in front of you. Through observation, discussion, chatting and playing together, we can understand the abilities and limitations of children in interacting with their peers. (2) Break away from daily life situations and interaction patterns. Weekly community adventures provide teachers and class members with an opportunity to get to know each other again and develop new relationships. (3) Create class activities where teachers and children learn from each other. The activity of planting [Sweet Potato Leaves] with the whole class created a way for teachers and children to experience

caring work together, and guided children to detect, feel, and take care of themselves in practical relationships.

When teachers do not insist on leading the class based on the past experiences, but try to re-aware and perceive the personal characteristics of the children in a new class, release the old rules, and think about the curriculum from a different perspective, teachers and children can get along with each other in the class with a comfortable and mutual trust relationship. As a result, a sense of identity and belonging to the class will naturally arise among teachers and children.

C2-3B-01

A Post-intentional Phenomenological Study of Teachers' Collaborative Learning in Chinese ECE Settings

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Keywords: professional learning and development, tensions, relational practice, learning engagement, early childhood

Abstract

Research on professional learning and development has explored the ways to promote the learning outcomes for individual teachers and children (e.g., Guerra & Figueroa, 2018; Jilink et al., 2018; Yuen, 2011) and pinpointed features that enable effective and collaborative learning (Cherrington & Thornton, 2015; Liu et al., 2023). The existing literature shows that relationships between people participating in professional learning activities play a critical role in fostering an engaging learning environment (e.g., Colmer et al., 2014; Nolan & Molla, 2018). However, factors influencing such relationships that either benefit or hinder teachers' learning, thus affecting teaching and children's well-being, have yet to be explicitly pinpointed.

The study adopts the post-intentional phenomenological (PIP) (Vagle, 2018) approach to investigate the complex environment where PLD is situated through seven Chinese kindergarten teachers' professional experience. Informed by the critical literature review, two research questions were asked: 1) how do teachers perceive their PLD experiences, and 2) how do PLD, educational environments, and cultural values influence one another? Semi-structured interviews with individual teachers, observation of PLD meetings, videos of teaching activities, the researcher's reflexive journal, and ECE documents were used for data gathering and generation. A whole-part-whole analysis was conducted to interpret the data, allowing empirical data, theoretical concepts, and the researcher's understanding to interact with one another (Vagle, 2018) to produce new knowledge.

Enlightened by PIP (Vagle, 2018) that highlights meaningful but constantly changing connections between people and their surroundings (Deleuze & Guattari, 1987; Merleau-Ponty, 2002), the study found three factors leading to the crafting of a complex environment for PLD. They are 1) the encounter between different educational beliefs and knowledge hold by different professionals, 2) the alignments and mismatch between teachers' classroom contexts and the knowledge provided by experts, and 3) the power relationships between teachers, leaders, and external experts. In this complex environment, teachers faced tensions when grappling with

expectations from their leaders and other experts to adopt new philosophies and practices while maintaining existing routines that reflected Chinese cultural and educational traditions. They engaged in learning when developing mutual understanding and relational practices with the other professionals. Based on these findings, the study argues that tensions between different educational beliefs, practices, and professionals lead to teachers' frustration in PLD. A professional environment based on relationships promotes teachers' learning, contributing to a knowledge co-construction process. The study provides insights into how PLD provisions and leaders' expectations impacted teachers' ability to integrate new knowledge into teaching practices, which potentially benefits children's learning.

C2-3B-02

An Online Professional Development on RAMSR: Implementation Fidelity and Teachers' Perspectives

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Keywords: early childhood education, online professional development, kindergarten teachers, implementation fidelity, teachers' perspectives

Abstract

Self-regulation is arguably the most critical predictor of school readiness, academic achievement, and lifelong well-being (Bull & Lee, 2014; Diamond, 2016). However, prior studies have shown that Hong Kong kindergarten teachers lacked pedagogical strategies to support children's self-regulation development. Despite the urgent need to provide kindergarten teachers with professional development (PD) courses to improve children's self-regulation skills, there was a lack of empirical evidence examining the effectiveness of such training courses and exploring teachers' perspectives on the facilitators of their successful implementation in the classroom.

This study aimed to investigate the effectiveness of an online PD course named Rhythm and Movement for Self-Regulation (RAMSR) in training Hong Kong kindergarten teachers, and explore the factors that facilitated the teachers' implementation of RAMSR after the training.

The study had two goals.

Goal 1 was to assess the effectiveness of RAMSR in training Hong Kong kindergarten teachers, as measured by the level of implementation fidelity from teachers' self-reports and external observers' reports.

Goal 2 was to explore teachers' perspectives on factors associated with the different levels of implementation fidelity.

Using Google Classroom, we successfully delivered the RAMSR PD course to 83 teachers from seven local kindergartens. RAMSR used fun and engaging rhythm and movement activities to improve children's self-regulation skills. It included four plans and required 16 implementation sessions over eight weeks. Upon completion of the training, all Kindergarten 2 teachers (N=9) implemented the RAMSR activities within their classrooms. We observed each teacher's classes three times. The study employed a mixed-method approach. Data was collected from checklists and individual interviews.

Throughout the implementation period, a RAMSR Implementation Fidelity checklist was utilized by both teachers (16 times) and the observers (3 times). Following the implementation,

individual interviews were conducted with the nine participants to explore the factors that facilitated the implementation of RAMSR. Descriptive and correlation analyses were conducted using SPSS Statistics 27 to analyse the checklist data. Conventional content analysis was employed to explore the teachers' interview responses.

Findings showed that all nine teachers had implemented the RAMSR activities with high fidelity, as demonstrated by the high scores assigned by both teachers and observers. Teachers' interview responses revealed that the successful implementation of RAMSR was affected by factors such as comprehensive school support, continuous practice, adequate preparation and management before class, and postimplementation reflection. We concluded that the RAMSR PD course was effective in training Hong Kong kindergarten teachers to implement RAMSR in the classroom. Through online video-based PD, kindergarten teachers can be equipped with innovative pedagogical tools, such as RAMSR, to improve children's self-regulation skills through music and movement activities. To enhance children's educational and developmental outcomes, it is crucial for kindergartens to provide substantial support for teachers to enhance their pedagogical repertoires.

C2-3B-03

**Autonomy and Relatedness:
Motivating Kindergarten Teachers in an Online Professional Development (PD)**

Alfredo Bautista
(The Education University of Hong Kong)

Keywords: Teacher PD, autonomy, relatedness, motivation, online PD

Abstract

While research on teachers' motivation in PD is extensive (Goldsmith et al., 2014; Hynds & McDonald, 2010), teachers' motivation to enroll, participate in, and complete the PD have not been simultaneously discussed in the existing literature. Previous studies have provided empirical evidence on how autonomy and relatedness motivate teachers to participate in and complete the PD initiatives (Gorozidis & Papaioannou, 2011; Tonna et al., 2017; Zhang & Liu, 2019). However, little is known about how different designs of autonomy and relatedness influence different levels of teachers' enrollment, participation, and completion in PD. Therefore, this study aimed to fill in the literature gap and make theoretical and practical contributions to the field of teacher PD.

We developed an online PD course that met the features of high-quality PD (Desimone & Garet, 2015; Desimone & Pak, 2017), focusing on teacher-child high-quality interactions. We implemented three different iterations of this PD course. Content was identical for the three iterations, but the designs of autonomy and relatedness had important differences. The Research Questions (RQ) investigated in this comparative examination were:

RQ1 How did various autonomy and relatedness designs in three iterations of the PD course lead to different levels of teachers' enrollment, participation, and completion?

RQ2 How did the participants in three iterations experience the different autonomy and relatedness designs in relation to motivation?

The current study was conducted in the context of an online PD course developed and implemented in Hong Kong, named Chat with Children. Chat with Children was designed to provide necessary knowledge, skills, and experiences for Hong Kong kindergarten teachers to improve the quality of their interactions with children. A total of 315 teachers from Hong Kong kindergartens participated in the PD course. The current study applied a descriptive mixed-method design (Morse & Niehaus, 2009). For the quantitative component, we conducted descriptive and inferential statistical tests to look at differences among the three iterations (Mathias et al., 2016). The numerical data collected was used to explore different levels of participants' enrollment, participation, and completion in three iterations. For the qualitative part, we conducted individual

interviews to obtain a more in-depth understanding of participants' perspectives in different iterations.

We found that participation and completion were significantly higher in the iterations that fostered autonomy and relatedness, although enrollment was lower, and that certain aspects of the design of the PD were central for the participants' experience of autonomy and relatedness. We advise that researchers in the field of teacher PD should critically consider the influence of teachers' motivation and psychological needs, going beyond the identification of the critical features of effective PD initiatives. We suggest that PD practitioners should pay attention to the designs of autonomy and relatedness, as this may lead to the success of implementing PD courses.

C2-3B-04

Recurrent Education Needs and Concerns about the Childcare Profession

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(Sakushin Gakuin University Women's College)

Keywords: nursery schoolteacher, recurrent education, life course, career

Abstract

Various ministries have promoted recurrent education as a policy measure by various ministries for the purpose of career advancement and change. The development of recurrent education is a crucial issue for both current and potential childcare workers, as there is an urgent need to acquire personnel with experience in childcare and other jobs, particularly for those in their 30s and 40s. Previous studies have examined various programs and organized training by local governments and qualification organizations for current childcare workers. However, few studies have reported recurrent education programs and return-to-work concerns for potential childcare workers. Hence, there is still insufficient understanding of how recurrent education can be a solution to anxiety regarding returning to the childcare profession. This study aimed to explore the needs of qualified nursery schoolteachers for recurrent education, their concerns about returning to childcare work, and the relationship between these needs and life courses.

A web-based survey of qualified nursery schoolteachers was conducted from 2023 to 2024, and valid responses were obtained from 367 women (mean age: 47.0 years (21–69 years)). The analysis variables were personal attributes, recurrent needs (ten-item four-point scale (1 = not necessary ~ 2 = very necessary)), and anxiety about returning to the childcare profession (free response).

The participants included 111 (38.5%) childcare workers, 124 (33.8%) non-childcare workers, and 102 (27.7%) unemployed. Overall, considering recurrent needs, the participants showed a high level of interest in working styles and childcare skills and a relatively low interest in peripheral knowledge, such as welfare and food. To examine the characteristics of the respondents, the recurrent needs were classified into five patterns by cluster analysis ("high awareness," "medium awareness," "low awareness," "awareness for support," and "work style"). The distribution of individual attributes for these five patterns was examined, and the presence or absence of experience in childcare work or work experience was expressed as the level of awareness of recurrent needs. Characteristics according to age were more pronounced, with those in their 20s and 30s showing a

high level of interest in childcare in general, whereas those in their 40s and older tended to show a relatively high level of interest in support. Next, we examined the structure of anxiety about returning to the childcare profession by classifying 181 open-ended responses into ten categories, such as Employability and Blank, using multiple correspondence analysis (MCA). Personal attributes and recurrent needs were then appended to the map and their relationships were examined. The results showed that both childcare and non-childcare workers were related to the intention to work in childcare and reported a high awareness of recurrent needs. Furthermore, their concerns about employability were related to the intention not to work in childcare. These results suggest that recurrent education is more needed by the younger generation and may have the potential to resolve their concerns about working.

C2-3B-05

Professional Development for Promoting Early Childhood Preservice Teachers' Dialogic Reading

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Keywords: dialogic reading; professional development; early childhood preservice teachers; shared reading strategies

Abstract

Research findings underscore the pivotal role of early reading experiences in fostering children's language development, enhancing reading performance, and stimulating brain activation. The interaction between adults and children during shared reading sessions, especially the employment of decontextualized language, shows a strong association with the development of children's emergent literacy skills. Consequently, it is imperative for adults to engage in dialogic reading with children.

Nonetheless, the practice of dialogic reading by preschool educators is not widespread. A scant number of studies have documented the implementation of professional development programs aimed at promoting dialogic reading practices among preschool teachers. There is a notable dearth of research concentrating on the preparation of pre-service teachers for this task. Addressing this gap, it is essential to cultivate dialogic reading competencies in pre-service teachers to enhance their pedagogical effectiveness.

This study aimed to improve the dialogic reading practices of pre-service early childhood teachers. The research questions were as follows: (1) Which dialogic reading strategies do pre-service early childhood teachers employ prior to engaging in the professional development program? (2) How do the dialogic reading strategies of pre-service early childhood teachers evolve after their participation in the professional development program?

This study utilized a case study method, involving 33 junior college students enrolled in a professional development program as the participants. The program's curriculum covered the definition and advantages of dialogic reading, an overview of picture book illustration design, demonstrations of dialogic reading execution, opportunities for varied practical application of dialogic reading strategies, and provision of tailored advice and feedback. Data were gathered through video recordings of the participants' dialogic reading sessions before and after the intervention, self-assessment surveys, interviews, and reflective journals. The collected data were

subject to both statistical and qualitative analysis, with a focus on data characteristics and the employed dialogic reading strategies.

The findings revealed that pre-service early childhood teachers performed a notable increase in their application of dialogic reading strategies following their participation in the professional development program. They demonstrated a greater use of various strategies, such as extended discourse, inferential discussions, explanations, predictions, comparisons, discussions of false beliefs, making connections, and eliciting feedback. Furthermore, the program contributed to the pre-service teachers' heightened sensitivity to the artistic design of picture books, which in turn led to a richer and more sophisticated application of dialogic reading strategies. The program also underscored the significance of repeated reading. As the teachers progressed through different reading phases, they fine-tuned their dialogic reading strategies, thereby enriching the interactive reading experience. The structure of this dialogic reading professional development program offers a model that can be adapted for use in other pre-service teacher training initiatives.

C2-3B-06

Mid-Career Childcare Teachers' Learnings through the Collaborative Problem-Solving Training that Fosters Co-Agency

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(Ohkagakuen University)

Keywords: job training for childcare teachers, mid-career childcare teachers, collaborative problem-solving training

Abstract

Mid-career childcare teachers are expected to connect with teachers, build trusting relationships, and support learning among them. However, training programs must be developed because several mid-career childcare teachers are involved (Nozawa et al., 2018).

Therefore, a collaborative problem-solving training program was conducted five times a year for mid-career childcare teachers to foster Co-Agency (relationships in which teachers, parents, and children support each other and exhibit mutual agency; OECD, 2019). This is an off-job training program which participants decide on a theme and solve problems subjectively and collaboratively to foster Co-Agency with their peers (Uemura, 2023). This study aimed to identify the mid-career childcare teachers who learned through this job training program.

The research collaborators included five mid-career childcare teachers (average years of experience: 11.6 years). First, all participants discussed the annual theme and decided to explore the responses required of mid-career childcare teachers. They interviewed three groups (young childcare teachers, principals/associate principals, and parents) about comments that they were happy with or appreciated from mid-career childcare teachers. The participants then identified the elements using the KJ method (Kawakita, 1971). Moreover, focus group interviews (30 minutes) were conducted after the entire training program, asking about their learning and personal growth throughout the year, and analyzed using the KJ method. As an ethical consideration, the purpose of the study was explained to the participants, and their permission to cooperate was obtained. In addition, permission was obtained from the university's Research and Ethical Guidelines Committee.

Through this training, participants identified the following as important: 1) the foundation of wishing for the growth of others; 2) the importance of daily communication for building relationships; 3) the differences in what young childcare teachers, bosses, and parents want from mid-career childcare teachers; and 4) the importance of collaboration, cooperation, and information sharing among them. In addition, the focus group interviews revealed the following: 1) the necessity of mutual Co-Agency-oriented dialogue between childcare teachers and parents and teachers for

better childcare, and 2) the importance of strengthening cooperation between mid-career childcare teachers.

It was suggested that the collaborative problem-solving training fostered awareness of Co-Agency among various groups and mid-career childcare teachers. In addition, through this training, mid-career childcare teachers changed to express their gratitude to multiple people in their daily lives while being conscious of building bridges with them.

In the future, it is necessary to follow up and evaluate how learning from this training has been applied to Co-Agency with children.

C2-3D-01

**Fostering Reciprocal Relationships in Multicultural Teaching Teams:
How Beginner ECE Teachers from Migrant Backgrounds
Negotiate Collaboration in Aotearoa New Zealand**

Rachael Burke

(Toi Ohomai Institute of Technology)

Keywords: professional relationships, multicultural teaching teams, image of the child, beginner teachers, New Zealand early childhood education

Abstract

Relationships is one of four principles in the New Zealand early childhood curriculum, Te Whāriki, which states that “children learn through responsive and reciprocal relationships with people, places and things” (Ministry of Education, 2017, p. 21). The responsibilities of teachers in New Zealand include fostering relationships between and with children, but also building professional and personal bonds with colleagues (McLaughlin et al., 2015).

Aotearoa New Zealand is recognised as a superdiverse nation (Chan, 2019) and initial teacher education (ITE) programmes reflect this change with increasing numbers of early childhood education students coming from migrant backgrounds. Early childhood centres are sites where the cultures of home collide with the culture of the host society (Tobin, Arzubaiaga & Adair, 2013), yet few studies have investigated how teachers from migrant backgrounds negotiate professional relationships in multicultural teaching teams.

This paper is based on qualitative research carried out with twelve recent ECE graduates from migrant backgrounds, who are now working as beginner teachers in range of early learning settings across Aotearoa New Zealand. The overarching purpose of the study was to interrogate the image of the child held by these beginner teachers, and explore how this might impact on their practice as emerging early childhood education teachers. Semi-structured interviews of approximately one to two hours were conducted individually with each teacher. A narrative inquiry approach was used in order to understand the stories and experiences of these teachers (Clandinin, 2014) and all interviews were transcribed and thematically analysed (Braun & Clarke, 2021).

A key finding of this study was how contrasting images of the child can impact on professional practice, which is particularly significant for these beginner teachers who are negotiating both an unfamiliar cultural context and a new professional role. Effective collaboration is important because when teamwork is coupled with a unified philosophy and vision, there are positive outcomes for children such as consistency in communication, shared understandings of

expectations for children and collective planning and assessment (McLaughlin et al., 2015). This paper focuses on three main themes which emerged during analysis of participants narratives: conflicting images of the child, contrasting cultural expectations around professional practice, and the need for more guidance or support from a professional mentor. This study contributes to the limited analysis that has been carried out about ECE teachers from migrant backgrounds in Aotearoa New Zealand (Cherrington & Shuker, 2012) and provides guidance for professional leaders and mentors who are supporting beginner teachers, particularly those who come from a migrant background.

C2-3D-02

Educational Transitions from Kindergarten to Primary Schools: Practices in Bangkok Metropolitan Region, Thailand

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Keywords: Transitions, Kindergarten to Primary, Bangkok Metropolitan Region, K3 teachers

Abstract

The practice of establishing educational transitions from kindergarten to primary schools is crucial in facilitating smooth transitions for kindergarten children, enabling them to navigate changes smoothly, thus fostering their overall well-being. Such educational transitions rely on collaboration from various stakeholders including kindergarten teachers, primary school teachers, school administrators, and parents. With this, this research aims to explore the practices in establishing educational transitions from kindergarten to primary schools in the Bangkok Metropolitan Regions, an area characterized by dense population and economic and social readiness, in Thailand. The population consisted of 1,167 teachers from Grade 3 (K3) kindergartens under the jurisdiction of the Bangkok Metropolitan and Suburban Basic Education Commission, with a sample of 298 Kindergarten Grade 3 (K3) teachers selected using simple random sampling. Data collection was conducted through a questionnaire regarding practices in establishing educational transitions from kindergarten to primary schools. Data analysis employed percentages, means, and standard deviations.

The findings revealed that K3 teachers generally exhibited the highest level of practice in establishing educational transitions from kindergarten to primary schools. When examining specific aspects, it was found that practices related to promoting children's readiness, preparing teachers, preparing the environment, materials, and equipment, organizing daily routines, organizing teaching and learning activities, and evaluation were at the highest level. Practices related to familiarizing children and coordinating cooperation within the school (in the case of transferring to the same school) were also at a high level. Both of these dimensions require K3 teachers to work collaboratively or coordinate with teachers at the primary school level, administrators, and parents, resulting in a lower level of practice compared to other dimensions. This aligns with certain sub-indicators such as visiting, following up, walking children to new classrooms, dropping by, and greeting children during the early stages of transitioning to Grade 1 (in the case of transferring from

the same school), which K3 teachers have lower practice levels in. Also, K3 teachers suggested increasing cooperation between kindergarten and primary school teachers.

C2-3D-03

Constructing Identities in Immigrant Families: Negotiations across Time and Space

Catherine Compton-Lilly
(University of South Carolina)

Keywords: early childhood, identity, immigrant, longitudinal, case study

Abstract

This paper extends traditional discussions of identity construction posed by Erikson (1959, 1968), who described the self as emerging during adolescence as part of a life-long process. More recently scholars have documented identity construction for young children. For example, Hawkins (2004) described identity construction for English learners in kindergarten. She argued that even in kindergarten identities are not equally available to all students nor are all voices given the same weight, making the development of sociocultural competence essential for young learners. Likewise, Wenger (1998) described young children as involved in negotiations of meaning through engagement in shared enterprises. She described these negotiations as having reciprocal effects and “a flavor of continuous interaction, of gradual achievement, and of give-and-take“ (p. 53).

This paper explores the emergence of identities across time and space for children in immigrant families. Drawing on data from the first five years of a longitudinal study, we ask: How do children in immigrant families negotiate identities as students, as readers and writers, and as people. The data we draw on was specifically designed to track identity construction across time through the use of multimodal opportunities for students to present themselves as students and readers.

This collective case study involves 10 children from immigrant families who have come to the United States from other parts of the world. The students entered the study when they were in kindergarten, grade 1, or grade 2 and have now been followed into high school. Each year, we collect observations, spoken data, and artifacts. Data sources highlight various spaces that the immigrant families have occupied across time (i.e., home/neighborhood/school; native country/country of residence). Parallel data sets - that entail children completing the same or similar tasks - are being collected each year. For example, each year children draw a picture of themselves. This allows us to explore children's depictions of self over time. Data included observations of children at home and school, parent/student/ family member interviews, additional student-created artifacts (e.g., writing samples, maps, photographs), and conversations about these artifacts. Interviews with children, parents, and teachers focused on children's school experiences, interests, literacy achievement, literacy practices, and descriptions of the children.

While the full paper includes accounts from ten students, we focus on three students: Gabby, Maya, and Liz who emphasizes different dimensions of themselves as they negotiated their identities. Gabby pushed back on traditional gender depictions and roles. Maya increasing negotiates English and Spanish as she gradually engaged in friendships across language differences. Carlos located himself on a map that included his favorite local soccer teams as well as teams from his native country of Mexico.

C2-3D-04

Japan-Korea Comparative Study on the Professional Development of ECEC Staff: A Secondary Data Analysis of TALIS Starting Strong 2018

Hiroko Matsuo
(Cyber University)

Keywords: TALIS Starting Strong 2018, Japan-Korea comparative study, quantitative analysis

Abstract

Many studies have shown that appropriate care and education for preschool children has a positive impact not only on their physical and emotional development, but also on their parents (W. Steven Barnett & Sarane Spence Boocock, 1998). The professional development of ECEC staff is essential to the provision of appropriate care and education for children. There are various ways to improve professional development, including training in higher education, on-the-job training, and discussions at conferences and workshops, but it is not clear what training each center and its staff receive and how they are evaluated. In particular, there are no statistical data on ECEC in Japan, and no analysis has been conducted (Akita and Koga, 2022). On the other hand, the OECD's The Starting Strong Teaching and Learning International Survey (TALIS Starting Strong) provides early childhood staff and center leaders with an opportunity to share insights on their professional development. The survey provides large-scale data about ECEC center and staff across different countries (OECD, 2108).

The purpose of this report is to identify professional development efforts and challenges related to ECEC facilities and staff in Japan and Korea by analyzing secondary data provided by the OECD.

The findings of this study are the following points.

First, regarding ECEC centers, the most significant difference between Japan and Korea is the use of online training. In Korea, about 80% of ECECs have implemented a system that enables them to take seminars and training online, whereas in Japan, only about 5% of ECECs have done so. This difference is significant considering that Korea has been promoting digitalization as a national policy since around 2000. Digitalization of EC centers in Japan is also necessary from the perspective of increasing opportunities for e- professional development. However, this survey was conducted in 2018, i.e., before Covid- 19, and since Covid-19, some Japanese EC centers have begun to use dedicated apps for online childcare and communication with parents.

Second, regarding ECEC staff, Korean staff are required to have more specialized knowledge and skills in educational theory and methods than their Japanese counterparts. In Korea,

many nursery schools and kindergartens actively adopt specific educational methods, such as Montessori and Kumon education, and this appeals to parents. In contrast, Japanese staff would like to receive training on special needs but feel that there is no appropriate training available.

Finally, one of the implications of this study is the relevance of a quantitative analysis of ECEC. In the future, a more multivariate analysis of ECEC centers and staff professional training could provide recommendations for staff career path development. For example, the relationship between training opportunities and professionalism, self-efficacy, job satisfaction could be analyzed. Evidence-based research and studies are needed to develop staff profession.

C2-3D-05

A Comparative Analysis of Young Children from the U.S. and Japan Perception of Heroism Related to Their Concept of Heroes and Superheroes

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(Shiga University)

Masako Suga

(Shiga Junior College)

Keywords: young children, perception, heroism

Abstract

The necessity to address this topic is grounded in the existing situation with increased that will help school aggression, violence, bullying. Milner (2023) president of AERA stressed, that the problems with violence and aggression advance discussion about school safety, and researchers must be leaders in building consequential research that has to improve human conditions.

(<https://www.aera.net/Events-Meetings/Annual-Meeting/2023->).

The main goal of this research project was to compare young children from the US and Japan perspective on heroism. The emic approach related to cultural phenomenon such as Hero and Superhero were explored and analyzed.

Qualitative research drawing on Whitehead's (2005) theory that emphasizes that ethnography is an interpretive, reflexive, and constructivist process that study cultural systems from both emic and etic perspectives (p.17) Emic approach is based on an understanding that children's words, perceptions, and beliefs grounded in the culture are the main sources of information.

Procedure

The researcher from the US and Japan used the following steps to collect data:

The children were asked to draw hero / superhero and were asked: What did you draw. When the children confirmed that they drew heroes/superhero next, the researchers asked children a series of questions: "Why are they hero/heroine or superhero/superheroine?", "What is the difference between hero and superhero?", "Can woman be hero/ superhero, "and" Would you like to be a hero/heroine or superhero/superheroine and why?"

Analysis of data

The analysis of data was based on aggregation by sorting and summarizing raw data from American and Japanese children's answers to each question and comparing them.

The results demonstrated that in both countries children had knowledge of the concept of heroes/ superheroes but did not differentiate between these two concepts. The names of the superheroes were related to their cultural representations from movies and books.

Young children in both countries also described Superheroes as having special power and must fight with bad guys. More American children believe that woman could be hero than Japanese an in both countries the only half of the children would like to become one.

In both countries young children understand that heroes/ superheroes have special powers that are used to help people and have a positive motive. The fact that young children are hesitant to become heroes and superheroes demonstrated that they understand the responsibilities that come with superpowers and heroism. These results may help researchers and teachers of young children design curriculum to guide them towards development of prosocial dispositions such as empathy, gratitude, kindness and peaceful problem solving.

C2-3D-06

Inclusive Childcare Including Children under Medical Care in Japan

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Keywords: inclusive childcare, children with medical complexity, CMC, family

Abstract

In June 2021, a law to support children with medical complexity (CMC) and their families was passed, promulgated, and enforced for the first time in Japan. Before this law was enacted, children who needed medical care and their families faced many hardships. For example, it was extremely difficult for CMC to attend local nursery schools or elementary schools. Nurseries and elementary schools in their area did not have nurses assigned to them, and parents still had to stay with their children if they wanted to enroll or attend school. As a result, parents of CMC were unable to work or work full time.

Three years will have passed since the law came into effect. During this time, several studies have reported on the state of support for CMC and their families. Sugii (2024) analyzed the development and issues of support systems after the enactment of the law based on matters reported in national newspapers. In addition, Shionoya and Tajimi (2023) conducted a survey of childcare workers and nurses who work with CMC to find out the current state of acceptance of CMC at daycare centers, and the issues facing the establishment of a system.

In this report, I will focus on the practice of Kobe City, which is an advanced municipality that accepts CMC in its nursery schools, and analyze public publications regarding the practice.

Kobe City, Hyogo Prefecture, has been developing a system for accepting CMC since 2016, even before the law was enacted. They set up multiple facilities to serve as bases for accepting CMC and assigned nurses to each facility. What is particularly unique about Kobe City's efforts is the deployment of "The nurses who go around facilities". "The nurses who go around facilities" consult with nurses or nursery teachers at each nursery school who actually provide care, share information on practices at other facilities, and assist medical institutions, childcare facilities, and guardians. It plays the role of coordinating with other parties. Through these proactive efforts, it has become clear how CMC grow up strong and lively in a group of children of the same age, and how children without disabilities naturally accept diversity and grow together.

In order to accept CMC children at local nursery schools, it is essential to assign nurses to each facility. In addition, there is a need for staff to provide guidance and advice to nursery teachers

and nurses at facilities that accept CMC. Administrative support to support them financially and systemically is also necessary.

C2-3E-01

Home-Based and School-Based Parental Involvement in Early Childhood Education: Attitudes and Practices of Parents in China

Hanwen Zhang

(The Education University of Hong Kong)

Keywords: home-based parental involvement, school-based parental involvement, parental attitudes, parental practices

Abstract

The significance of parental involvement in early childhood education is well-documented in the existing literature. It benefits not only children, but also their families and schools. Parental involvement can be classified into two types:

home-based involvement, and school-based involvement. However, there remains a limited understanding of whether parents hold similar positive attitudes towards these two types of parental involvement, whether parents show similar levels of involvement in children's learning in home and school settings, and what factors influence these two types of parental involvement. Additional investigations on these topics are necessary as they can provide kindergarten teachers with insights on how to boost parental involvement in children's learning in different settings.

This study aimed to explore Chinese parents' attitudes and practices regarding home- and school-based parental involvement in early childhood education. The research questions addressed were: Did Chinese parents hold positive attitudes towards home- and school-based parental involvement in early childhood education? What kinds of home- and school-based parental involvement activities had they engaged in? What were the factors influencing their level of home- and school-based parental involvement?

A total of 12 parents with kindergarten children (including four first-year, four second-year, and four third-year kindergarten children) were recruited in China through purposive sampling. Individual semi-structured interviews were conducted online to explore their attitudes and practices regarding home-based and school-based parental involvement in their children's education. Each interview session lasted for about 45-60 minutes, and the whole process was audio-recorded. The interviews were then transcribed and analyzed using thematic analysis.

The findings revealed that the majority of parents prioritized home-based over school-based involvement. In terms of home-based involvement, the nature of activities seemed to vary with the age of the child: parents of first-year kindergarten children tended to focus on behavioral habits; parents of second-year kindergarten children placed more emphasis on reading and social skills; and

parents of third-year kindergarten children spent tremendous efforts in preparing children for transition to primary education. In terms of school-based involvement, parents valued for the opportunities to have direct interactions with teachers during school open days and parent-teacher conferences, as well as the opportunities to join expert-led seminars organized by schools for providing practical parenting tips. Parental engagement in volunteering activities was less frequent, as it is often hindered by parents' work commitment. In general, parents with higher educational levels were more involved in their young children's education, particularly in the form of home-based involvement. The levels of home- and school-based involvement were influenced by various school factors, such as the quality of teacher-parent communication and the availability of school support. These findings underscore the diversity in parents' attitudes and practices regarding home-based and school-based involvement in early childhood education. When designing parent education programs for enhancing home-school partnerships, kindergarten teachers should take into account of the factors influencing parents' attitudes and practices, so as to maximize the likelihood and effectiveness of different types of parental involvement.

C2-3E-02

The Impact of Parental Involvement on Enhancing Project Work Among Young Children

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Keywords: Project work, parent involvement, project approach, young children

Abstract

Children play an important role in designing their own project, the involvement of teachers and parents would enhance children's learning experiences. This study explores the relationship between parental involvement and implementation of project work among young children. The study's objectives encompass investigating the influence of parental involvement on young children's engagement and learning in project work, identifying effective strategies from parents in supporting young children's project work, and parents' perception on their role and challenges in supporting project work. Qualitative methodology is adopted using focus group discussions. The participants consist of six parents which been purposively chosen based on their active involvement with their children's learning and have a good rapport with teachers. The involvement of participants was from different preschool settings – public and private and their children aged are 5 to 6 years old. The findings revealed that parental involvement significantly influences children's engagement, motivation, creativity, and holistic development in project work. Participants also emphasize the importance of collaborative partnerships between parents and educators in promoting children's learning and development. The study also identified specific forms of parental involvement that were most effective in supporting young children's project work, including providing resources, offering guidance, and actively engaging in the project work alongside their children. This research is expected to contribute valuable insights to educators on effective strategies for incorporating parents into the early years learning.

C2-3E-03

Implementation of Collaborative Projects with Parental Involvement in Increasing Self-Awareness in Early Childhood

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(Fitrah Hanniah Integrated Islamic School Indonesia)

Keywords: collaborative project, parent involvement, self-awareness, early childhood

Abstract

This study aims to examine the implementation of collaborative projects involving parents in increasing self-awareness in early childhood, with a case study conducted at Fitrah Hanniah Integrated Islamic Elementary School. The research method used is a qualitative method with data collection techniques through observation, interviews, and documentation studies. From the results of the study, the results of data analysis show that the implementation of collaborative projects between schools and parents is very effective in increasing self-awareness in early childhood. Based on the survey conducted, it was found that: 85% of early childhood experienced an increased understanding of themselves after engaging in the collaborative project. This includes an understanding of personal emotions, needs and wants. 80% of early childhood experienced improved well-being after engaging in the collaborative project. This was reflected in better social interactions, healthier expression of emotions, and active participation in learning activities. It was found that cooperation between schools and parents can have a positive impact on improving self-understanding in early childhood. Parents have a very important role in helping children grow, and with the involvement of parents in collaborative projects, children have a more meaningful learning experience. This study shows that the implementation of collaborative projects between schools and parents is effective in increasing self-awareness in early childhood. Through parents' participation in the project, children have the opportunity to better understand themselves, emotions and social interactions. In addition, the collaborative project also has a positive impact on early childhood well-being, which is reflected in increased healthy social interactions and better expression of emotions. The results of this study are expected to contribute to the development of a collaborative approach between schools and parents in improving self-awareness in early childhood. Through a better understanding of the role of parents in children's education, a more conducive and supportive learning environment for young children's personal development is expected. In conclusion, collaborative projects between schools and parents are an effective strategy in improving self-awareness and well-being in early childhood. Actively involving parents in their child's educational process can create a more inclusive and supportive learning environment, which in turn will have a

positive impact on early childhood personal development. As such, this research has important implications for the development of more holistic and collaborative educational approaches that take into account the important role of parents in shaping early childhood personal development. Future research could further explore other collaborative strategies between schools and parents, as well as factors that influence the successful implementation of collaborative projects in the context of early childhood education.

C2-3E-04

**Enhancing the Learning Well-being of Additional Language Learners
through Reciprocal Relationships Founded on The Yew Chung Approach
to Early Childhood Education**

Margaret Zhang
(Yew Chung International School of Beijing)

Keywords: learning well-being, reciprocal relationships, Yew Chung Approach, additional language, pedagogical strategies

Abstract

In the contemporary era of globalization, young children are afforded expanded opportunities to engage with and acquire proficiency in additional languages within the context of international education. Concurrently, the pedagogical strategies employed for additional language learning have witnessed an increasingly diversification. Research has substantiated the profound impact of early additional language learning on children's linguistic development, cognitive faculties, and social competencies (Focus On The Early Years: Dual Language Learners 2014). The Yew Chung Approach to Early Childhood Education posits that children can acquire an additional language naturally through their immediate environment and social interactions. Teachers recognized relationship-building as foundational in supporting additional language-learning (Stephanie C. et al., 2023). However, there is a scarcity of research investigating on language teaching practices based on reciprocal relationships and children's learning well-being.

Purposes

This research aims to explore teaching practices and pedagogical strategies through reciprocal relationships founded on the Yew Chung Approach to Early Childhood Education, in order to provide beneficial support for early childhood additional language learners and enhance their well-being.

Research question(s) of the study

- How does the reciprocal teacher-children relationship influence the learning well being of young children in the process of language acquisition?
- Based on Yew Chung Approach's reciprocal relationships, what strategies can educators employ to support young children's language acquisition and enhance their learning well-being?

In this study, a case study approach is employed, utilizing four Early Childhood Education classes at the Yew Chung International School of Beijing, and collecting survey information from group teachers in Yew Chung Yew Wah Education Network as samples for language teaching

practices. These classes consist of children aged 2-5 with English and Chinese as their additional languages. The research methodology entails observation, document collection, and interviews, which are then analyzed and summarized.

The research shows that the reciprocal teacher-child relationship is the cornerstone of additional language acquisition. Educators have access to comprehensive of practical pedagogical strategies, which can guide teachers in enriching young children's well-being during their additional language acquisition process.

This research aims to provide insights for early childhood practitioners by sharing effective pedagogical strategies for facilitating and enhancing kindergarten additional language learners' well-being. However, given the research background of Yew Chung International School and the Yew Chung Approach, the data sources may present certain limitations, thus further verification is required to generalize the research findings.

C2-3F-01

**Insights into Early Childhood Education in Malaysia:
Fostering Resilience and Socio-Emotional Skills in Preschool Children**

Mazlina Che Mustafa

(National Child Development Research Centre (NCDRC), Universiti Pendidikan Sultan Idris)

Keywords: early childhood education in Malaysia, resilience, socioemotional skills, cultural interpretation of the terms resilience and socioemotional skills, approaches to nurture resilience in children, adversities and difficulties faced by preschool children in Malaysia

Abstract

This case study delves into the landscape of early childhood education (ECE) in Malaysia, specifically focusing on the development of resilience and socio-emotional skills (SES) among 4 to 6-year-old children. Through a combination of focus group and individual interviews, insights into seven educators' perceptions, practices, and challenges in nurturing resilience and SES were obtained for the case study. Educators recognise SES and resilience as foundational competencies crucial for children's social interactions, emotional regulation, and adaptive coping strategies, drawing upon various sources to deepen their understanding and implement effective pedagogical approaches. Challenges such as the lack of formal assessment tools tailored to resilience were identified, prompting educators to rely on observation, judgment, and individualized communication strategies when providing feedback to parents. Cultural and linguistic perspectives were also highlighted as significant factors shaping the understanding and implementation of SES and resilience in Malaysian ECE settings. Practices employed at ECEC facilities to nurture resilience include building social support networks, teaching emotional regulation skills, and promoting independence and self-confidence among children, ultimately contributing to their holistic development and future success. These findings underscore the critical role of early childhood educators in fostering SES and resilience, calling for efforts to develop standardized assessment tools and promote culturally inclusive pedagogical practices to enhance the quality of ECE in Malaysia and beyond.

C2-3F-02

Listening to Children's Ideas to Develop Higher-Order Thinking Skills through Reflection with Daily Documentation

Ae Young Choi
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Keywords: Voice, documentation, reflection, higher-order thinking skills

Abstract

Teachers working with young children in international schools often find it hard to discover their ideas and interests. One of the reasons could be young children's low English proficiency. The other reason can be their behaviour of staying quiet so they could be considered good students comes from their parents who grew up in Confucian Heritage Culture and direct teaching style with many students and one teacher under control to make his/her lecture delivery easy. Reggio Emilia approach pays attention to the confident teacher-student-family relationship, so teachers and parents can focus on children's interests to support them in exploring and discovering. This study was started with the intention of finding out young children's interests and supporting their learning and developing higher-order thinking skills.

The research questions were about how teachers can use children's voices to improve their learning and how documentation helps children's thinking skills and reflection on their learning. The research questions were as follows;

1. How can teachers use children's voices to improve their learning?
2. How do children's thinking skills develop over time to improve their learning?
 - a. How did documentation help children to develop their thinking skills?
 - b. How did children's thinking skills develop with reflective practice?

This participatory action research used daily documentation for students to reflect on their learning and reflective discussions to see the development of children's higher-order thinking skills. Images of children and their work, videos, observation notes with the children's comments, documentation posters and reflective discussions were used to record children's learning, collect their ideas, and discover their thinking skills.

The children demonstrated improvement in learning and developing thinking skills over time. Their material uses and comments from Learning Centres and reflective discussions indicated their higher-order thinking skills. The children demonstrated higher-order thinking skills more often when they had to solve problems or when they joined the whole group reflective discussions rather than in small groups. They could have enough time to think and share from the whole group

discussions. Remembering and understanding skills were observed mainly during reflective discussions, as they focused on recognising their photos and sharing the previous day's work. However, the research was limited by its small number of participants within their age group due to convenience sampling in one classroom. This study has shown how teachers can closely observe young children to listen to them, create daily documentation posters, and have reflective discussions with young children to help them reflect on their learning for improvement of learning and development of thinking skills.

C2-3F-03

What Will Children Do when Hearing Praises of Others: The Effect of Overhearing Praises on Young Children's Persistence?

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Keywords: persistence, children behaviour, overhearing, praise

Abstract

A word of praise from adults matters tremendously for children. Studies have found that praise enhances children's motivation, perseverance (Henderlong & Lepper, 2002 and citations therewithin), and persistence (Leonard et al., 2022). Praise is important to bolster children's behaviour, but what is even more crucial is the kinds of words adults say to children. One type of praise, process praise, focuses on the efforts and strategies children put in in achieving the task (Gunderson et al., 2013). With process praise, children showed greater persistence, leading to better performance on challenging tasks with more positive attitudes and beliefs in effort.

While many studies have shown the impact of direct praise on children, what about hearing praise towards other children, which is common to settings at school with classmates or home with siblings? This study investigated the impact of types of praise towards peers in an overhearing context on young children's persistence when facing challenges.

Children in this study participated in a two-stage puzzle game. The key manipulation of the experiment is that the second stage involves an 'impossible' puzzle. While the child is working on the difficult puzzle, they would overhear a comment praising their peer's performance on the same puzzle. The line of praise is manipulated to be either a process praise (e.g. 'The kid worked so hard.') or generic praise (e.g. 'The kid is doing well.'). Observations will be made on how children respond to the challenging task – how they will persist in continuing with the 'impossible' puzzle, and what they will think about the task and their efforts.

This study expands the discussion on the impact of praise on children's persistence from a perspective of direct praise for oneself to indirect praise for others (such as in an overhearing context). We further explore the correlation between familial factors (such as parent traits, family daily routine and family background) and children's social-emotional development in the aspect of persistence.

These findings are particularly crucial regarding the general group setting in a classroom or among siblings at home. The findings would provide insights to teachers and professionals in the ECE domain and parents on how to encourage and provide support for children in a group setting

and how these individual-directed encouragements would impact others as well as the group as a whole.

C2-3F-04

Filipino Teachers' Understanding and Promotion of Resilience among 4- to 6-year-old Children

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Keywords: resilience, early childhood education teachers, social-emotional skills, peace circles

Abstract

This study explores Filipino Early Childhood Education and Care (ECEC) teachers' understanding and promotion of resilience among 4- to 6-year-old children in the Philippines. It begins by highlighting the country's susceptibility to natural disasters and the importance of resilience in facing such challenges, especially in the context of the COVID-19 pandemic. The study investigated teachers' perceptions and approaches to nurturing resilience, starting with a preliminary survey in a focus group discussion with school authorities and head teachers to find out their own understanding of these terms and their suggestions on how to present these terms to the teachers in their school. Findings of the main case study survey reveal varying levels of familiarity with the terms "social-emotional skills" and "resilience" among the ECE teachers, emphasizing the need for a comprehensive understanding. Teachers recognize the importance of social-emotional skills in children's development, associating them with emotion regulation, social interaction, and relationship building. Regarding resilience, teachers perceive it as the ability to learn from difficult situations, demonstrating adaptability and bravery. The study further explores specific activities and practices implemented by teachers to develop resilience in children, including restorative justice chats, peace circles, and peace corners, along with educational programs and materials aimed at nurturing resilience. Overall, the study underscores the significance of fostering resilience and social-emotional skills in early childhood education to support children's holistic development and well-being. Various cases highlight different perspectives of teachers from various kinds of schools and of different ages.

C3-3A-01

Collaborative Action Research on Pedagogical Practices in the Aesthetic Curriculum of An Indigenous Preschool in Taiwan

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(University of Taipei)

Keywords: indigenous arts, aesthetic pedagogical practices, aesthetic abilities, ethnic identity, indigenous preschools

Abstract

With the awakening of indigenous education, indigenous languages and cultural heritage are valued in indigenous preschool programs in Taiwan. The aesthetics of indigenous culture and arts can be reflected in the aesthetic pedagogical practices in preschools. However, some preschool educators have difficulties integrating indigenous culture and arts into their aesthetic teaching. In order to help them solve this problem, the researcher led preschool educators to conduct this research.

The purpose of this study was to explore the pedagogical practices of the indigenous aesthetic curriculum in an indigenous preschool in south Taiwan. The research questions were as follows: (1) How did the preschool educator develop the indigenous aesthetic curriculum? (2) What was the influence of the indigenous aesthetic curriculum on the young children's aesthetic abilities and ethnic identity? (3) What professional development did the preschool educator promote in aesthetic teaching?

The collaborative action research method was employed. The participants were an indigenous preschool educator, an indigenous teacher consultant, and 12 children aged 3-5 in a class of immersive ethnic language teaching.

Data sources included curriculum development meeting records, weekly curriculum journals, teaching reflection notes, interviews with the educator and the consultant, pre/post-tests of children's aesthetic abilities, interviews about children's ethnic identity, children's artworks, and so on. The qualitative data were recorded, transcribed, and then analyzed by coding and categories according to the research questions. The quantitative data of children's aesthetic abilities were analyzed by nonparametric statistics.

The results are as follows: (1) In the development of the indigenous aesthetic curriculum, the preschool educator integrated the Kanakanavu indigenous arts and culture into the learning area activities and intergenerational learning. She guided the children to experience the beauty of Kanakanavu indigenous arts and culture by exploring the tribal environment, creating indigenous artworks, and appreciating their artworks. (2) The indigenous aesthetic curriculum had a positive

influence on the children's aesthetic abilities and ethnic identity. (3) The preschool educator improved her skills of aesthetic teaching guidance and aesthetic teaching reflection. In conclusion, the study was helpful for the preschool educator's aesthetic pedagogical practices in the indigenous preschool program. It will provide a reference for culture-based indigenous aesthetic curricula in indigenous preschool programs, as well as future related research.

C3-3A-02

Using Drama Pedagogy to Develop Preschool Curriculum: A Collaborative Action Research for the Aesthetic Education in Taiwan

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(National University of Tainan)

Keywords: Aesthetic education, dramatic play, creative drama, play scaffolding strategies, preschool

Abstract

Owing to the fast advancement of technology and global competition in design and manufacturing, there have been many moves towards educational reform worldwide, aiming to cultivate the youth with creativity and aesthetic competence. Believing in the early nurturing of the aesthetic senses through the arts, the new National Curriculum Guideline (NCG) for the Taiwanese Early Childhood Program includes the Aesthetics domain as one of the six major domains. Drawing from social constructivism and play theory aligned with Dewey's "art as experience," a structure designed to enhance children's aesthetic competence comprises "Exploration and Awareness," "Expression and Creation," and "Responsiveness and Appreciation." Additionally, there are three major artistic media (visual art, music & movement, and drama) utilized for expression and response. Among the three media, drama is the most confusing area for teachers due to its stereotyped connection to adult-directed performance. Moreover, teachers tend to neglect other forms of dramatic play, either initiated by children or guided by teachers. Especially, some teachers believe that drama is an inherent aspect of children's make-believe nature, so there is no need for further facilitation. Since the dramatic pretense not only contributes to a child's aesthetic senses but also to their cognitive, social, and emotional development, it is imperative to investigate the integration of drama into the curriculum. What are the different forms of drama, and how can they be implemented into the curriculum in a developmentally appropriate manner? How do teachers scaffold dramatic play and other forms of dramatic interactions? This study attempts to address these questions through collaborative action research at Candy Preschool (pseudonym). Drawing from Smilansky's and Lin's research, the researcher, serving as both the drama consultant and investigator, visited the preschool once a month to organize drama/play workshops and facilitate discussions with 8 teachers across the 3-, 4-, and 5-year-old classes, trying to integrate drama into the curriculum. Meanwhile, observational data, reflected notes and meeting records were collected and analyzed. As a result, a framework of dramatic interactions and scaffolding strategies was identified, including Pretend-playing, Drama-making, and Drama-sharing. Pretend-playing denotes the initial phase of dramatic play during free play time. Teachers could start setting up a drama play corner with age-appropriate

themes, props, and costumes. Further observations are needed to provide more props or interventions that could deepen children's social interactions. Conflict resolution facilitated by teachers was also found to be important to extend the length of play. Drama-making involves teacher-guided creative movement, pantomime, improvisation, and story dramatization. Through these strategies, children acquire familiarity with role transitions spontaneously in different contexts. Drama-sharing occurs when children's drama competence naturally progresses from the previous drama forms; they become ready to share their dramatization formally or informally with others. Teachers could plan interesting stories and characters with children and even encourage children to make their own props and costumes. This research underscores the crucial role of a structured framework and practical strategies in drama pedagogy for preschool teachers. Moreover, it also emphasizes the significance of ongoing professional development through long-term mentorship with teachers.

C3-3A-03

Young Children's Perspectives and Responses to Museum Guided Tours through the Implementation of Inquiry-Based Teaching

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(National Tsing Hua University)

Keywords: children's art museums, Inquiry-based teaching, art guidance, children's perspectives, children's voice

Abstract

Children are not simply miniature adults; they are regarded as knowledgeable and capable social members who can actively engage and construct meaning, possessing their own "voices" and unique perspectives on their lives that need to be taken seriously (Woodhead, 1999). Childhood is a social activity where children are seen as powerful, knowledgeable, contributing members of society, with their own rights and responsibilities. All children have the capacity to be mature thinkers and communicators, participating in research. Understanding their lived experiences from their perspectives is crucial (Harcourt & Einarsdottir, 2011).

As a cultural institution, art museums play a crucial role in children's education by providing an informal-learning environment distinct from their everyday educational settings and serving as a connecting platform for educators. Many children's exhibitions are focus on "displaying for children." Therefore, "listening to children's voices" is something that must be considered before planning children's exhibitions. Furthermore, it is important to consider how to help children understand the exhibition and provide them with a complete experiential construct.

This study explores how children's art museums connect with teachers to promote the development of children's perspectives, with a special focus on how teachers apply inquiry-based teaching methods in art guidance. Inquiry-based teaching emphasizes the transformation of the teacher's role into that of motivator, provider of reference materials, and counselor, while learners become the determiners of their learning experiences, engaging in active reflection (Gross, 1978; Clark & Starr, 1981; Skeel, 1979). It can be said that this approach places learners at the core of learning, emphasizing that knowledge construction is an active, participatory process. The research aims to investigate children's responses and perspectives on the application of inquiry-based teaching methods in guiding children through art exhibitions, as well as the learning advantages of inquiry-based teaching methods in constructing children's aesthetic experiences.

The research that set out to determine the perspectives and responses of young children aged 5–6 was conducted at the exhibition "Let's Shine Some Light!" in the Taoyuan Children's Art

Museum, Taiwan. The method employed the Clark (2005) "Mosaic Approach", collecting children's perspectives through observation, semi-structured interviews, photo elicitation, and children's drawings. The analysis of children's responses to artworks was conducted using the Sipe's response theory (Lawrence Sipe, 2000). Presenting the learning advantages of implementing inquiry-based teaching methods in guiding young children through art museums.

When young children respond to guided tours, they exhibit two types of response modes: "Descriptive" and "Explorative". Descriptive responses involve children describing the medium and techniques used in the creation of the artwork after understanding its content through the tour. On the other hand, Explorative responses occur when children attempt to break free from spatial discipline, engaging in interactive connections with the artwork through their bodies or objects.

Young children tend to prefer contemporary art forms such as video works and installation art. This preference is attributed to these works combining interactive elements or incorporating multiple creative forms such as video, flat painting, sound, and three-dimensional pieces, thus providing multisensory stimulation.

Applying inquiry-based teaching methods to guided tours of contemporary art enables children to actively engage in critical thinking. This not only allows them to construct their own aesthetic experiences but also helps them develop a unique knowledge framework regarding contemporary art pieces.

C3-3A-04

Flow Indicators in Musical Activities for Reflective Music Teaching of Young Children: Using the Violin, Technological Instruments and Metallic Materials

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Keywords: Early Childhood Education, Reflective Practice, Assessment, FIMA-R

Abstract

Although most flow research was applied to adults in highly trained professions, Csikszentmihalyi insisted that children were always in flow (Csikszentmihalyi, 1990). When children face challenging situations or activities, and find a balance between perceived skills and performance, children experience flow - the state of optimal enjoyment (Nakamura & Csikszentmihalyi, 2009). In the realm of music education, Flow Indicators in Music Education (FIMA) has been used in various educational settings that originate in preschool children's music making (Custodero, 1998, 2002a, b, 2003; St. John, 2004; Sullivan, 2004). Built upon conventional flow studies, Akutsu's study (2018) narratively analyzed a 2-year-old boy's flow experiences in his violin playing at home and in community settings. There have been very few studies using FIMA to construct lessons reflectively; there are especially using electronic music technology.

The study aims to highlight the FIMA as a tool to include students in musical activities. The study set the following research questions:

1. Applying the revised-FIMA, can flow be consistently observed in the author designed workshop for children to interact with the violin, technological instruments and metallic materials?
2. From the developmental perspectives, how do the results using the revised-FIMA compare with previous research in children's flow experience?
3. How do the general characteristics and specific content by using the violin, electronic musical toys, technological tools such as sequencers, effects, MIDI controllers, and original bell-like instruments made by metal material specialists influence flow in the workshop.

4. How the author(s) prepared musical activities were implemented to achieve inclusion using the indicators from the FIMA-R?

This study investigates children's interaction among traditional instruments, technological instrument, and metallic materials in a music learning session held in 2023-2024 in Japan. A qualitative descriptions of observation by using field notes and videos capture and highlight young children's flow experience. Study participants totaled 20 children ages 2 to 9. Children and caregivers participated in the workshop. The FIMA-R was applied for descriptive analysis of the video (Akutsu, 2018).

This study reveals that the FIMA-R is a useful tool to assess children's flow during musical activities descriptively and assisting practitioners in constructing reflective lessons. The study revealed a developmental perspective on musical engagement and children's flow when they naturally explored instruments and tools such as the violin, technological instruments and bell like instruments. As a result, the practitioner-researchers were able to prepare instruments and tools suitable for each age group.

C3-3B-01

**Helping Aggressive Children Become Part of The Class:
The Facilitating of Positive Group Dynamics among Classmates in A Taiwanese Non-
Profit Preschool**

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Keywords: aggressive, positive group dynamics, emotional education, autistic children

Abstract

High-quality early childhood education helps young children, especially children with special needs. It is an international trend to promote integrated education to allow children with different development to live and learn together and promote each other's well-being. Non-profit preschools(NPPs) in Taiwan are jointly run by the government and non-profit organizations. According to the regulations, they must give priority to enrolling children with special needs and promote inclusive education. However, for the autism child with limited interpersonal communication skills and a lot of body movements, it is still a big challenge for teachers and students of the entire class to successfully join the class members, even in an environment where integrated education is implemented.

This study explores how three teachers in a NPP preschool integrated class can promote positive group dynamics in a five-year-old class to help two autistic children with limited spoken language. One of them is prone to aggressive behavior, and the other is prone to take aggressive action when emotions are high. Not long after the preschool started in 2023, the teachers observed that children keep a distance from the two autistic children and were prone to fearful emotions or behaviors. For example, most did not dare to sit next to them and rejected to hold their hands. Obviously there has been an exclusion situation in the class. Teachers in this class, a special education teacher who regularly joins the class, and the director cooperated to help these two autistic children and at the same time, facilitated positive group dynamics among classmates.

This study interviewed the above-mentioned relevant personnel to understand the changes in the interactive relationship between children in the class, the implementation of tutoring strategies and the adjustment of activity courses. All interview recordings were translated into

narrative scripts for analysis. The results turn around the interactive relationship between children mainly through four step-by-step methods: (1) Help children understand that everyone has their own special features, including things they are good at and areas that need practice, (2) Guide children to observe special behaviors responses to help children understand children with autism (3) Strengthen the implementation of emotional education, and conduct "warm time" activities for nearly an hour every week to discuss and practice emotional awareness, expression and understanding (4) Teach the skills for interacting with autism children, by adult demonstrations, daily life examples, and rewards for taking care of children with special needs.

From the results of this study, we learned that promoting positive group dynamics among children can improve children's interpersonal relationships and create a good class atmosphere. This not only helps children with special needs, but also benefits everyone in the class.

C3-3B-02

The Early Interventions of ASD in Early Years in Asia

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(University College London)

Keywords: ASD, early intervention, early childhood, Asia

Abstract

The study is about the different types of early interventions that ASD children can have during their early years and the areas in which these interventions improve their development. In particular, the study will look at how those interventions are carried out in Asian countries, and study the underlying reasons for their popularity. To align with the broader theme of education, various resources that educators can use in schools which can support ASD children's development will be discussed as well.

Research Question:

- 1) Overview of ASD and the symptoms that educators may meet in the early years context.
- 2) Common early ASD interventions (ABA and TEACCH) and their impacts on ASD children in their early years.
- 3) Specific early ASD interventions (Music Therapy and Sensory Integration Therapy) and their impacts on ASD children in their early years.
- 4) The resource (NeuroLAT and NAO) that educators can use to intervene with ASD children in their early years.

This study is literature-based research, using secondary data. Only primary research literature has been used for data gathering and analysis. There were no human participants involved in this study

Results have shown that the earlier the intervention, the greater the potential for positive outcomes for ASD children in the early years. However, despite the existence of some resources in Asia to help children with ASD during their early years, their adoption in the region is still limited compared to that in Western countries.

C3-3B-03

It Takes Everyone: Reciprocal Relationships at the Core of Building an Ecology for Inclusive Early Childhood Education

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(University of the Philippines)

Keywords: inclusive education, early childhood education

Abstract

Almost two decades after the dissolution of the special education program of the university laboratory preschool, research was funded to study how inclusive early childhood education (IECE) can be designed organically in ways that authentically celebrate diversity. One of the problems addressed was how every person involved in the IECE program can be socialized towards more inclusive practices. Influenced by the author's earlier publication, the study investigates how IECE programs can be rooted in theory (Mallory & New, 1994) and how it can be anchored in an ecology of relationships within the school community (Li & Julian, 2012; Li & Winters, 2022).

The initial phases, which began in 2018, were conducted as faculty participative action research and its current trials are moving towards combining this with grounded theory. Merging these methodologies is deemed most apt after years of trials. In a structured narrative interview, it was found that such combination can lead to an iterative process of using insights from the participants as input in the next cycles, which aids in addressing more gaps in the framework (Williams et al., 2022). Specific phases of the research involved discourse sessions about inclusive practice with instructors in the laboratory, workshops with faculty and families of children about unproductive behaviors and disabilities, and interviews with former staff involved in the disbanded special education program. Trials in the last two academic years involved implementing the framework through a team of graduate students and working with educators and families to enrich the learning environment using open-ended materials for promoting a sense of wonder across centers. Vygotsky's cultural-historical activity theory served as the backbone for this research. His concepts of cultural development and inclusion based on positive differentiation (Gindis, 1999) were integral in designing and coordinating trials and in analyzing data. Vygotsky's ideas on special education, interpreted to be consistent with full inclusion (Stainback et al., 1998; Lipsky & Gartner, 1996), transcend impairment as a biological condition and emphasize restructuring social relationships within the community (Gindis, 1999).

Among the findings of the years of trial implementations, this study demonstrated that reciprocity between family and educator, educator and child, and family and child can bring about

the desired productive behaviors, interactions, and experiences for learners with social-emotional concerns or disabilities. Sample cases revealed compelling evidence that serve-and-return relationships among stakeholders can promote well-being among children, families, and educators. The perceived improvement in productive behaviors were more pronounced in some cases compared to others. It can be inferred from the data that reciprocity among stakeholders may be a predictive factor in the success of coordinated efforts. In the current phase, the researcher is working with a team of graduate students to produce a more efficient system for documenting development, communicating with families and allied professionals, and implementing supports collaboratively. This trial will be the beginning of moving the research towards a grounded theory methodology.

C3-3B-04

**Kindling Potential:
An Exploration of Kindle Garden, Singapore's First Inclusive Preschool**

Shirley Soh
(AWWA Ltd-Kindle Garden)

Keywords: inclusive preschool, inclusive practices, Inclusive Environments, Inclusion, Singapore

Abstract

Inclusion in early childhood education is a fundamental right for all children, with or without special needs, fostering social integration and cognitive development. Studies have shown that high quality, inclusive education impacts children not only in the early years but also leads to a positive long-term effect on their behaviours and skills later in life (Lawrance, Smith and Banerjee, 2016; UNESCO, 2021) . Singapore has made significant strides in promoting inclusive education, exemplified by initiatives such as the Integrated Childcare Programme (ICCP) and Inclusive Support Programme (InSP). The goal of ICCP and InSP is to establish a mainstream setting where typically developing (TD) young children grow, play and learn alongside their peers with added needs (AN); in this integrated environment, AN students receive early intervention support dedicated to their needs. Kindle Garden (KG), which is the pioneering inclusive preschool in Singapore, embodies this commitment to inclusive education. KG serves a diverse group of children from 18 months to 6 years old with moderate to severe additional needs and typically developing children. KG's model of inclusive education extends beyond the classroom and includes parents and caregivers as key participants in children's holistic development.

Using a case study approach, this study outlines the distinctive features of KG and its operational framework, focusing on how its inclusive physical and social environment facilitates social integration and enriches daily classroom practices. Specifically, this project asks: Under what conditions do students and their caregivers in an inclusive preschool flourish? It delves into KG's inclusive model called the "Kindling Approach." Employing process tracing of KG's evolution, stakeholder mapping, and interviews with KG teachers, students, and caregivers, this study captures effective techniques employed in inclusive classrooms and examines how inclusive values can be co-created with the support of parents and caregivers of AN and TD children.

Through a deep exploration of KG, this study provides insights into the benefits and challenges of implementing an inclusive preschool model in Singapore. It also highlights the potential advantages and obstacles to scaling up an inclusive model, like KG's. Further, this study provides empirical evidence supporting the efficacy of inclusive practices in promoting positive

outcomes for all children, regardless of their diverse needs. These findings have the potential to inform not only the refinement of KG's inclusive model but also the broader implementation of inclusive education initiatives across diverse educational contexts, contributing to the creation of more inclusive and equitable learning environments for children worldwide.

Findings from this study hold significance for policymakers, educators, and stakeholders involved in early childhood education, offering valuable insights into potentially mainstreaming inclusive educational practices and their implications for fostering a more inclusive society. As Singapore continues its journey towards inclusive education, understanding the operational dynamics and effectiveness of inclusive preschool models like KG is vital for shaping future policies and practices.

C3-3B-05

**The Relations of Strength-Based Parenting with Parental Stress
and Parent-child Relationship: Comparisons of Parents of Children
with and without Special Educational Needs**

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Keywords: strength-based parenting, parenting stress, parent-child relationship, special education needs

Abstract

The present study investigates the relationships among the use of strength-based parenting (SBP), parent-child relationship and parental stress. Most parents have high stress in parenting (HKIAPS, 2017) and challenges of parenting had increased, particularly for parents of children with special educational needs (SEN). Given Strength-based parenting (SBP), developed by Lea Waters (Waters et al., 2016), has been found to alleviate parents' stress levels, and enhance positive impacts on parents and children's psychological outcomes when parents put SBP in practice (Arslan et al., 2022). Hence, the present study aims to focus on the awareness and the use tendency of SBP for Hong Kong parents with young children. Furthermore, this study also examines whether the awareness and use of SBP can reduce their parental stress and improve parent-child relationship. Finally, this study also investigates the differences on the relationships among three key variables between parents of children with and without special educational needs (SEN).

There were four research questions in this study: (1) Whether tendency of using SBP can significantly predict lower parental stress? (2) Whether tendency of using SBP and parental stress can significantly predict parent-child relationship? (3) Whether tendency of using SBP can still significantly predict parent-child relationship after controlling on parental stress? (4) Whether there are significant differences on the above relationships between parents of children with and without SEN?

47 parents with children aged 4 to 6 with or without any SEN from mainstream local kindergarten were recruited to complete a questionnaire, including scales on SBP Knowledge and Use, Parent Stress Index- Short Form (PSI-SF) and Child-Parent Relationship Scale Short Form (CPRS-SF). Regression analysis was employed to analyze the direct effect of SBP on parent-child relationship as well as the mediation effect of parental stress. Results showed that SBP had significant effect on parent-child relationship and parental stress significantly partially mediated the effect of SBP on parent-child relationship. Although no significant differences in the magnitude

of prediction were found on the above relationships between parents of children with and without SEN, the magnitude of relationships were stronger for parents with SEN children.

The results were consistent to previous literature and implied that parents adopting SBP, perceive more competence in nurturing their children and SBP can reduce their parental stress and improve parent-child relationship with more closeness and fewer conflicts. In addition, when parents adopt SBP and focus more on their children's strengths, harmony communication and improvement in parent-child relationship are promoted. Meanwhile, using SBP can have stronger improvement in parent-child relationship for SEN parents compared with non-SEN parents.

C3-3C-01

Children's Informal and Playful Mathematical Learning: Challenges Faced by Kindergarten Teachers in the Hong Kong Context

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Keywords: informal and playful mathematical learning, kindergarten education, teacher challenges, Hong Kong

Abstract

The integration of informal and playful mathematical learning in early childhood education is essential for fostering young children's cognitive development, interests, and enthusiasm for mathematics. This study investigates the challenges faced by kindergarten teachers in Hong Kong in extending children's informal and playful mathematical learning within the educational framework. The necessity of the study is underscored by a burgeoning body of literature that highlights the importance of early mathematical experiences and the role of teachers in facilitating these experiences. However, research also indicates potential obstacles in the implementation of such pedagogical approaches, particularly in specific cultural and systemic contexts like Hong Kong.

The purpose of this study is to identify and analyse the barriers that kindergarten teachers encounter when attempting to enrich children's mathematical learning through informal and playful methods. The research question guiding this investigation is: What are the primary challenges faced by kindergarten teachers in Hong Kong in extending children's informal and playful mathematical learning, and how do these challenges impact their pedagogical practices?

Employing sociocultural theory as a lens and utilising ethnographic case studies for an in-depth exploration, this study offers a qualitative analysis of the experiences of kindergarten teachers in Hong Kong. Data were collected through observations, interviews, and document analysis to gain insights into the practical aspects of teaching mathematics in a manner that resonates with children's natural learning tendencies.

The findings reveal that kindergarten teachers in Hong Kong grapple with several significant challenges. Curriculum deficiencies, such as a lack of explicit guidance on incorporating informal and playful learning opportunities into mathematics education, hinder teachers' ability to effectively implement such pedagogies. The tight kindergarten time schedule further exacerbates this issue, leaving little room for exploratory and child-initiated play and activities. The official curriculum document provides vague descriptions regarding mathematics learning and teaching, leading to inconsistencies in instructional approaches. Additionally, teachers' personal

mathematical experiences often influence their confidence and competence in facilitating informal mathematical learning. Lastly, teachers' knowledge of, values regarding, and sensitivity to children's informal and playful mathematical learning are varied, which can either support or impede the adoption of these methods.

The implications of this study are multifaceted, suggesting the need for a more structured and detailed curriculum that supports informal and playful mathematical learning, professional development opportunities for teachers to enhance their understanding and appreciation of such pedagogical approaches, and systemic changes to allow for more flexible scheduling that accommodates child-centred learning experiences. This study contributes to the discourse on early childhood mathematics education and offers practical recommendations for policymakers, curriculum developers, and educators in the Hong Kong context and beyond.

C3-3C-02

Kindergarten Teachers' Perception of Computational Thinking: An Interview Study in Hong Kong

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(The Chinese University of Hong Kong)

Keywords: computational thinking, kindergarten teacher, early childhood education, learning domains, interview study

Abstract

Computational thinking (CT) has become an essential skill for individuals in the 21st century. While educators have made efforts to teach CT in K-12 education, it remains a relatively new concept for teachers, especially in kindergarten. Furthermore, there is a lack of adequate training in CT, and teachers' understanding, and perception of CT have a direct influence on their confidence and ability to implement CT activities. Nevertheless, few studies focused on teacher and computational thinking, and kindergarten teachers' perceptions regarding CT have yet to be explored. Therefore, this qualitative exploratory interview study aimed to investigate kindergarten teachers' perceptions of CT knowledge, CT activity integration, and activity implementation difficulties with three research questions: (1) How did kindergarten teachers define CT and understand CT concepts? (2) How did kindergarten teachers perceive the integration of CT with other learning domains? And (3) What anticipated challenges did kindergarten teachers foresee when implementing CT activities in their classrooms? We adopted a convenience sampling method to recruit ten teachers from a local Hong Kong kindergarten, including the class teachers and principal. In this study, semi-structured individual interviews were conducted and altogether 300 minutes of data were collected, transcribed, coded, and analysed to generate thematic networks. The design of the interview protocol was based on the literature and a theoretical framework with ten questions. According to the thematic analysis, three main themes emerged:

(1) Teachers' understandings of CT; (2) Teachers' perceptions of CT integration with other learning domains; and (3) Teachers' perceptions of difficulties in implementing CT activities. The findings indicated that kindergarten teachers had very limited knowledge about CT and most of them considered CT as one of the mathematic concepts. Moreover, all teachers had a positive attitude towards integrating CT with other learning domains, which could be in the classroom or corner activities. Furthermore, the difficulties raised by teachers were mainly related to the lack of CT

training and the time and number of teachers required to implement CT activities. This study provides preliminary results for follow-up studies with larger sample sizes. Furthermore, these findings provided implications for educators and policymakers in Hong Kong and other regions in understanding kindergarten teachers' knowledge and understanding of CT education, which will help them to develop effective CT training programs and facilitate the implementation of CT activities in kindergarten classrooms.

C3-3C-03

Developing Online Games-Based Learning Devices to Improve Early Childhood Education Student's Skills

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Keywords: online games, early childhood, skills

Abstract

Research using online game media was carried out because learning media for children had not previously been found in the form of educational games. The minimal use of game-based learning media means that researchers are interested in conducting trials on making games for early childhood learning. This research aims to develop online game-based learning tools to improve the skills of Early Childhood Education (PAUD) students. The method used is development research by testing several types of games to train PAUD students' skills. The aim of this research is to develop online educational game media that is feasible, practical and effective in improving early childhood development. This type of research is development research or research and development (R&D) with the ADDIE stage model including: Analysis, Design, Development, Implementation and Evaluation. Data collection techniques use observation, documentation, and questionnaire methods. The research results show that the use of online game-based learning devices significantly improves PAUD students' skills in various aspects, such as fine motor skills, cognitive, social, and emotional. Positive responses were also seen from students and teachers, who showed a high level of enthusiasm for the use of technology in early childhood learning. The collected data was analyzed descriptively and qualitatively. Based on the research results, it shows that online educational games are very suitable for use in the learning process with a percentage of 95% being tested by PAUD teachers. This research makes an important contribution to the development of early childhood education by effectively utilizing technology to improve learning outcomes. The implication of this research is the importance of integrating online game-based learning tools in the early childhood education curriculum to achieve more effective and enjoyable learning goals.

C3-3C-04

Exploring Strategies to Strengthen Teacher-Child Relationship in Promoting 3-year-old Children's Mathematical Learning during Play

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Keywords: teacher-child interactions and relationship, pre-cursor mathematical concepts for toddlers, teaching strategies of math talk and wait time

Abstract

Neuroscience research has shown that serve and return interactions shape the brain architecture of infants and toddlers (Center on the Developing Child, 2024). Responsive, reciprocal relationships between adults and children are essential to the learning, development and well-being of very young children. It is the social interactions between teachers and children that drive learning in any toddler classroom. Furthermore, teachers often overlook the potential of play in teaching mathematics, leading to a lack of quality teacher-child interactions which results in missed learning opportunities (Black, 2015). Toddlers spend most of their day engaging in play during which they explore many pre-cursor concepts. Research has shown that many teachers perceive mathematics as more suitable for older children capable of comprehending complex concepts (Hynes-Berry et al., 2021). However, recent research in cognitive development has revealed that very young children have the innate ability to understand basic mathematical concepts like colours, shapes, and size comparison through play (Chen et al., 2017; Gold, 2014).

Teaching strategies like math talk and wait time are based on the social interactions between teacher and child. They have been shown to promote mathematical thinking in children (Black, 2015; Wasik & Hindman, 2018). However, there is little research on the use of these strategies to promote exploration of precursor concepts like comparisons and attribute for toddler-age children.

This study aims to find out how the teacher's use of math talk and wait time not only strengthens teacher-child relationship but also promotes exploration of precursor math concepts like comparison and attributes, for toddlers during play to promote mathematical thinking.

Research Questions -

- 1) How do scaffolding strategies like math talk and wait time during play:
 - a) Strengthen the relationship between teacher and child through their social interactions
 - b) Encourage mathematical thinking, of the pre cursor concepts of comparison and attributes, for Nursery 1 children

Participants of this study included six Nursery 1 children and their English and Chinese teachers who participated in pre- and post- interviews. The data collection methods used included child observations, teacher interviews, and teacher journals. Nursery 1 children were observed for two weeks as they engaged in play with open-ended materials. Strategies like math talk and wait time were implemented as part of teacher's facilitation of play, for the next four weeks.

The study found that modelling math talk using comparison words improved children's language abilities and encouraged exploration of mathematical concepts throughout the day. Open-ended questions prompted children to explain play structures and think about mathematical concepts. Providing wait time gave children the time and space to think and express themselves better, leading to detailed responses about play structures. Wait time also led to greater child agency and respect. These strategies increased social interactions between teacher and children during play which also strengthened the relationship between them. A surprise finding included how reciprocal interactions between toddlers during playtime provided engagement, enjoyment and opportunities for learning and exploring mathematical concepts.

C3-3C-05

**Development of Video Learning Based on Thematic and Local Wisdom
to Optimaze Literacy and Numeration Skills in Preparation Centers
for Early Childhood Development in Jambi City**

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Keywords: development, preparation center learning, learning videos

Abstract

The learning process in Early Childhood Education (PAUD), especially Kindergarten (TK), is generally carried out face-to-face both indoors and outdoors. However, currently, learning is also carried out online and offline. To keep the learning process varied and interesting, teachers need to use learning media such as videos. However, the difficulty of finding learning videos that are suitable for early childhood, especially those that fit typical learning models such as the Preparation Center Model, is a major obstacle. The Preparation Center model is needed to introduce literacy and enumeration activities to young children.

The unavailability of learning videos that match this model makes it difficult for teachers to design varied learning media. This has an impact on the learning process which is not optimal and reduces children's enthusiasm for learning. Concerns arise that this could affect the development of children who should continue to be stimulated and developed at an early age.

Based on the results of observations in several kindergartens in the city of Jambi, in kindergarten learning currently there are still very few teachers who use video learning media, especially those in accordance with the Daily Learning Implementation Plan (RPPH) and Weekly Learning Implementation Plan (RPPM), especially in Preparation Center-based learning.

Motivated by this problem, researchers are interested in conducting development research with the title "Development of Thematic and Local Wisdom Based Learning Videos to Optimize Literacy and Numeracy Skills in Preparation Centers for Early Childhood Development in Jambi City". This research will be conducted for one year and uses the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model. The ADDIE model was chosen in this development research because this model is a procedural model, which shows clear and careful steps to produce learning video products. The aim of this research is to produce learning videos that suit the learning needs of early childhood, determine the feasibility of the Preparation Center learning model in learning videos, and find out the response of teachers, pupils and university students to the learning videos.

C3-3C-06

Japanese Kindergarten Teachers' Beliefs about Young Children's Base-10 Understanding

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Keywords: base-10 understanding, Japanese kindergarten, teachers' belief

Abstract

Japanese children attain high mathematics performance in international tests, such as PISA and TIMISS. Their superior mathematics achievement begins as early as kindergarten. Recent study demonstrated that Japanese kindergarteners were able to solve complex addition problems comprising of two-digits addends (e.g. $23+14$) using Base-10 Decomposition (Ong et al. 2022). The result suggested that Japanese kindergarteners already have a clear understanding of base-10, which is relatively complex to learn for young children. As Japanese kindergarteners rarely attend non-pre- school education institutions (e.g. Kumon and Benesse) for learning mathematics (Cave 2022), Japanese kindergartens may serve as an important learning platform for supporting children's base-10 understanding. MEXT (Ministry of Education, Culture, Sports, Science and Technology), however, does not recommend kindergartens teach mathematics intentionally or directly to children. Interestingly, Japanese kindergarten teachers frequently embed not only basic mathematical concepts (Cave 2022; Sakakibara 2014), but also complex concepts like base-10 (Ong and Kawata 2023), into different activities that promote young children's mathematical skills. Despite this, it remains unclear of their beliefs about young children's mathematical development, especially base-10 understanding. The investigation of this understudied area is crucial since these beliefs influence classroom practices (Hegde et al. 2014), which in turn have a significant impact on the way young children learn and understand base-10.

The study aimed to identify and examine Japanese kindergarten teachers' beliefs about young children's base-10 understanding, by analysing how do they interpret young children's base-10 understanding from their viewpoint as kindergarten teachers?

15 teachers from two private Japanese kindergartens participated in the study. The two kindergartens were carefully chosen to ensure that they represented most of the kindergartens within the Japanese cultural context. The teachers were assigned to five different groups for focus group interviews. Note-taking, photography, and video were used to document the teachers' responses to the questions.

This study identified and examined Japanese kindergarten teachers' beliefs about young children's base-10 understanding. Three themes emerged from the analysis of the interviews:

Theme 1: Base-10 is a crucial aspect of early mathematics

Teachers emphasized the importance of base-10 in early mathematics as it promotes young children's mathematical learning and development.

Theme 2: Base-10 is an everyday life 'item'

Teachers discussed how base-10 exists in young children's everyday life. Hence, they believed that children get to experience and use base-10 every day at school, as well as at home.

Theme 3: Developing base-10 understanding through music and/or body movement activities

Teachers shared different music and/or body movement activities that comprise of base-10 and suggested that these activities are more effective in facilitating Japanese young children's base-10 understanding.

Overall, this study informs the literature on teachers' belief about young children's base-10 understanding. Since Japanese kindergarten curriculum does not specify how young children should learn base-10, understanding teachers' beliefs provides insight into how they support children to develop this concept through their classroom practices.

C3-3D-01

**Sustainable Reciprocal Relationships:
Exploring Early Childhood Student Teachers' Experiences and Challenges
in Crafting Sustainability-Focused Lesson Planning**

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Keywords: interdisciplinary, transformative sustainable education, early childhood, Changemaker, reciprocal relationships

Abstract

This study delves into student teachers' experiences, challenges, and reflections in crafting sustainability-focused lesson plans to nurture young changemakers, amidst the increasing global demand for sustainable education.

Promoting sustainability education in early childhood settings presents both values and challenges. Haas and Ashman (2014) advocate for sustainability integration into Global Education, emphasizing the link between nature play to sustainability. However, Lasen et al. (2017) identified that despite its perceived relevance, Education for Sustainability often competes with literacy and numeracy in curricula. Bautista et al. (2018) stress the need for dialogic interactions, advocating for children's active participation in sustainability dialogues.

Employing a post-humanist lens, this study explores the intricate relationships between learners and their environment, encompassing humans, non-humans, ecosystems, and even entities beyond Earth, as reflected in the lesson plans (Murriss & Reynolds, 2023). It delves into how learners become entangled with and assume responsibility for the interconnected web of life, acknowledging the dynamic interactions shaping sustainability education.

Incorporating the concept of reciprocal relationships between teachers and young children, this study highlights the importance of mutual respect, co-learning, collaboration, empowerment, and holistic development in sustainability-focused lesson planning. It explores how these relationships foster a collaborative and inclusive learning environment, empowering young learners to express their thoughts, ideas, and concerns related to sustainability, and enabling teachers to incorporate children's perspectives effectively into lesson planning.

This study combines the post-humanism concept and Transformative Sustainable Education framework to enrich lesson plan analysis, focusing on non-humanagency, interconnectedness, and critical reflection (Freire, 1970; Orr, 2004). The study develops a content analysis matrix analysing 50 lesson plans from international student teachers, aiming to uncover

factors influencing lesson plan effectiveness and implementation challenges. The study received Gatekeeper and student teachers' consents to examine their artefacts, and the ethical approval was obtained from the University Research Ethics Panel.

The changemaker-based key themes include interdisciplinary pedagogical strategies, cultural/ contextual influences, sustainability integration, child resilience, agency, and reciprocal relationships between teacher and young children. By intertwining reflection, sustainability, reciprocal relationships, and interdisciplinary elements within a robust pedagogical lesson planning, we can empower young learners to be proactive changemakers, fostering a sustainable and equitable global future.

C3-3D-02

**How Is the Japanese *Forest Kindergarten* Understood
by Foreign Pre-School Teachers Who Emphasize Outdoor Education?**

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Chiharu Uchida

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Keywords: forest kindergarten, outdoor education, video-cued multi-vocal visual ethnography

Abstract

Early childhood education emphasizing natural activities is practiced in many countries around the world. For instance, in the United States, camps began to be incorporated into school education in the 1950s, with the expectation that the experience of living in nature would promote children's inner development (Miyamoto & Higashihara, 1989). In Sweden, children are educated about the natural environment through the forest fairy known as Mulle, and spending time outdoors during early childhood is believed to positively affect not only children's social and emotional development, but also their peace of mind (Takami, 2019).

In modern Japan, childcare and early childhood education programs based on nature experience activities are being offered, and there are 316 childcare facilities that are members of the Forest Kindergarten Network. Sozo Kurahashi (1882–1955), the founder of early childhood education in Japan, also envisioned a forest kindergarten as an ideal school setting, explaining that a natural life for young children, a space and time where they can live a life that is natural, feels safe, and where they can be comfortable without being deliberate, is what is necessary for a kindergarten (Hamaguchi, 2018).

The purpose of this study is to clarify how American and Swedish pre-school teachers who value outdoor education understand the practices of Japanese forest kindergartens. These results will be used to examine Japan's unique childcare culture that makes the most of nature.

The study uses a video-cued multi-vocal visual ethnography methodology (Tobin et al., 1989). Focus group interviews were conducted with American and Swedish pre-school teachers who value outdoor education by having them watch videos of educational activities at forest

kindergartens implemented in Japan. These videos included scenes of children catching insects, climbing mountains, and cooking. The study was conducted in cooperation with a child development center in the U.S., and a Swedish outdoor pre-school. The collected audio data were transcribed and analyzed using SCAT (Otani, 2019), a qualitative analysis method.

The results showed that the common philosophy of both countries is empathy for children spending time in nature, having adventures, and discovering their own learning. It was also found that there are some differences between the philosophies in the U.S. and Sweden. In the U.S., some activities cannot be done with safety, sanitation, and other regulations in mind, whereas in Sweden, there is an educational attitude that emphasizes sustainability to maintain the forests.

C3-3D-03

Children's Knowledge and Attitudes towards Environmental Sustainability: A Pilot Study

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Keywords: awareness, sustainability, environment

Abstract

NTUC First Campus (NFC) has embraced Education for Sustainable Development (ESD) by purposefully weaving sustainability issues into its curriculum and opened an Outdoor School that takes children on adventure trips to Singapore's nature reserves. Through these initiatives, NFC not only aims to increase children's sense of agency as active citizens within their communities, but also strengthen their well-being by developing their relationship with the natural world.

The purpose of this study is to create a tool that allows NFC to examine its children's awareness of and attitudes towards environmental sustainability, so as to gauge the impact of its efforts in ESD to inform future curriculum design/implementation. To achieve this, the study aimed to answer these two questions:

- 1) What are NFC children's levels of awareness of environmental issues?
- 2) To what extent do NFC children possess pro-environmental attitudes towards
 - a. Sustainability habits; and
 - b. Nature?

The Children's Environmental Sustainability Scale (CESS) was created, a tool which consists of a pictorial questionnaire and game format localised to the Singaporean context. The tool was organised around three measures:

- 1) Knowledge of environmental issues which covers 4 domains: recycling knowledge, marine conservation, rainforest conservation and water conservation;
- 2) Attitude towards sustainability habits which measures the extent to which children identify themselves as practising habits that reduce their carbon footprint, and their rationale for doing so. Four areas of ecological footprint were prioritised with reference to the EKAY-O scale developed by Güngör (Güngör and Cevher-kalburan, 2018); and

- 3) Attitude towards nature vis-vis man-made environment - It measures children's preferences between being in a man-made environment or a natural environment as an indication of their overall attitude towards nature. Phrasing of the questions in this component takes reference from the CATES-PV scale developed by Musser and Diamond (1999).

The tool was piloted on 19 Kindergarten 1 and 2 children (aged 5 - 6 years old). Descriptive statistics was used in the data analysis. It was found that the children generally engage in ecocentric behaviours and possess pro-environmental attitudes, although they may lack understanding of the rationale behind such behaviours and attitudes. Following the study, the CESS scoring guideline was fine-tuned to more accurately assess and evaluate children's environmental attitudes. The updated CESS will be employed in a 2024 main study, whose results will guide NFC's future plans in nurturing young sustainability advocates. Also, as sustainability advocates, it is hoped that the children would influence practices at home which contributes to Singapore's Green Plan 2030 - a whole-of-nation effort to further Singapore's national agenda on sustainable development (Singapore Green Plan 2024).

C3-3D-04

A Study on Cooperative Behaviors in Preschoolers During the Creation of Digital Books with Smart Devices

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(ChungAng University)

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(ChungAng University)

Keywords: preschooler, cooperative behavior, collaboration, creating digital book, smart device

Abstract

In early childhood education, the integration of smart devices (e.g., smartphones, digital tablets) has garnered considerable attention due to their potential to facilitate various dimensions of developmental growth. Specifically, interacting with such tools engenders significant child-to-child and child-to-adult interactions. This research builds upon existing literature that delineates the cognitive and socio-emotional benefits derived from such engagements, aiming to deepen the understanding of the dynamics at play when children participate in creating digital books with smart devices.

The purpose of this study is to characterize the forms of cooperative behaviors manifested by preschoolers during the digital book creation process. Therefore, the research question of this study is: What specific cooperative behaviors are exhibited by preschoolers in the context of creating digital books on smart devices?

Employing a qualitative analytical framework, this research examined the cooperative behaviors displayed by preschoolers during digital book creation. Conducted within a cohort of twelve five-year-old children at a private kindergarten in Gyeongsangbuk-do, South Korea, the study utilized participation observations and reviewing teacher's reflective notes, photographs, and video recordings to collect data pertinent to the research.

The findings indicate that preschoolers exhibit distinctive cooperative behaviors in the course of creating digital books with smart devices, which includes role assumptions, employment of pro-social skills, and the fostering of positive peer attitudes.

First, children established common goals, assumed responsibilities, and exhibited commitment to their roles. Second, they demonstrated pro-social behaviors through sharing of resources and ideas, as well as mutual problem-solving assistance. Third, the development of positive attitudes towards peers was also noted, characterized by feelings of camaraderie and respect for diverse perspectives.

These observations underscore the potential of smart device-based activities to foster cooperative behaviors among preschool children. Nonetheless, given the study's limited demographic scope, encompassing only 12 children, broader research is necessary to validate the findings across diverse populations. The study advocates for the active engagement of children with smart devices, promoting their role as contributors rather than mere consumers of technology.

C3-3D-05

New Approach for Telepresence Evaluation of Rural Preschool Education Quality: Based on the Practice of Rural Area in China

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Keywords: telepresence robots, education quality evaluation, rural preschools, China

Abstract

Ensuring access to inclusive, equitable quality education is one of the United Nations Sustainable Development Goals. However, preschool education globally faces the challenge of uneven development. As the most populous country, China has a significant rural populace, and the disparity in educational resources between urban and rural areas significantly hinders the advancement of Chinese preschool education (Hong & Luo, 2012). Recently, the divide in education quality evaluation resources between urban and rural areas has garnered attention. Numerous remote districts in China have not conducted any evaluations on preschools, and the scarcity of professional evaluators is a critical factor impacting the quality of rural preschool education (Liu, 2016). The high transportation costs and time inefficiency also pose challenges. Hence, the implementation of telepresence technique for education quality evaluation in rural preschools is eagerly awaited. Our previous research has already demonstrated the effectiveness of telepresence robots in evaluation compared to in-person, offline evaluation (Lu & Nishimura, 2024). Overall, studies on telepresence robots in education quality evaluation are limited (O'Sullivan, 2006).

This study focuses on applying telepresence robots in the teaching observation and feedback of rural preschool, exploring how this approach have a lasting and significant impact on education quality.

This study proposes a new approach to assess and improve the quality of rural education, including quantitative scale assessment, qualitative description, and follow-up experiments.

In our experimental protocol, evaluators initially conduct a first telepresence evaluation for rural preschools using relevant education quality evaluation scales. Then, evaluators provide regular intervention support to these pilot preschools through robots, based on Reddy's "second-personal description". Following the intervention, these preschools undergo a second evaluation. A comparative analysis of the first and second evaluation scores is to verify the effectiveness of the intervention.

The "second-personal description" is psychological observational studies to capture an individual's emotions, which are difficult to describe using a conventional scientific method of

description that emphasizes objectivity and universality. This approach can better reflect teachers' perspectives on children and aids in providing high-quality process feedback. Based on the "second-personal description" and the use of telepresence robots' advantage of bridging physical distances, evaluators can maintain a flexible and dynamic distance from teachers through telepresence robots, fostering a more interactive relationship compared to the traditional "observer-observed" paradigm. Evaluators observe teacher-child interactions in real-time through telepresence robots, documenting and extracting "typical narrative" from observation records. These records include the context of the event, character relationships, the course of the event, and the psychological state of the children. These typical narrative focus on "divergent" or "contradictory events" regarding children's understanding. Subsequently, teachers and evaluators interpret these divergent "typical stories" using the "second-personal transformation" technique, achieving process feedback through the collaborative after-class discussion.

In summary, this study provides a new approach of telepresence evaluation for preschool teaching observation and feedback, achieving the promotion of education quality through evaluation. It helps improve rural teachers' teaching proficiency and the teacher-child interaction quality via timely process feedback. This will further advances rural preschool education quality, and facilitate balanced education development between urban and rural areas.

C3-3D-06

Mathematic Material in Montessori Approach Helping Hearing Impaired Children Understand Early Math Concept

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(Jakarta State University)

Keywords: mathematic, Montessori, Montessori Material, hearing impairment, early childhood

Abstract

The purpose of this study is to explore that mathematic material in Montessori approach can assist hearing impaired children aged 4 – 7 years old in understanding the early mathematic concept. In daily life commonly Mathematics is used so it is necessary for people to know math and we can teach it from early age. However, hearing-impaired children often face challenges in grasping its concepts since they are at the same time learning to hear and talk. The Montessori method, renowned for its hands-on, sensory-based approach, offers a promising experience to enhance math learning for these children. This abstract explores how Montessori materials can be tailored to cater to the specific needs of hearing-impaired children, promoting their understanding of math concepts. This research used descriptive qualitative method and the research data obtained from students of Aluna Montessori preschool and kindergarten in South Jakarta, Indonesia. The data collection used in this study were in the form of observation, interviews and documentation which then analysed with qualitative descriptive techniques. The result showed the mathematic material in Montessori approach are effective in helping hearing impaired children understand early math concept. This approach emphasize concrete learning that allow children to explore and learn mathematical concept through direct experience and repetition which can be particularly beneficial for children with hearing impairments who have difficulty with auditory-based learning.

C3-3E-01

**A Study of the Leadership Styles of the Teachers
as Directors of Affiliated Preschools of Public Elementary Schools:
The Difference between the Novice and Experienced Directors**

Chao-Ming Lee
(National Chengchi University)

Keywords: leadership style, preschool director, public elementary school

Abstract

Most public preschools in Taiwan were affiliated with public elementary schools. Although the principal of an elementary school had administrative powers to manage both elementary schools and preschools, most preschool affairs were handled by the preschool director, who was responsible for the preschool, and selected among teachers.

Such a special way of producing administrative leadership often affected many preschool teachers who originally focused on curriculum and teaching to suddenly need to learn new work content, such as preschool administration, curriculum leadership, environmental facility planning, and parent-teacher communication, and community relationship building.

In the process of preschool administrative operations belonging to a flat organization, preschool directors often encounter many challenges in the process of adapting from a teaching role to an administrative role (Woods, 2018). This study aimed to understand the differences in leadership styles between novice and experienced directors of preschools attached to public elementary schools, and how such differences will affect the administrative management of preschools by the two types of directors.

The researcher invited four directors of preschools attached to public elementary schools to participate in this study (two are novice directors and two are senior directors), and used the interview method of qualitative research to conduct in-depth interviews through a semi-structured interview outline. Through the analysis of interview data and related documents, the researcher could understand the work content and leadership style of the preschool directors attached to public elementary schools.

The conclusions of this study were as follows: 1. Novice directors mainly used "laissez-faire leadership style" to manage, believing that teachers all knew their responsibilities and tasks and only needed to make work assignments; experienced directors practiced the concept of "transformation leadership" management, they presented a forward-looking vision and personal charm, and operated various motivation strategies to enable teachers to work together to achieve the goals of the organization. 2. The work content of novice directors was mainly to "understand

administrative work processes" and "finish & deliver administrative information". The work content of the experienced directors was to "establish a preschool support system" and "stimulate and meet teachers' ECE professional needs."

In order to smoothly promote the administrative work of preschools attached to public elementary schools, this study recommended: 1. Encourage experienced directors to share their leadership experiences and strategies with novice directors. 2. Education authorities and primary school administrative units could simplify & electronicize administrative procedures and provide work manuals to novice directors to reduce their workload.

C3-3E-02

Reciprocal Relations between Mother-Child Relationships and Children's Social Adjustment during Home-to-Kindergarten Transition in Hong Kong

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Keywords: mother-child closeness, mother-child conflict, social competence, psychosocial problems, home-to-kindergarten transition

Abstract

The very first educational transition from home to kindergarten prepares young children for formal schooling and various challenges. During this critical period, the transaction between children (e.g., their social adjustment) and their social contexts (e.g., mother-child interactions) is a crucial mechanism to be investigated. While social competence is an indicator of adaptive functioning in social development, psychosocial problems (i.e., internalizing and externalizing problems) are risk factors for maladjustment in social domains. To date, a host of studies have explored the influence of mother-child relationships on children's social adjustment outcomes, including social competence and psychosocial problems. However, less is known about how children's social adjustment shapes their relationships with mothers. Even fewer studies have paid attention to the reciprocal relations between mother-child relationships and both positive and negative domains of social adjustment, especially during the transition to kindergarten period when children are at the age of three to four.

Based on the ecological and dynamic model of transition (Rimm-Kaufman & Pianta, 2000), this two-wave longitudinal study aims to examine the reciprocal relations between mother-child relationships and children's social adjustment across the first kindergarten year. Two research questions were examined:

- (a) Do mother-child relationships predict and is it predicted by children's social competence?
- (b) Do mother-child relationships predict and is it predicted by children's psychosocial problems?

Participants were 184 children newly enrolled in the K1 programs (Mage = 40.36 months, SD = 3.40; 48.0% girls) and their mothers from nine kindergartens in Hong Kong. Stratified random sampling was adopted to recruit the kindergartens from the three strata divided by the median monthly household income in Hong Kong to ensure variation in school and family background. At both time points (two and eight months into the academic year, respectively) with a semiannual interval, mothers reported on their child's social competence and psychosocial problems (i.e.,

internalizing and externalizing problems), as well as their closeness and conflict with the child. Structural equation model (SEM) was used to examine the cross-lagged structural paths in two models for social competence and psychosocial problems, respectively.

Both cross-lagged models fit well with the data with child sex, age, and family socioeconomic status included as covariates. The reciprocal relations differed across social competence and psychosocial problems. Specifically, mother-child conflict negatively predicted children's social competence, thereby supporting a relationship-driven model. On the other hand, children's psychosocial problems negatively predicted mother-child closeness, thereby supporting a child-driven model. Theoretically, the findings extend the ecological and dynamic model of transition (Rimm-Kaufman & Pianta, 2000) to an earlier educational transition stage by examining the dynamics between family and children themselves. Practically, our findings highlight the need to address the conflictual mother-child relationship and promote a closer mother-child relationship at the start of the first kindergarten year for children's higher social competence in the future. Meanwhile, it is important to offer direct intervention to effectively reduce internalizing and externalizing problems in children undergoing home-to-kindergarten transition, so as to secure a close mother-child relationship later on.

C3-3E-03

Hearing from Home: Perceptions of A Kindergarten to Primary Intervention Project

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(Yew Chung College of Early Childhood Education)

Nancy Ting

(Yew Chung College of Early Childhood Education)

Keywords: school transition, well-being, take-home materials, picturebooks**Abstract**

Starting primary school is a significant milestone and the transition from kindergarten is an important time of change for children and families. Research has identified that coping well and adjusting to change is important and is associated with future success in school. The purpose of this presentation is to report on one aspect of a 2-year Kindergarten to Primary (K2P) intervention project in Hong Kong.

In year 2 of the project, 396 participants were selected from three local primary schools in Hong Kong. One strand of the project focused on the families who were provided with tools, in the form take-home materials, to support their children's wellbeing in play-based, developmentally appropriate ways. Two research questions are reported on:

1. What are caregiver perceptions of the effectiveness of K2P take-home materials in supporting children's wellbeing?
2. What are caregiver perceptions of how K2P take-home materials support caregiver-child relationships?

Eleven take-home activities, designed to support children's wellbeing, were sent home for children to share with their families. These activities included Chinese translations of two picturebooks, *The Rabbit Listened* and *The Dragon Who Didn't Like Fire*, which were selected on the basis of appropriate content, literary quality and appeal to children. The take-home activities were specifically designed to include elements of both picturebooks to extend children's learning with a focus on seven identified skillsets, namely Cognitive skills, Independent thinking, Collaborative learning, Empathetic thinking, Social-emotional skills/understanding challenges, Communication skills and Authority in learning. Data were collected from caregivers at the end of the 5-week intervention using questionnaires which consisted of 18 questions. Two questions related to demographic information; Four questions were open-ended and qualitative in nature; 12 questions were closed, and utilised a 5-point Likert scale from "strongly disagree" to "strongly agree". 396 caregivers were invited to complete the questionnaire and 270 returned the completed

questionnaires, resulting in a highly satisfactory return rate of 70%. For the purposes of this presentation, only the open-ended question data, which was analysed using qualitative content analysis, will be presented. One open-ended question explored which take-home activities parents enjoyed and why. Two open-ended questions prompted caregivers to share their thoughts on the picturebooks. The final question prompted caregivers to provide suggestions for improving the take-home activities. Data analysis is ongoing, but initial findings reveal that most parents have positive perceptions of the programme.

Question 1: What are caregiver perceptions of the effectiveness of K2P take-home materials in supporting children's wellbeing? Three themes emerged from data: Learning Dispositions, Emotional Growth and Executive Skills.

Question 2: What are caregiver perceptions of how K2P take-home materials support caregiver-child relationships? Three main themes emerged from data: Connection in Relationship, Emotional Understanding and Quality Interaction.

The findings of this aspect of the project highlight the significance of developing supportive relationships between caregivers and children during the early stages of primary school. This project is important as a pilot study which could lead to developing further empirically supported kindergarten to primary transition programmes using a holistic intervention approach that includes caregivers and children.

C3-3E-04

Enhancing Toddler Emotional Well-Being through Reciprocal Parent-Child Relationships in Expert-Guided Playgroups: A Mixed-Methods Study

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Keywords: emotional well-being, toddler, parent, playgroup

Abstract

The foundational role of reciprocal relationships in children's emotional well-being is increasingly recognized in developmental psychology. Expert-guided interactions, particularly within structured playgroup settings, have been posited as catalysts for enhancing these foundational relationships between parents and toddlers, yet empirical investigations into their effectiveness are sparse.

This study examines the impact of expert-guided parent-child playgroups on toddlers' emotional well-being, with a specific focus on the development of reciprocal emotional relationships between parents and their children.

Twelve parent-toddler pairs engaged in eight expert-led playgroup sessions designed to foster emotional growth and mutual understanding. Emotional well-being was quantitatively measured before and after the intervention using questionnaires. Qualitative insights were gained through semi-structured interviews with parents, exploring changes in their perceptions and behaviors resulting from the expert-facilitated interactions.

Quantitative results demonstrated significant improvements in toddlers' emotional well-being post-intervention. All aspects (self-concept, emotion control and self-competence) were higher. Parents' qualitative feedback highlighted an increased awareness and responsiveness to their children's emotional needs, which they attributed to the expert guidance during playgroup sessions. This enhanced understanding facilitated more empathetic and supportive interactions, strengthening the emotional bonds and reciprocal connections essential for healthy child development.

The intervention underscores the efficacy of expert-guided playgroups in not only enhancing toddler emotional well-being but also in enriching the parent-child relationship through improved reciprocal understanding and emotional exchange. These findings suggest that such playgroups can be an integral part of early childhood programs aimed at cultivating emotional and relational well-being from a young age.

The study advocates for the inclusion of expert-led interventions in early educational settings to support the development of emotionally resilient children through strengthened parent-child bonds. Future research should explore the longitudinal effects of these interventions and their adaptability to diverse family and cultural contexts, reinforcing the importance of reciprocal relationships in early emotional development.

C3-3E-05

The Role of Authentic Parenting and Education in Fostering Reciprocal Relationships for Children's Well-Being

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Keywords: authentic parenting, reciprocal relationships, children's well-being, education, holistic development

Abstract

This study is significant as it explores the role of authentic parenting practices and educational strategies in fostering healthy reciprocal relationships among children. Literature highlights that parent-child relationships have a significant impact on a child's emotional, social, and cognitive development. Currently, there is a growing need for more authentic and relationship-oriented parenting approaches, particularly amidst the complex challenges faced by children in their growth and development. Literature indicates that authentic parenting practices, such as active listening and providing emotional support, can create strong emotional bonds between parents and children. On the other hand, authentic educational strategies emphasizing direct and participatory experiences have been shown to enhance student motivation and engagement. This research will offer new insights into the importance of authentic parenting and education in supporting children's development. The primary purpose of this research is to study the role of authentic parenting and education in fostering reciprocal relationships among children. Key research questions include 1) How do authentic parenting behaviors contribute to the development of reciprocal relationships in children? 2) How do authentic educational strategies promote positive reciprocal relationships and contribute to children's well-being? Data collection methods include observation to gain insights into parent-child interactions and the educational atmosphere, interviews to gather in-depth information on authentic parenting practices, and subjective rating scales to assess positive reciprocal relationships. The qualitative analysis employs thematic mapping of interviews and observations to identify patterns in authentic parenting practices and educational strategies. Findings underscore the positive impact of authentic parenting behaviors and educational strategies on fostering healthy reciprocal relationships among children, with implications emphasizing the critical role of parents in supporting children's social and emotional development. The study recommends integrating authentic educational strategies into formal curricula to enhance overall student well-being and learning effectiveness.

C3-3E-06

Grandparents and Domestic Injury Prevention for Infants and Toddlers in Hong Kong: A Need Analysis

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Keywords: home safety, accidents prevention, first aid, childcare; caregivers

Abstract

Grandparents have been playing a major role in looking after young children in Hong Kong. According to Department of Health (2018), other than parents, grandparents are the most important caregivers of young children (i.e., infants, toddlers, and pre-schoolers) in Hong Kong. Many families often rely on grandparents to raise and nurture young children for many reasons. However, increasing concerns have been raised regarding the competence and quality of care that grandparents may deliver, and whether their caregiving might be associated with health issues of young children.

This cross-sectional survey examined the role and competences of grandparents in childcare among families with children on or under 4-year-old, and the needs or challenges of their childcare that are associated with family disputes/ arguments and childhood domestic injury.

A cross-sectional survey was distributed to 667 local families with children aged 4 years or below in Hong Kong. Either a father or mother and either grandfather or grandmother in each family were invited to fill in an online survey. The survey was designed to explore the level of grandparents' knowledge and skills on childcare, the reasons of quarrels between grandparents and parents when taking care of children, and chances of home accidents and kind of minor injuries in children.

The findings indicated that vast majority of the families had their grandparents assisted in childcare. Grandparents in these families, on average, spend 4 days per week and 9 hours per day in taking care of their grandchildren. However, very few of grandparents attended training courses for infant care. Most of the surveyed grandparents admitted that they did not have adequate childcare skills and knowledge, especially on common first-aid (90.4%). In addition, over half of the surveyed grandparents were stressed because of caregiving to grandchildren. Intergenerational conflicts were eventually triggered. More than half of parents had quarrels with grandparents about the management of the grandchildren, particularly on children's behavioral problems (69.2%) and children's growth and development knowledge (62.2%). The results also revealed that home

accidents happened in nearly one fifth of children. Among these children, most of them got minor injuries in home setting, such as bruises, scrapes, cuts. Interesting, it was also found that children who were taken care of grandparents were 2.3 times more likely to have domestic injuries than other children who were not taken care by grandparents.

Grandparents in Hong Kong often play a major role in providing childcare support to families with young children at 4 or under. The survey reflected that it might be important to provide grandparents with appropriate trainings on child growth, child development knowledge, and domestic injury prevention. Given that grandparents suffered from different degrees of stress in caregiving, it is recommended in our study that grandparents should enhance their coping skills and communicate more with their family members and friends about their beliefs, feeling, and needs.

C3-3F-01

**Personal and Contextual Predictors of Early Childhood Teachers'
Behavioural Intention and Control Towards Movement and
Physical Activity in Early Childhood Settings**

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Keywords: ecological factors, movement, physical activity, early childhood teachers

Abstract

Against the backdrop of prevailing concerns about physical inactivity among children across the world, early childhood teachers are widely considered to be key actors in the promotion of movement and physical activity (MOPA) in early childhood programmes. In line with this, recent efforts to promote MOPA in early childhood settings are geared towards increasing teachers' capacity and skills and identifying the personal factors that relate to their MOPA promotion. However, past research has also noted the further need to examine these factors in relation to early childhood teachers' unique contexts to assist them in a manner that is suitable for their situations.

In this paper, our aim was to examine and identify both the personal and contextual predictors of early childhood teachers' behavioural intentions towards and control over MOPA. Our investigation was guided by the ecological framework, particularly the Process-Person-Context-Time (PPCT) model, since it aptly represents the various factors which comprise of the early childhood teachers' practices. We conducted this study in the Philippines, which is among the countries with the lowest physical activity levels among young children and adolescents.

A total of 424 early childhood teachers from the Philippines responded to an online survey that consisted of the Perceived Physical Literacy Inventory (PPLI), Teacher Self-Efficacy Scale (TSES), Organisational Climate Index (OCI), and Movement Behavior Intention and Perceived Control Tool (MBIPC), along with other demographic profiles and teaching information (e.g., number of hours for MOPA).

Using multiple regression analysis, the results of the study demonstrated that personal factors (i.e., physical literacy and self-efficacy) and contextual factors (i.e., organisational climate) positively predicted early childhood teachers' behavioural intentions and perceived control towards MOPA, even after controlling for the effects of age, teaching experience, training, and class composition. However, we found that temporal factors or the length of schedule for MOPA were not

significant predictors of early childhood teachers' MOPA promotion, which we attribute to possible nuances in what actually happens during early childhood teachers' class routines. Overall, our findings suggest that enriching early childhood teachers' physical literacy and efficacy and the support that they receive from their schools are both necessary for teachers to fully perform their roles as promoters of MOPA in early childhood settings.

Based on these findings, we recommend that future programmes for enhancing the capacity of early childhood teachers to promote MOPA consider both personal (e.g., improving their own physicality and knowledge of MOPA) and contextual factors (e.g., enriching school-based support and collective efforts for MOPA). Capacitating early childhood teachers and their settings at least at these two levels are seen to ultimately benefit young children under their care.

C3-3F-02

**The Relevance of Monitoring Children's Growth and Development and
the Partnership between Early Childhood Educators and Health Workers
by Using a Maternal and Child Health Handbook**

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Keywords: monitoring children's growth and development, Maternal and Child Health Handbook, partnership, early childhood educators, health workers

Abstract

A child is defined as someone who is not yet an adult and is still in the period of physical, mental and emotional development from fetus until the age of 19 (Indonesian Ministry of Health, 2022). As per the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 137 of 2014, which follows the National Standards for Early Childhood Education, Early childhood educators serve as tutors, guides, facilitators, and stimulants in early childhood education. Meanwhile, following the Regulation of the Minister of Health of the Republic of Indonesia Number 75 of 2014 Regarding Community Health Center, Health workers in Community Health Centers are health personnel such as doctors, midwives, nurses, nutritionists, who serve in Community Health Centers has the role of implementing health policies to achieve health development goals in its working area to support the realization of healthy districts. The Maternal and Child Health Handbook (The MCH Handbook) is a home-based record that contains information from the beginning of pregnancy to the age of 6 years old, and the information is supplemented with illustrated images to facilitate understanding of the messages within. One of the functions of the Maternal and Child Health Handbook is to provide health records for toddlers and preschool children in early childhood education schools (Indonesian Ministry of Health, 2022).

The Purposes of this research is A partnership was developed to monitor the growth and development between ECE teachers and health workers, evaluate how ECE teachers and health workers collaborate to implement The Maternal and Child Health Handbook to record children's growth and carry out further monitoring of preschool and early childhood children who need additional support.

The problem formulation in this research is that the researcher wants to know whether there is relevance to Monitoring Child Growth and Development and Partnerships between Early Childhood Educators and Health Workers using the Maternal and Child Health Handbook?

The study methodology is observational analytics, and Chi-Square data analysis. The instrument used in this research was a questionnaire on a Google form. The respondents were 34 early childhood education school teachers and health workers at the Community Health Center.

From the results of the research, we found program coverage that monitoring children's growth and development before the partnership was 53.1% and After the partnership the program coverage increased to 97.3%. The results of the chi-square analysis showed a significant value of 0.000 ($P < 0.05$), meaning there is a significant between the Growth and Development Monitoring between Early Childhood Education Teachers and Health Workers at Tempel I Public Health Center in Sleman Regency.

C3-3F-03

Introduction of a Comprehensive Integrated Child Health Check-Up in Indonesia: For the Well-Being of Mothers and Children

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Keywords: early childhood development, well-being of every woman and child, nurturing care, Well Child Visits, Integrated Child Health Checkups

Abstract

The SDGs aim not only for survival but also for the well-being of every woman and child (Every Woman Every Child, 2015). Investing in the healthy development of children is the most efficient way to return to society. Since 80 percent of the human brain is formed between the fetal period and the age of three, providing the appropriate environment and stimulation to children at this stage to develop their physical, cognitive, linguistic, social, and emotional potential is crucial to maximizing their brain development. The effects impact their health, well-being, learning, and productivity and last a lifetime. In this context, the Indonesian Ministry of Health (MOH) developed the Integrated Child Health Checkup (IHC) model as a service delivery form that embodies Early Child Development (ECD) (WHO, 2018). The child receives a comprehensive health check-up including medical examination, assessment of nutritional and developmental status, childcare environment, and parental concerns, and simple interventions such as provision of immunizations, vitamin A, and deworming. Parents also receive health counseling and guidance on child care including appropriate stimulation.

ICHC aims to support the optimal growth and development of early childhood. The MOH has officially adopted ICHC as a national program and will implement it nationwide. The purpose of this pilot implementation is to identify operational challenges in ICHC implementation to redesign the model and develop strategies for national implementation.

The MOH, in cooperation with JICA, conducted a pilot of ICHC in five Primary Health Care Centers (PHCs) in Java in 2022. As a first trial, this pilot targeted 6-month-old covering about 1,500 children. Depending on the overall ICHC results, individual counseling, referral to hospitals, return visits after observation, and home visits by community midwives and health volunteers are provided. The PHCs hold regular meetings on follow-up cases and provide continuing support in the community. Supportive supervision and monitoring of field activities were provided periodically by the district health offices.

During the monitoring of the pilot, mothers gave positive feedback such as “I learned about appropriate stimulation and developmental monitoring methods at home.” Health workers expressed the benefits of providing multiple services in a single visit. Some challenges were also identified such as difficulties for caregivers in accessing implementation sites, increasing workload for health personnel, and difficulties in securing budgets.

For the MOH to implement ICHC nationwide, the delivery model needs to be modified. Regarding the operational aspects, ICHC needs to be flexible and creative according to local conditions, for example, by implementing ICHC at the village level (e.g., schools and village halls), or by considering switching to individual check-ups in cooperation with private pediatricians. In addition, work efficiency should be considered so as not to place an undue burden on health personnel. At the local government level, it is recommended to provide supportive supervision and continuous motivation for health workers and volunteers, while at the national level, to ensure the budget allocation for ICHC implementation through national regulations.

C3-3F-04

The Monitoring Early Childhood Development Using Maternal and Child Health Handbook under Cross-Sectoral Collaboration on Child Health in Indonesia

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Keywords: child development monitoring, Maternal and Child Health Handbook, early childhood, health

Abstract

The Government of Indonesia has facilitated to the management and monitoring of maternal and child health by using the Maternal and Child Health Handbook (Buku Kesehatan Ibu dan Anak), as stipulated by the Decree of the Minister of Health of the Republic of Indonesia Number 284/MENKES/SK/III/2004. Early detection is necessary to identify potential development issues, enabling prompt intervention. However the use of MCH Handbook for child development monitoring is not yet optimal. According to Indonesian Health Surveillance 2023 report, only 32.8% of the MCH Handbook sections for monitoring child development were completely filled, with 38.1% partially filled and 29.1% not filled for children aged 0-59 months. Despite this, ownership of the MCH Handbook for under-five children increased to 81.2% in 2023 from 65.9% in 2018 (Basic Health Research, 2018). In alignment with this, a study in Kenya found that among 78 caregiver-child pairs, only 2.6% were aware of developmental monitoring services available at clinics, with no developmental milestones recorded in any of the 78 MCH Booklets reviewed (Oyungu et al., 2021).

In 2021, the Indonesian Ministry of Health through the Directorate of Nutrition and Maternal and Child Health collaborated with Early Childhood Education Teachers, through the Association of Indonesian Early Childhood Educators and Education Personnel (HIMPAUDI),

Association of Indonesian Kindergarten Teachers (IGTKI), and Association of Islamic ECEC (IGRA), to increase health coverage for early childhood, particularly in monitoring the health and growth using MCH Handbook. Through this program, teachers learned new skills to monitor child health, enabling direct intervention if any issues are identified. This collaboration aims to address the challenge of limited access faced by health workers in reaching target children, empowering teachers to play a crucial role in early intervention for children with developmental problems.

The program aims to assess how collaboration between the Ministry of Health and ECE Teachers impacts the completion of child development monitoring in the MCH Handbook.

This collaborative program aimed to enhance early childhood health through interventions like growth monitoring, tuberculosis screening, and parent/family education for children under five. It included activities such as program introduction, educator training, and health monitoring in 229 districts across Indonesia. Data collection for childhood teachers conducted/assisted parents in completing the development checklist in the MCH Handbook occurred over a period of August – December 2021. The data were analyzed using descriptive statistics.

The trial program has facilitated the completion of developmental checklists in the MCH Handbook for 230.766 children aged 24-72 months. The developmental monitoring results showed that 11.8% of the children were classified as "not completed (to be followed up by health professionals/workers)". This represents a positive advancement in the early detection of developmental delays/problems. Through this activity, teachers facilitated the children's caregivers to contact primary healthcare facilities. This trial activity represents a potentially more effective way of providing health care at the proper time to the target child.

C3-3F-05

Self-Directed Initiatives to Support Early Childhood Mental Health and Wellbeing

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Keywords: self-directed initiatives, early childhood, mental health and wellbeing

Abstract

The long-term loss of possibilities for kids and teenagers to play, interact with others, and partake in other activities that don't require direct adult supervision and control is one of the primary reasons for the rise in mental illnesses in children. Engaging in autonomous activities can enhance mental health in two ways: firstly, by providing instant gratification; and secondly, by fostering psychological traits that serve as a basis for managing stress in daily life. Based on a review of the literature, a qualitative research methodology was adopted. Finding research articles that were pertinent to the issue being discussed allowed us to find the literature sources. As a crucial component of this inquiry, the identification, screening, and eligibility process is the first step in the conduct of this literature evaluation. Through the Beyond Center and Circle Time method, teachers can optimize children's self-directed initiatives for play. Independent activities designed by teachers will provide opportunities for children to hone their critical thinking skills, choose and make decisions, and how to interact with other people and their environment appropriately. So that children have the experience of being in various conditions that make children have self-direction and determine how to be happy. Thus, children's mental health will develop well. The Beyond Center and Circle Time (BCCT) approach is a suitable approach for early childhood intellectual development and well-being since the teaching strategy is in line with the child's developmental stage, according to the findings of the literature review analysis. The five language continuum used by The Beyond Center and Circle are questions, directive utterances, non directive utterances, visual looking on, and physical interventions.. Beyond Center and Circle aim to enhance the mental and physical health of youngsters. They can learn how to make decisions, be resourceful, and decide what actions to do in order to resolve problems with time. Additionally, it helps create a friendly atmosphere in the classroom and can make increase mental health child.

C3-3F-06

A Study on Epidemic Prevention among Parents of Preschool Children: Collaborative Home-School Approach to Prevent COVID-19

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Keywords: COVID-19, preschool children, epidemic prevention survey, perceived behavior control, intention

Abstract

The health of preschool children relied heavily on their primary caregivers - parents and preschool educators. The emergence of the new variant of COVID-19 in 2022 posed a significant threat to the health of young children. For children participating in intensive activities in kindergarten, collaboration between families and kindergartens was a beneficial model for promoting child health and epidemic prevention. In order to reduce the occurrence of severe cases of COVID-19 infection in young children, the study aimed to identify important factors influencing epidemic prevention behaviors among parents of preschool children.

The research had two objectives: first, to explore the relevant factors influencing COVID-19 prevention behaviors (such as handwashing and mask-wearing behaviors) among parents of preschool children; second, to statistically analyze the variation in each influencing factor.

This study was designed as a cross-sectional study and employed convenience sampling. A questionnaire survey was conducted in November 2023, collecting data from a total of 397 parents of preschool children in Taipei City and New Taipei City. The research instrument was a self-developed questionnaire assessing the current status of epidemic prevention behaviors among parents of preschool children, consisting of 35 items. The questionnaire's reliability and validity were established through expert validity examination, item analysis, exploratory factor analysis, and internal consistency analysis.

There were significant correlations between epidemic prevention attitudes, epidemic prevention perceived behavioral control, epidemic prevention intention, and handwashing behavior, as well as mask-wearing behavior. All variables could explain 50.0% of the total variance in handwashing behavior and 52.0% of the total variance in mask-wearing behavior. Epidemic prevention intention had the greatest impact on handwashing behavior ($\beta=0.38$) and mask-wearing behavior ($\beta=0.40$), followed by epidemic prevention perceived behavioral control. It is suggested that future kindergartens, educational, or health authorities prioritize epidemic prevention intention and

epidemic prevention perceived behavioral control when implementing epidemic prevention measures.

C3-3G-01

The Crisis of Early Childhood Teacher Education in Japanese Universities: Background and Implications of the Closure of Women's Junior Colleges

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Keywords: higher education, professionalism, gender, pre-school (yoshi-en), nursery educator (hoiku-shi)

Abstract

There are many pathways to early childhood professional development, and the role of higher education is recognized worldwide as an important issue (Hyson, Horm and Winton 2012). In Japan, an increasing number of universities, especially two-year junior colleges, that have been responsible for training pre-school (yochi-en) teachers are now closing due to poor student recruitment.

This presentation will draw on government data, white paper data, and the higher education literature to identify why the training of ECEC professionals in Japanese universities is becoming more difficult. The findings and implications of this study can be summarized as follows.

First, changes in gender norms and structures in Japanese society have affected pre-schools and their teacher training. Along with changes in socioeconomic and gender attitudes, the employment rate of women aged 15-64 has increased. The entry of women into the labor market has increased the need for nursery (hoiku-jo), which accepts children for longer hours than pre-school. The route to become a nursery educator (hoiku-shi) is not limited to universities, but can be obtained by graduating from a less expensive vocational school or simply passing an examination.

Second, the declining birthrate and the expansion of the higher education market have changed the career paths of women. Japan's university education system has a large private sector, and its two-year women's junior colleges have been responsible for training pre-school teachers and nursery educators. Since the 1990s, however, an increasing number of women have been interested in attending co-educational four-year universities. Junior colleges that had been training ECEC professionals began to convert to four-year universities. Third, the longer training periods resulting from the conversion to four-year universities have not led to the advancement of the ECEC profession (Morozumi and Nagashima 2019). In converting to a four-year program, many institutions organized their curricula to offer two certifications, pre-school teacher and nursery educator. However, since both qualifications can be obtained at junior colleges and vocational schools, it is difficult for students to discover the significance of spending four years in school. On the other

hand, the Japanese government is encouraging women's participation in science fields, which used to be dominated by men, and is implementing various policies. In response to this, for example, science departments of prestigious national universities will have a quota for women in the entrance examinations for the 2025 academic year. The career orientation of female students is changing.

Two directions may be proposed to overcome these challenges: first, pre-school teacher and nursery educator training institutions and professional associations should work together to reform both curricula and certification systems in order to advance the two professions. Another direction can be pointed out as increasing the participation of men in the two markets of ECEC - higher education and workforce.

C3-3G-02

**Enhancing Preservice Teacher Practicum Experiences:
Collaborative Efforts and Structured Support at a Public University in New York**

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(Myongji College)

Jinyoung Kim

(College of Staten Island / City University of New York)

Keywords: teacher education, practicum, field experience

Abstract

Field practicum in early childhood education is vital as it equips prospective teachers with the necessary skills and experiences to influence young learners effectively. Every interaction in the preschool environment, from structured lessons to playtime, serves as a moment for education, emphasizing the teacher's pivotal role. This hands-on training helps preservice teachers integrate theoretical knowledge from their academic studies into real-world teaching scenarios, enhancing their instructional skills and understanding of the profession. Through these experiences, they develop various competencies, assess their aptitude for teaching, and reflect on their professional growth.

Criticism has been leveled at the implementation of educational practicums in Korea for their relatively short duration compared to other countries and their limited experiential scope due to an underdeveloped systematic framework. In response, the Korean Ministry of Education is actively seeking and trialing new approaches to enhance the practicum experiences for preservice early childhood educators. Despite these efforts, there remains a lack of detailed research on the specific needs and effective strategies for practicum operations. Consequently, it is necessary to explore and discuss the direction of practicum semesters by examining international models. This study aims to investigate the practicum semester system at a four-year university in New York, analyzing the considerations faculty make during its operation and the support mechanisms in place. The research questions are: (1) How is the practicum semester structured and managed at a university in New York? (2) What considerations are considered during the practicum semester, and what support is provided?

The study utilized multiple methods for data collection and analysis to thoroughly investigate the practicum semester at the university. Initially, document research was carried out

using materials from the New York State Education Department, the New York City Department of Education, and the College of Staten Island's website. Subsequently, focus group interviews were conducted with university faculty members responsible for courses related to the practicum. These discussions were recorded and transcribed, enabling the analysis and identification of key themes, which were further explored through debate. This comprehensive approach facilitated an in-depth examination of the practicum semester, significantly enriching the study's findings by integrating insights from both the document analysis and the interviews.

The university has flexibly implemented the practicum semester in line with state guidelines. This 15-week program involves daily engagements, supported by a collaborative network of university faculty (field coordinators, college supervisors, seminar instructors), cooperating schools, and their teachers. Evaluation involves all stakeholders—college supervisors, cooperating teachers, and preservice teachers—encouraging reflective growth. The program includes two key courses: reflective seminars that allow trainees to analyze and reflect on field experiences, and structured one-on-one meetings with college supervisors, providing personalized support and feedback.

This collaboration between state government, universities, and schools creates a reciprocal relationship that improves educational quality and enhances the well-being of young children. With robust administrative and financial backing, this program demonstrates the essential support required from both universities and governments to optimize preservice teachers' practicum experiences.

C3-3G-03

On the Challenges and Practices of Multicultural Education in Taiwanese Non-Profit Preschools: The Case of Joint Storybook Reading Activities

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Chih-Hsiu Ou

(National Taipei University of Nursing and Health Sciences)

Keywords: non-profit preschool, educational equality, multicultural education, professional development, joint storybook reading

Abstract

This study aims to investigate the challenges and practices encountered by non-profit preschool (NPP) teachers in implementing multicultural education. The current report is a part of a larger study on the development of NPPs in Taiwan. Between 2014 and 2024, the total enrollment of children aged 2 to 5 years in NPPs has increased dramatically from 1220 to 42000. Notably, NPPs prioritize educational equality for children from diverse backgrounds, particularly those facing disadvantages such as poverty, special needs, or single-parent homes. Consequently, the ability of teachers to educate children with multicultural backgrounds has become a critical issue in the NPPs. Specifically, we investigated the use of joint storybook readings to understand how NPP teachers address the challenges of educational equality. The research questions are as follows: (1) What challenges do NPP teachers face in achieving educational equality? (2) How do NPP teachers employ joint storybook readings in response to these challenges?

This study involved five preschools located in northern (two preschools), middle (one preschool), southern (one preschool), and eastern (one preschool) Taiwan. In each preschool, one teacher and the director participated in the study. Data collection involved audio and video recordings of joint storybook readings (one session per preschool) and two group online interviews with the teachers and directors. All recordings were transcribed verbatim and qualitatively analyzed. Triangulation of data types was employed to ensure the reliability of the findings. Discrepancies in the analysis process were resolved through comprehensive discussions between the authors.

Preliminary analysis revealed three primary challenges: (1) Managing a high percentage of children with special needs tested teachers' classroom management skills. (2) Addressing significant disparities in children's home experiences required teachers to foster connections among children.

(3) Teachers expressed a need for professional and institutional support in designing multicultural early childhood education curriculum.

In response to these challenges, teachers utilized joint storybook readings in several ways. Firstly, they selected storybooks with themes relevant to classroom management issues, facilitating discussions that helped children internalize appropriate behaviors. Secondly, joint storybook readings provided opportunities for children to share and discuss their diverse home experiences. Finally, these readings served as a platform for discussing multicultural curriculum design with coordinating teachers, directors, and support staff. The findings suggest that joint storybook readings have emerged as an effective platform for NPP teachers to establish an inclusive learning community, facilitating connections among children, teachers, and administrative staff.

C3-3G-04

anceled

C3-5A-01

Wellbeing and Process Quality in Childcare and Its Associations with Structural Quality

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Keywords: wellbeing, emotional support, educational support, CLASS

Abstract

There is growing awareness that quality of early childcare is crucial and increasingly the meaningful interactions between adults and children are coined as the most central aspect of quality in relation to wellbeing. This is what OECD labels as process quality (OECD, 2021). However, research is still inconclusive as to what aspects of structural quality contribute to process quality (Slot et al., 2016).

We have made intensive observations in 300 child care services in Belgium: 100 family day care providers and 200 center based. We examined variations in process quality and in wellbeing and we looked at what structural factors may explain these variations.

Emotional and Educational support were observed using CLASS Infant (Hamre et al., 2014) and CLASS Toddler (La Paro et al., 2014) as observation instruments. Wellbeing and involvement of the children was measured through the Leuven Scale for Wellbeing and Involvement. A questionnaire was used to register structural quality. Multivariate analyses in R were used for the data analysis.

Adult child ratio and group size are most important elements of structural quality that influence process quality, while their respective weight differs according to the age of the children. Educational support is significantly lower than emotional support. If we wish to enhance the educational support, we need to move beyond the dichotomy of care versus education and explore the educational potential of caring situations. Interestingly, we also examined if group composition influences the quality of adult-child interactions. We found that differences between homogeneous groups and mixed-age groups, but overall group composition effects are overshadowed by other structural quality features. However, language, socioeconomic status and origins of the children seem to be associated with process quality.

In accordance with the latest OECD report, based on TALIS (OECD, 2024), we argue that more support is needed for childcare workers to build reciprocal relationships in contexts of increasing diversity and multilingualism.

C3-5A-02

Assessment Practices and Children's Well-Being: A Study from P5 Implementation

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Keywords: assessment practice, Pancasila Student Profile, P5 implementation, children well-being, early years education

Abstract

Indonesia is currently navigating through a landscape of multifaceted challenges that are intricately linked to evolving societal needs and global dynamics. Within this context, critical issues such as social cohesion, cultural identity, democratic values, and national unity have emerged as focal points of concern. In response to these pressing challenges, there is a recognized imperative to cultivate a generation characterised by lifelong learning attributes, global competencies, and behaviours rooted in Pancasila values. This aspiration aims to foster a more inclusive and cohesive society that is resilient in the face of evolving complexities. In order to actualize this vision, the Indonesian government has introduced the Pancasila Student Profile Strengthening Project (P5) that is designed as a project-based co-curricular activity as efforts toward achieving both competence and character in alignment with the Pancasila student profile (Maryani & Sayekti, 2023). Spanning from foundational to higher education levels, the Pancasila student profile encompasses six core characteristics starting from faith and piety, global diversity appreciation, critical and creative thinking, cooperation, to self-reliance (Safitri, 2023; Permendikbud No 56, 2022). Throughout its implementation, the pivotal role of teachers and school personnel in designing, executing, and evaluating P5 activities cannot be overstated (Waruwu et al., 2024; Nurdyansyah et al, 2022). These activities are thoughtfully contextualised to suit the unique conditions of each school and cater to the diverse characteristics of the students they serve including students' well-being (Maudyna, Roesminingsih, and Karwanto, 2023; Camfield, Streuli, and Woodhead, 2010). Pollard and Davidson (2001) stress that children's well-being plays a fundamental role that enables them to engage positively and confidently with their surroundings to consequently maximise learning opportunities. A crucial aspect that contributes to the development of children's well-being is the establishment of secure relationships during assessments (Mayr & Ulich, 2009). This study investigates assessment practices and their impact on children's well-being within the context of P5 implementation in North Sumatra. The aim is to understand how early childhood educators assess children's competencies

during P5 activities and how these assessment strategies support children's well-being. Through qualitative analysis of interviews and observations with three early childhood educators in North Sumatera. Several key findings emerge: (1) a diverse range of assessment practices employed by early childhood educators in assessing children's competencies during P5 activities, such as observation-based assessments, portfolio assessments, and informal discussions with children; (2) Educators prioritise holistic development in their assessment strategies, emphasising not only academic achievement but also socio-emotional growth and character development aligned with Pancasila values;

(3) Assessment strategies are designed to promote secure relationships between educators and children, providing a supportive environment where children feel safe to express themselves and engage confidently with learning tasks; (4) Assessment practices used by educators has objective to nurture children's resilience and persistence by providing constructive feedback and encouragement, fostering a growth mindset and a willingness to persevere through challenges encountered during P5 activities; (5) two experienced educators from three participants integrating well-being indicators in their assessment practices, such as self-confidence, social integration, and emotional regulation.

C3-5A-03

**Equality and Mutual Respect for Individual Differences:
The Strategies of Creating a Caring Environment and
Promoting Reciprocal Relationship among Children, Parents and Teachers
in Five Taiwan Non-Profit Preschools**

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Keywords: equality, respect for individual differences, non-profit preschools, high-quality

Abstract

Constructing a high-quality education and care service environment that promotes the healthy development of every child is the main purpose of Taiwan's non-profit preschool (NPP) policy. OECD (2018) states that high-quality early childhood education environments that are conducive to early childhood development, learning and well-being must support equality and embrace diversity for all children. The equality and mutual respect for individual differences are main core values of Taiwan NPPs, and the visions of NPPs include to respect for individual differences and to create an environment of care, mutual help, and cooperative learning among children, parents, and teachers.

Since 2011, Taiwan government has provided venue equipment and funds, and entrusted non-profit organizations to run non-profit preschools. In 2024, 512 institutions have been established across the country, enrolling more than 42,000 children aged 2-5 from different family backgrounds. This is a collaborative research study conducted by two early childhood education scholars and 5 NPP directors. Through field observations, individual interviews, focus groups, and relevant document analysis and dialogue on planning and handling issues of equality and respect, 5 NPPs operated by different NPOs were explored together. How to implement the value of promoting equality and respect and create a caring environment? And how to promote the reciprocal relationship between teachers and students?

This study found that: Diverse strategies were used to shape a culture of equality, respect, cooperation and mutual assistance, including (1) training teachers to implement inclusive education and conduct extensive awareness and discussion of multicultural issues and phenomena; (2) providing planned cross-class and cross-ethnic interaction opportunities to expand children's interpersonal relationships and learning experiences; (3) arranging routine campus-wide activities for all classes and sometimes parents also included to participate enhance mutual understanding,

promote a sense of identity and belonging to the preschool, increase the possibility of spontaneous mutual assistance and cooperation, and make everyone more willing to invest and contribute for each other and common goals. Children in these 5NPPs can simultaneously observe, learn, and practice various friendly interpersonal interactions in daily life in preschools, and develop related competencies.

C3-5A-04

canceled

C3-5A-05

Are Parents Satisfied with China's Childcare Services of 0-3 Years? Evidence from a National Study

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Keywords: childcare services, parent satisfaction, China

Abstract

The increased involvement of mothers in the workforce, influenced by the societal impacts of industrialization and urbanization, has resulted in a growing demand for social childcare services focused on children below 3 years of age. This demand has become notably significant, particularly following the enforcement of the two-child and three-child policies in mainland China. In response to these challenges, the Chinese central government has implemented a series of policies since 2019 to advance childcare services, including *the Guidance on Promoting the Development of Care Services for Infants under 3 Years Old* (Central Government of China, 2019).

However, given the early stage of childcare services in China, there is a critical need to explore methodologies to enhance these services within the scope of the new fertility policy. The satisfaction and expectations of parents play a pivotal role in formulating effective policies and implementing reforms that adequately tackle the challenges and concerns intrinsic to childcare service systems.

This study aims to unveil the satisfaction and influencing factors provided by parents regarding childcare services in China.

Adopting a stratified cluster sampling method, this study recruited 771 parents and surveyed them using the *Parental Satisfaction of Childcare Services Scale (PS)*. All collected survey data were subjected to statistical analysis using IBM SPSS 26.0 and MPLUS 8.0 software. First, descriptive statistics were employed to investigate the overall parental satisfaction with childcare services. Second, latent profile analysis was conducted to identify latent profiles representing Chinese parents' satisfaction with childcare services. Finally, hierarchical regression analysis was utilized to examine the key predictors of parental satisfaction with childcare services.

The study resulted in three key findings. First, Chinese parents were satisfied with childcare services, being most satisfied with care and education services and least satisfied with the environment and facilities. Second, two distinct profiles of parents emerged: a low-level profile comprising 30.5% and a high-level profile comprising 69.5% of the sample. Multivariate logistic

regression analysis demonstrated that parents with children receiving full-day services in eastern China were more likely to belong to the high-level profile. Third, hierarchical regression analysis showed that the institutional charges and relationship with teachers significantly predicted parents' satisfaction.

This study brings forth significant policy implications for China and other nations. It underscores the pivotal role of proactive national policies in the development of childcare services. However, financial constraints pose challenges to their advancement, necessitating further policy support and practical exploration.

Furthermore, the study reveals disparities faced by disadvantaged populations, particularly children from western and central areas, who often encounter difficulty in accessing high-quality childcare services. Tailored government policies and financial assistance can address these disparities. This study enriches the existing research on parental satisfaction with childcare services, offering insights for international researchers and policymakers. Achieving enduring, high-quality childcare services demands augmented financial support and targeted strategies for the subsequent developmental phase.

C3-5A-06

**Enhancing Pedagogical Knowledge Retention and Creation
through Knowledge Management:
A Case Study in a Kindergarten in Hong Kong**

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Keywords: knowledge management, pedagogical knowledge, retention, creation, kindergarten, Hong Kong

Abstract

The high turnover rate of teachers in kindergartens in Hong Kong poses a significant challenge to the continuity and quality of pedagogical knowledge. The constant influx and departure of teachers result in the loss of valuable expertise, experience, and innovative teaching strategies. This turnover not only disrupts the stability of the learning environment but also hinders the development of effective curriculum management practices. To address this issue, it is crucial to explore innovative approaches that can help kindergartens retain and create pedagogical knowledge. Knowledge Management (KM) offers a potential solution by providing a systematic framework for capturing, organizing, sharing, and utilizing knowledge within an organization. By applying KM principles, kindergartens can establish mechanisms to preserve and disseminate pedagogical knowledge, ensuring its continuity even amidst teacher turnover.

The study aims to examine the effectiveness of the SECI KM model as a theoretical framework in supporting the retention and creation of pedagogical knowledge in a kindergarten setting. The SECI stands for Socialization, Externalization, Combination, and Internalization. It is a model of knowledge creation and transfer developed by Nonaka and Takeuchi (1995) in the field of Knowledge Management. By understanding how KM practices can be applied and integrated into the daily operations of kindergartens, educators and school leaders can proactively address the challenges associated with knowledge loss and ensure a sustainable pedagogical foundation. Ultimately, this research holds the potential to contribute to the development of strategies and guidelines for kindergartens in Hong Kong and beyond, offering insights into how KM can be effectively implemented to retain and create pedagogical knowledge. By fostering a culture of collaboration and knowledge sharing, kindergartens can enhance their educational practices, improve the learning outcomes of students, and establish a foundation for continuous professional growth among teachers.

The purpose of this study is to investigate the extent to which the application of Knowledge Management (KM) can help kindergartens retain pedagogy and develop pedagogy for managing the curriculum. The research questions include:

How does the implementation of the SECI KM model contribute to retaining and creating pedagogical knowledge in a kindergarten setting?

What are the factors that enable successful KM implementation in kindergartens?

A case study approach was employed, utilizing interviews, document reviews, and site visits as research methods. The study involved kindergarten teachers, school leaders, and relevant kindergarten stakeholders involved in collaborative lesson planning. Semi-structured interviews will be conducted with teachers and school leaders to gather qualitative data. Document review involved analyzing school plans, teaching plans and meeting records. Site visits allowed for observation of pedagogy that documents implementation in action. Thematic analysis was employed to identify key themes and patterns from interview transcripts, document analysis, and site visit observations.

The study reveals that knowledge leadership actively promoting KM and fostering a collaborative culture is critical for successful pedagogical knowledge sharing. The application of the SECI KM model is anticipated to facilitate the retention and creation of pedagogical knowledge. The findings provide insights into the factors enabling KM implementation in kindergartens, offering implications for enhancing pedagogical practices and knowledge management strategies.

C3-5C-01

Preschool Teachers' Perspectives on Nurturing Resilience for Young Children in Thailand

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Keywords: preschool teachers' perspectives, resilience, social and emotional skills, young children

Abstract

Social and emotional skills are crucial to be promoted at a young age. These soft skills lay the foundation for building resilience, which is a protective factor for healthy child development. Preschool teachers who have resilience, mindfulness, love and compassion toward themselves, and self-efficacy affect young children's wellbeing and positive relationships with them (Eadie et al., 2021). The wellbeing of young children is comprised of three levels: 1) the child, who can do activities, play, learn, and make friends; 2) the child's environment, which includes supportive networking and learning resources nearby the school, community, and home; and 3) the outer context, which includes education policies, public health, family, society, economics, and environment (Unicef, 2020). Since resilience is dynamic and depends on ecological interaction, it needs to be nurtured at a very young age, which will be a protective factor for safeguarding the impact of bad experiences or trauma for the later life (Masten and Barnes, 2018).

This research investigates preschooler teachers' understanding related to the term- social emotional skills and resilience in order to nurture resilience for children aged four to six years. Research questions including how do Thai preschool teachers value and understand the terms "social emotional skills" and "resilience"? And what are the practices to nurture these skills?

This qualitative research used purposive sampling and the snowball technique to recruit the samples. Eleven preschool teachers in Thailand were included in an online, in- depth interview with semi-structured questions. The interview lasted approximately 60 minutes. Verbatim transcription followed by the content analysis method was used to create the answer to the research questions.

The findings reveal that Thai preschool teachers value social and emotional skills as well as resilience as important skills for young children to be happy and successful people in the future. Two out of eleven preschool teachers never heard the term "resilience", but all of them were familiar with "social and emotional skills", which are related to emotional and social development and are written in the early childhood education curriculum B.E. 2560. Practices to promote social and emotional skills and resilience comprise 3 aspects: 1) *the physical* environment, such as a cozy and

homelike environment, and the large playroom; 2) *activities*, includes aesthetics activities; mindfulness practice; 7 habits; executive functions; emotional related stories; free play; music and movement; cooking; emotional check-in and check-out with emotional cards; emotional diary; Thai traditional games and board games; self-assessment worksheet; and 3) *teacher guidance*, includes being a role model; using positive discipline; setting up classroom rules; assigning appropriate tasks; teaching how to identify emotions; assigning individual, pair, or group work; and using the buddy strategy. These results can be used as policies to improve teacher education programs, professional development, and the appropriate practices to promote preschoolers' resilience.

C3-5C-02

**Reflective Practice and Reciprocal Relationships:
A Qualitative Study of Early Childhood Educators in Singapore**

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(Singapore University of Social Sciences)

Cynthia Lim

(Singapore University of Social Sciences)

Keywords: reflective practice, relationship-building, beginning early childhood educators

Abstract

In Singapore, a degree in Early Childhood Education (ECE) is not a requirement for preschool teacher certification. The preschool industry often questions the need for its educators to be degree-holders. In addition, there exist examples of a mismatch of teaching ideals between preschools and younger preschool educators who have had longer durations of academic and/or professional training, with implications on reciprocal relationships between the various stakeholders. Hence, this study examined how a group of graduates had transitioned from Singapore's only university degree programme in ECE into full-time employment in local preschools. The ECE degree programme is anchored on constructivist theories and aims to support beginning teachers' development as reflective practitioners and pedagogical decision-makers. The study aimed to gain insight into these individuals' professional journeys as they adapted to their preschool workplaces and built relationships with the stakeholders, with the view of improving the degree program's quality.

In this presentation, we address the following research questions:

- What are pivotal experiences faced by these young educators within their first year of full-time employment?
- How, and when, do they conduct themselves as reflective practitioners?
- How does reflective practice contribute to building relationships with children, colleagues, and families, and in turn shape their self-directed professional development?

Our study used qualitative interviewing as a method, as it allowed us to conduct an open-ended, in-depth exploration of a particular aspect of life that the interviewees had substantial

experiences in, often combined with insightful perspectives (Charmaz, 2008). For this study, we interviewed eight novice educators who had completed their undergraduate program at the Singapore University of Social Sciences. Each participant was interviewed individually in a series of three semi-structured interviews conducted over their first year of full time employment. To analyse the data gathered from the interviews, we used Korthagen's multi-layered "onion model" of reflection (Korthagen, 2004; Korthagen & Vasalos, 2006).

Our key learnings from the findings are that reflective practice takes different forms, such as reflection in action, on action, and for action, that continuously shaped the interactions of early childhood educators with children in their early childhood settings. The data suggests that the process of reflection allowed the beginning teachers to reframe the challenges they experienced at the workplace and facilitated relationship-building with the stakeholders. It enabled novice early educators to identify the needs and interests of the children they worked with and identify gaps in practices within their early childhood settings. This promoted conversations with colleagues, those in leadership, and the parents, leading to better learning experiences for children. Our learnings can inform both our pre-service and in-service early childhood degree programmes, shaping the content of coursework, field practicum experiences and the nature of mentoring in supervised practicum.

C3-5C-03

Promoting Problem-Solving Skills in Cooperative Play for Young Children in Hong Kong Kindergarten

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Keywords: cooperative play, problem-solving skills, special education needs

Abstract

Peer interaction in play enables young children to discover a change of perspective in problem engagement and to exploit new perspectives in problem-solving (Ramani, 2005). In addition, peer learning exerts influence in a kindergarten setting where children with disabilities tend to have greater improvement when they are surrounded by peers with higher language ability (Justice et al, 2014). This action research study aims to contribute to the field of early childhood education by inspiring kindergarten teachers to identify the power of cooperative play so as to enhance children's learning opportunities at school.

Several researches have illustrated children's interaction and cooperation occurred in block plays at preschools promotes problem-solving skills and enhances quality outcome of the tasks (Ramani et al, 2014; Cohen & Uhry, 2007; Cohen & Emmons, 2016). This action research aims to investigate the effectiveness of cooperative block play in promoting children's problem-solving skills in a Hong Kong Kindergarten.

Research question is:

How can cooperative play promote problem-solving skills of children with special needs in Hong Kong Kindergarten?

A small group containing 4 children aged 4 to 5 and the 2 class teachers were recruited to a 4-week intervention. One of the participants was identified with a mild developmental delay and was the main focus of observation. 4 sessions of cooperative building block activity with a story background were created based on interests of participants. Children were asked to achieve corresponding session objectives cooperatively as to create social interaction and cooperation. Each session objective was updated and adjusted based on reflection from previous session in order to align with the main participant's involvement and to enhance social interaction.

Anecdotal records were gathered during interventions and were analyzed to gain a detailed understanding of children's experiences through their dialogue and to identify their behavioural changes. A set of building block task with a story background was designed and conducted as pre-test and post-test assessments to highlight any developmental changes from main participant.

Teacher interviews were conducted alongside assessments to provide insights on the main child's development from teachers' perspective.

Results showed that children's number of initiated social interaction increased significantly with teacher's intervention and encouragement over the course of the study, the main participant had increased numbers of verbal interaction to others and increased attempts to solve problem in intervention. Besides, teacher had encouraged cooperative play by facilitating communication, collaboration and motivation for children to cooperate. In addition, the pre-test and post-test results showed significant progress in the main participant's problem-solving skills after intervention sessions, the teachers interviews had also foregrounded participant's development specifically` social interaction and problem-solving skills from class teachers' perspective.

The results of this study provide valuable insights into effective strategies for promoting child development in early education and have significant implications for kindergarten teachers in Hong Kong. Further research in this area is needed to explore the long-term impacts of cooperative play on children's social, emotional, and academic development.

C3-5C-04

The Understanding of Social Emotional Skills and Resilience in Singapore as Relationship Based: Perspective from Early Childhood Teachers

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Keywords: social emotional skills, resilience, perspectives, interactions, Singapore

Abstract

The ECE scene in Singapore is characterized by a holistic approach that integrates academic rigor with socio-emotional development, laying the foundation for lifelong learning and holistic well-being. In the recent update to the Curriculum Framework, Nurturing Early Learners (NEL- 2022) more emphasis has been put on the building of social emotional skills (SES) and nurturing joyful learners. However, knowledge about how Singapore ECE practitioners perceive SES is limited. Also, resilience, a quality that is becoming more and more vital in a rapid changing era (Masten, 2021), is not commonly mentioned in the day-to-day practices. Not much research has been done to understand resilience building in ECE (Furu, et al., 2023). The current study is the first attempt to understand Singapore ECE practitioners' understanding of the two important concepts.

The current study looks into both teachers' and center leaders' perspectives about SES and resilience. It aims to reveal the relationships among different factors in the classroom that teachers considered as important in affecting SES and resilience. The study is guided by the questions below:

1. How do Singapore ECE practitioners perceive SES and resilience?
2. What approaches are used to help children build the skills?

In total, 9 female teachers were conveniently sampled for individual interviews over the zoom platform for about 45 minutes to an hour. There were 4 playing the leadership role and 5 the teaching role. The participants answered questions about SES and resilience.

The findings showed one common understanding across all practitioners. They all believed that the ability of building relationships with others is a key skill children with high SES demonstrate. The differences lie subtly in the purpose of building relationship. For example, principals tend to think that it is important for problem solving, senior teachers tend to emphasize its role in adaptability, and teachers mentioned that children who have positive relationship are secure.

Variations were observed in the understanding of resilience. While all believed that resilience stemmed from conquering challenges and adversities, center leaders emphasized the

ability of independently address challenges. Senior teachers tended to think children with high resilience are more capable of involving teachers and peers. Teachers felt that resilience building is a stage-by-stage process.

All the participants believed that teachers play a critical role in helping children strengthen SES and resilience. Generally, there is no specific or structured program or evaluation tool teachers used to evaluate or promote children's SES and resilience. Teaching of these skills are weaved into the daily interactions and practice.

The findings suggest that relationship building is highly valued in Singapore ECE classrooms and the interactions between teachers and children are critical in fostering positive SES and strengthening resilience. Recommendations about how to enhance the quality of interactions among teachers, children, and families in order to support children better in SES and resilience will be discussed in the presentation.

C3-5C-05

Support System for the Development of a Learning Model Contained “MELESAT” through Play-Based Project Activities to Improve the Problem Solving Skills of Early Children

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Dian Anshorinah

(SapuLidi12)

Keywords: supporting system; play-based learning, project-based learning, problem solving skills, early childhood

Abstract

The proposed model serves as a guide for strengthening the early childhood education (ECE) ecosystem as well as the support of teachers and parents as the support system. MELESAT learning content is an adaptation of STEAM principles which integrates Maths, Existence, Literacy, Engineering, Science, Art, and Technology, plus religious, moral, and social-emotional content (Existence) implemented through project activities in play-based learning.

The proposed model serves as a guide to strengthen the early childhood education (ECE) ecosystem, aligning education services with the unique characteristics of early childhood development (Neilsen-Hewett et al., 2023). Pedagogical play, which is at the core of this model, is child-centered, teacher-supported that promotes optimal learning outcomes (Leather et al., 2021). MELESAT learning, which is an adaptation of STEAM principles, integrates Mathematics, Existence, Literacy, Engineering, Science, Arts, and Technology, coupled with religious, moral, and social -emotional content (Shukshina et al., 2021).

This study conducted comprehensive research in eight ECD institutions in six provinces: Riau Islands, South Sumatra, West Java, East Java, Bali, and East Nusa Tenggara, using Borg & Gall's Research and Development methodology, through questionnaires, interviews, observations, and document analysis. The study aims to provide input for the development of a support system model tailored to the Indonesian educational landscape.

Findings:

During the preliminary research period, several obstacles were found in establishing cooperation with parents, understanding of child-centered teaching models and the availability of storybooks to spark children's ideas.

Implication:

The analysis presented provides significant insights and implications for early childhood education in Indonesia.

- 1) Effective learning changes through project activities in play-based learning to maximize problem solving skills.
- 2) The use of loose parts in learning maximizes problem solving skills.
- 3) Addressing Indonesia's many societal challenges, particularly regarding adult literacy and critical thinking, by offering innovative solutions such as the utilization of storybooks to instill lifelong literacy engagement from an early age.
- 4) It involves various local stakeholders beyond educators, including ECD principals and families, demonstrating a holistic approach to community engagement to build a comprehensive support framework.
- 5) Research highlights the importance of supporting systems in the form of strong teacher training, aligned with globally recognized professional development practices to enhance early childhood development and learning through collaboration with various stakeholders, including HIMPAUDI, IGTKI and other professional organizations, to ensure wide dissemination and alignment with the national agenda.

C3-5C-06

**How Do Young Children Explore to Discover Scientific Regularities:
A Case Analysis of a One-Year-Old Child's Exploratory Behaviors
in the 'Sink and Float' Phenomenon**

Takuya Kotani
(Osaka Ohtani University)

Keywords: exploratory behaviors, scientific regularities, one-year-old child, sinking and floating

Abstract

Not much is known about the characteristics of exploratory behavior in young children during scientific activities. Our research questions are as follows:

- (1) Is the exploration behavior of one-year-old children different from that of children over nine years old who are taught scientific procedures in primary school?
- (2) If so, what are the characteristics of their exploratory behavior?

Understanding the characteristics of exploratory behavior in children under one year old enables us to develop scientific programs and teaching materials suitable for their developmental level.

The purpose of our study is to identify the characteristics of exploratory behavior in one-year-old children during scientific play involving the phenomenon of floating and sinking.

The teacher provided teaching materials for the scientific play involving sinking and floating. We prepared sixteen items, eight floating on water and eight sinking. The floaters included garlic, green pepper, tomato, lemon, styrofoam ball, sponge ball, vinyl ball, and wooden ball. The sinkers included a cherry tomato, kiwi fruit, orange, potato, black ball, bell, dice, and marble. These items were placed together in the basket.

A girl, F1, who was one year and 8 months old, was selected as a test subject by homeroom teachers. A preschool teacher took her into a small room arranged for the experiment. For approximately ten minutes, she was allowed to select each of them freely and place it into the water.

F1's behavior and verbalizations were captured using two digital video cameras. We utilized the annotation software "ELAN ver6.7" to analyze (1) the temporal change of exploratory behavior, and (2) the gaze duration.

The main findings of our study are as follows:

- (1) Initially, F1 randomly examined whether all sixteen materials sank or floated. Subsequently, after categorizing the sixteen materials based on sinking or floating, she further classified them into those that floated and those that sank. We concluded that she likely possesses the ability to classify materials based on their buoyancy and to examine them separately, even at one year of age.

(2) We clarified that the gaze duration in the girl, F1, is not dependent on whether materials floated or sank into the water, but rather on the types of materials. Furthermore, we identified three distinct patterns in F1's gaze duration:

Pattern 1 is characterized by exponential decay.

Pattern 2 exhibits a quadratic increase followed by a decrease, or vice versa.

Pattern 3 shows an increase and decrease over time.

We hypothesize that the decay in gaze duration reflects F1's discovery of regularities in sinking and floating materials. Consequently, we interpret the three patterns as follows:

- (i) Exponential decay indicates an understanding of the regularity in the buoyancy of materials.
- (ii) A quadratic increase followed by a decrease, or a decrease followed by an increase, suggests that F1 spent considerable time discovering the regularity, or doubted the regularity found by her, respectively.
- (iii) Increasing and decreasing patterns over time indicate she has not found the regularity.

P1-3K-01

Empowering Young Minds: A Digital Literacy Curriculum for Kindergarten Children on Digital Well-being, Safety, and Creativity

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Keywords: digital literacy, digital well-being & safety education, creative digital expression, digital intelligence, learning dispositions

Abstract

In this digital age, children's well-being is significantly influenced by their digital experiences. Young children, as they increasingly use digital technologies, confront unforeseen risks that may hinder their development. While digital devices offer opportunities for learning, communication, creativity, and entertainment, they also pose challenges that could affect children's maturity (Cao et al, 2023) [1].

This issue has become increasingly prevalent especially in Singapore where a survey conducted by Google, published in Today Online, showed that children in Singapore receive their own devices that can connect online as early as 8 years old, which is 2 years earlier than the world global average. In the same survey, the "need for collaboration in schools and homes" when it comes to online safety [2] was also raised, highlighting that young children's digital well-being involves a collaborative effort between children, educators, parents, and the wider community.

As such, the Digital Literacy Curriculum in The Little Skool-House was curated for Kindergarten 1 and 2 children to address this urgent need for collaborative efforts regarding children's digital well-being and safety. The curriculum also aims to ensure the children's preparedness to navigate the digital world when they enter Primary 1. By guiding children to use technology in a developmentally appropriate manner, the curriculum cultivates young children's foundational digital intelligence skills and deepens their understanding of digital well-being and safety concepts. This interactive and hands-on curriculum allows educators to partner with parents to teach children important digital skills and netiquette, model responsible online behaviour, and provide a secure foundation for children's exploration of digital technologies. This approach ensures that children learn to use digital tools positively and responsibly, contributing to their overall well-being.

Through engaging 80 Kindergarten 1 students from four different childcare centres, our longitudinal study aims to assess the curriculum's effectiveness in improving children's digital competencies and attitudes towards technology.

We are currently evaluating the effectiveness of the curriculum in the following areas:

1. Children's understanding of digital tools
2. Children's application of digital well-being strategies
3. Children's integration of digital technologies in outputs
4. Children's change in attitude and dispositions towards technology

Its effectiveness would be measured through a pre-and-post assessment methodology, incorporating open-ended questions and hands-on activities to gauge the childrens' progression.

Preliminary findings highlight a foundational awareness among children regarding online netiquette and the moderation of screen time. However, a gap exists in their comprehension of the necessity for online safety measures and familiarity with digital creativity tools. The second phase of our study, scheduled for November 2024, anticipates advancements in children's conceptual grasp of digital well-being and safety and enhanced exposure to digital tools, following the curriculum's comprehensive coverage.

Moreover, our initiative has garnered recognition, including a feature in a Straits Times article and an endorsement at the First Device Campaign launch which was graced by Singapore's Minister for Communications and Information, Minister Josephine Teo, emphasising digital well-being for preschoolers [3, Annex A]. This acknowledgment underscores the curriculum's alignment with national priorities and its contribution to fostering a safe and creative digital environment for young learners, within the framework of reciprocal relationships that form the cornerstone of children's well-being in the digital age.

P1-3K-02

The Joint Media Engagement between Parents and Their Young Children Aged 0-8: A Scoping Review.

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Keywords: joint media engagement, digital co-use, parental mediation, young child, digital parenting.

Abstract

Digital devices are increasingly available for young children aged 0-8 globally (China Internet Network Information Center [CINIC], 2021), thereby recommendations from relevant organizations were made to encourage parents to engage in screen media with young children (e.g., AAP, 2016). Joint Media Engagement (JME) involves parents and children using media to engage in digital activities together and share experiences (Takeuchi & Stevens, 2011). This review aims to identify the types and levels of JME between parents and their children aged 0-8 years old, with a focus on exploring contributors influencing JME and its impact on children's development and learning.

Three research questions guided the current study:

1. How many types/levels of JME between parents and their children could be identified from the existing empirical studies?
2. What are the main contributors to whether JME is carried out and what are the contributors to the level of JME?
3. Does the level of JME influence young children's development and learning?

Following the guidelines of the PRISMA, First, we searched PubMed, Scopus, and Web of Science with the keyword combinations. 3234 results were imported for screening and 2674 duplicates were removed. Second, 43 full-text studies written in English with the findings of JME relating to young children aged 0-8 years old were included according to pre-established criteria for this scoping review. Finally, we coded and analyzed the detailed information of the included articles to address research questions.

The synthesis of 43 articles revealed that: First, five types of joint media engagement between parents and children were identified, including co-viewing, co-use, parent-child

interactions, joint engagement, and parental scaffolding. Besides, two levels (basic/active) of JME based on the exploration in each study of the degree of parents' involvement and sharing with their children in digital activities were found.

Second, the contributors of JME reported by 18 studies fell into four aspects covering (1) Family (e.g., cultural context, family size), (2) Children (e.g., age, language/social-emotional/motor development), (3) Parents (e.g., age, educational level, parental beliefs, parents' media use), and (4) Media (e.g., characteristics of activities, media using context).

Third, 24 articles reported the association between JME with various outcomes of child development in terms of (1) tasks performance (2) language learning and development (3) cognitive development, (4) social-emotional development, (5) media use, and (6) Neural synchrony. Furthermore, the findings suggested mixed effects that both basic and active levels of JME would influence young children's development and learning in positive and negative ways.

This review mapped the contributors to JME and its impact on children's outcomes. The results implied that specific instruction on JME to parents and their young children is needed. Future research should investigate the contributors to JME from a more comprehensive perspective and explore how parental support of JME would impact children's development to fill the research gaps identified from the current synthesis.

P1-3K-03

Teacher, I Saw an Advertisement!: How Teachers Perceive and Respond to Digital Advertisements in Their Classroom.

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Keywords: advertising literacy, digital media, teacher practices

Abstract

Synchronous digital media content is increasingly used by teachers in early years classrooms as teaching resources and the emphasis to choose the right digital content has been well spelt out for teachers. However, even when teachers choose the appropriate digital content for their teaching and learning, children may still be confronted with digital advertisements that are not always appropriate for children. A challenge for educators is the imposition and unpredictable nature of advertisements that appear alongside the online content.

A literature review conducted highlighted that teachers are increasingly incorporating digital media and technology into their classrooms (NAEYC, 2012). Studies have also underscored numerous concerns associated with the use of digital media in educational settings (Chassiakos et al., 2016). Among these concerns are advertisements, which have been linked to the development of unhealthy eating habits and heightened brand awareness among children, leading to potential health problems and consumerism (Loose, Hudders, Vanwesenbeeck, & De Jans, 2023). While traditional advertisements have presented challenges for children, the research conducted by Radesky, Chassiakos, Ameenuddin, and Navsaria (2020) highlights that digital advertisements raise even greater concerns. Their interactive and engaging nature, coupled with the difficulty in distinguishing them from regular content, renders them more persuasive and potentially harmful. Since children under the age of 8 may not understand the persuasive nature of advertising (Calvert, 2008), teachers still play a critical role in ensuring that children are safe when interacting with digital media. However, to date, there have been few studies that have investigated teachers' perceptions and responses towards advertisements in digital content.

Through the lens of the Theory of Planned Behavior, this qualitative study explored the perceptions and practices of five preschool teachers. Two data collection methods were employed: semi-structured interviews provided rich insights into the teachers' perceptions, while video elicitation offered a platform for teachers to share their reactions, strategies, and

experiences in managing digital advertisements in their classrooms. The collected data were transcribed and analyzed using thematic analysis.

This exploratory research addresses a topic that has not been thoroughly explored to date, providing valuable insights into teachers' attitudes and behaviours concerning advertisements in digital media in educational settings. It concludes that teachers had strong intentions to respond to advertisements when needed but their behaviours were limited by the unpredictability of advertisements and their content, and their confidence in managing the situation. The findings of this study will deepen understanding of the challenges that teachers face when incorporating digital media into their teaching, and how these challenges vary across classrooms. It provides policy makers with a point of consideration to understand and evaluate existing advertising regulations and school practices where adjustments are needed. Furthermore, it brings attention to the gap in teachers' proficiency when utilizing digital media, prompting schools and training institutions to assess whether additional training is needed.

P1-3K-04

Early Childhood Educators' Perceptions of ICT Integration in Preschool Education in a Provincial Area in Japan

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Keywords: ICT (Information and Communications Technology), early childhood educator / preschool teacher, questionnaire survey, provincial area in Japan

Abstract

The presenters have been conducting a three-year longitudinal study since the 2022 academic year to investigate the growth and development of preschool children attending nursery schools, kindergartens, and authorized daycare centers in a provincial area of Japan. In this project, we directly measure children's development and conduct questionnaire surveys with parents and early childhood educators to examine how the home environment and quality of childcare influence the growth and development of young children.

In recent years, the use of Information and Communication Technology (ICT) by infants and toddlers has been increasing in Japan. The integration of ICT is also spreading in early childhood education settings (Kasuya, 2019 et al.).

The role of ICT in early childhood education has been shifting due to the spread of COVID-19 since 2020. While many kindergartens and nursery schools were closed, some facilities implemented online childcare using ICT (Ministry of Education, Culture, Sports, Science and Technology, 2020). In light of this situation, early childhood educators' perceptions

of ICT may have changed.

This study aims to investigate the deployment status of ICT in nursery schools and kindergartens and to clarify early childhood educators' perceptions regarding the use of ICT in their teaching practices. Regarding their perceptions of ICT integration, the reasons behind their responses will be examined through an analysis of open-ended comments.

In this study, ICT was defined as "educational computers such as iPads, laptops, and smartphones" for the survey. The questions were as follows:

- 1) ICT Deployment: We asked about the extent to which ICT devices are available for children's use.
- 2) ICT Utilization: We inquired about the frequency of ICT use in daily childcare practices.
- 3) Perceptions of ICT: We asked about the perceived usefulness of children's use of ICT in childcare practices.
- 4) For question 3), we requested open-ended responses explaining the reasons behind their answers.

For questions 1) to 3), we will reveal trends through simple tabulation. For question 4), we will explore the background of educators' perceptions by categorizing the open-ended responses.

The questionnaire collection and analysis are currently in progress. The data to be analyzed is expected to come from approximately 40 respondents.

The results of this study will reveal whether there have been any changes in the utilization of ICT and educators' perceptions by comparing with previous research conducted before the spread of COVID-19. At present, ICT deployment is rare, and it has become clear that there are large individual differences in awareness of ICT utilization. The analysis of the survey will provide basic information on the use of ICT in childcare settings, and is expected to provide suggestions for future practical research.

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P1-3K-05

Development and Validation of a Pediatric Pictorial Quality of Life Scale

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Keywords: pictorial scale, pediatric quality of life, wellbeing, scale development

Abstract

The assessment of Health-Related Quality of Life (HRQoL) is pivotal in understanding a child's health status as it encompasses elements of physical health, mental health, social health and functional health. Current measures of HRQoL are usually completed through parent-proxy questionnaires as children may face literacy and cognitive barriers. However, overtime parent-proxy reports have been scrutinized for possible observation/recall bias. Topics facing similar barriers have used pictorial questionnaires so children can complete it independently. Pictorial questionnaires have been readily used to measure abstract concepts (i.e. personality) among young children, and can be comparable to objective measures (i.e. swimming ability).

Therefore, pictorial questionnaires may be an alternative as they are less cognitively demanding, more enjoyable and able to address previous limitations of parent-proxy questionnaires. Despite this, there is still not a developed pictorial questionnaire to assess child HRQoL. With the subsequent development of a pictorial HRQoL scale, it can enhance the reciprocal relationship between children and caregivers/teachers, ultimately leading to improved communication and identification of their subjective HRQoL.

Following literature guidelines, the current study's purpose is to develop and validate a pediatric pictorial quality of life scale (PPQLS).

Questionnaire development followed a structured approach in reviewing the literature and defining the construct. Experts were invited to participate in item generations. Refinement of these items were subsequently done by a panel of experts and parents ($n_{total}= 35$) where the Delphi Method was employed to ensure clarity, accuracy and representativeness. The panel also selected the most representative corresponding factor for each item. After reaching significance, the item pool then went through initial interviewed testing in a sample of kindergarten and primary students ($n_{total}= 42$) to ensure content validity in children.

A total of 23 items was developed across the factors of physical health, mental health, social health and functional health. After 2 rounds of revision, Aiken's validity analysis revealed that the parent/expert panel found the questionnaire to be satisfactory by significant agreement of clarity ($V=0.80-0.94$; $p<.05$), accuracy ($V=0.76-0.94$; $p<.05$), representativeness ($V=0.73-0.91$; $p<.05$) and corresponding factor ($V=0.77-0.97$; $p<.05$).

Subsequent pilot interview of the questionnaire among kindergarten and primary school children also found that they were able to accurately identify what the pictorial items depicted through significant Aiken's validity ($V=0.73-1.0$; $p<.05$). They also found the questionnaire not too long ($V=0.8$; $p<.05$) or difficult ($V=0.85$; $p<.05$).

Other psychometric properties (factorial validity, convergent validity, concurrent validity, discriminant validity, criterion validity, test re-test validity and predictive validity) are currently being tested in an international context through online platforms and we will present some preliminary results when available.

The development and validation of the PPQLS allows future direct child input over parent-proxy questionnaires. This allows first-hand report of children's personal ratings of their quality of life of which previous measures were not able to capture. After development, this scale can be used across contexts of medicine, schools, or research, ultimately leading to improved communication and identification of children's subjective HRQoL.

P1-3K-06

**Constructing a Conducive Bottom-up Learning Environment
for Kindergarten Children Using ECERS**

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Keywords: environment rating scale, bottom-up learning, conducive environment, kindergarten education

Abstract

This poster documents how the use of Environment Rating Scale-Revised (ECERS-R) (Harms et al., 2015) / Extension (ECERS-E) (Sylva et. al, 2010) served as the anchor to bring holistic changes in a kindergarten in Hong Kong to facilitate bottom-up learning in young children. Bottom-up learning, as a term used in cognitive psychology, refers to a cognitive process of processing information from basic elements to the more complex structures (Cacioppo et al., 2022; Sun et al., 2001) . In kindergarten setting, it specifically refers to the journey of children's transition from the processing of sensorimotoric information, to achieving higher mental functions (Bodrova & Leong, 2015). Through the use of ECERS, participating teachers were equipped with professional knowledge to plan a well-balanced curriculum; design high quality environment; and deploy higher-order questioning techniques to facilitate bottom-up learning in their daily teaching operation.

The purpose of the study was to explore if assessment items from ECERS could be

conglomerated to form a reform framework for a kindergarten to further enhance the quality of education which specifically targeted to promote bottom-up learning experiences in young children. To reach this goal, selected ECERS items under certain curricula subscales were grouped under three major categories: Physical, Cognitive and Conducive Environment Domain. While physical development involved ECERS items that were related to fine and gross motor skills, cognitive domain involved items targeting at the development of language and logico-math skills. ECERS items that were considered favorable to setting a favorable environment to facilitate bottom-up learning processes were also deployed as the spine of the reform framework.

A professional coach was invited to lead of team of experienced educators (school head: no.1; teachers: no.4) to devise a strategic plan to promote bottom-up learning in a kindergarten in Hong Kong, using the ECERS. Through a 2-time point assessment conducted in the 2023-24 school year, this study sought to explore if significant improvement in ECERS scores was evidenced in 20 selected ECERS items. Records on environmental and pedagogical changes, and teachers' interview were also used to triangulate results of the effectiveness of the school reform.

A total of 20 items of 3 domains were assessed, quantitative data revealed an overall improvement in all three domains. Qualitative evidence indicated children's cognitive ability was enhanced. Starting with the provision of high quality gross and fine motor materials and design of a conducive environment, teachers further enhanced teacher-child interaction techniques. With these, teachers reported optimistic results in reaching the ultimate bottom-up learning goal: through practicing the ECERS standard, children were observed to exercise higher mental function skills in both structured learning time and informal learning time such as free-play and corner-play. The findings highlighted the potential of ECERS in achieving specific school development goals in kindergartens.

P1-3K-07

The Growth of Quality Environment: Utilizing ECERS for School Advancement

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Keywords: ECERS, quality environment, nature environment, social and emotional development, coaching

Abstract

A high-quality environment in schools is indispensable for children's development. This "third teacher" in the classroom indeed facilitates children to explore, interact with, and learn from the surroundings—the physical and psychological environment. The Early Childhood Environment Rating Scale (ECERS), a well-established assessment tool, provides schools and practitioners with a framework to review and evaluate the quality of environments and with directions for environment enhancement.

A government-aided nursery school serving children aged 2-6 in Hong Kong was introduced to the ECERS in a professional development program with the elements of on-site coaching and consultation six years ago. In the academic year 2023-2024, the school had another opportunity to participate in an on-site coaching program focused on the ECERS, further advancing and sustaining the implementation of the good practice within their workforce. The poster documented the growth of quality environment in the school, illustrating their experience of utilizing ECERS with the entire team involvement, creating indoor and outdoor nature environments for children, and establishing connections with the community in their daily routines. By utilizing the ECERS in the school, they experienced both successes and failures in planning and implementing a high-quality environment provision.

With the dedication and persistence of the school head and deputy head, they consolidated their experiences and devised different strategies tailored to the unique physical environment of their school. Their aim was to cultivate a workforce that would actively pursue

the best practice for children's growth and development. Additionally, seed teachers, who served as representative from each grade level, were engaged in joint class observations with the coach and school heads regularly, enabling them to review and reflect on the settings of school environment and the implementation of learning and teaching practices. The debriefings that followed each observation also provided the school team with authentic opportunities to deeply reflect on the creation of a flourishing environment, continuously optimizing children's potentials and facilitating their learning.

Their professional learning experience with ECERS showcased the school's advancement in providing a high-quality environment. With a shared belief within the workforce, the school established a nurturing learning environment for both children and teachers. Through the responsive interactions with children, the schools enriched their experiences in social and emotional domains, including personal responsibility, decision-making, problem-solving, interpersonal relationships, and emotional regulation. With the supportive leadership of the school heads, the teachers were highly engaged in the learning journey with ECERS, benefiting both the school development and their own professional growth.

To conclude, in this nursery school, the utilization of ECERS not only facilitated the development of a high-quality environment for children but also fostered a vibrant school community for continuous advancement. The school's commitment to providing quality education in early childhood education in Hong Kong has been of paramount importance.

P1-3K-08

Comparative Analytical Study of News Articles and Journals Related to 'Early Childhood Well-Being': Focused on Big Data Analysis

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Keywords: early childhood, well-being, news articles, journals, big data analysis

Abstract

Early childhood well-being is an important topic in early childhood education (U. S. Department of Education, 2017). McMullen, Buzzelli, and Yun (2015) define early childhood well-being as "an overall good physical and emotional state," and Moore & Theokas (2008) define it as a multidimensional concept that is best for the individual child and is physically, socially, emotionally, and cognitively healthy. Despite these efforts to define early childhood well-being, the field continues to struggle with the concept's ambiguity, which means that future research should explore how social discourse is shaped in order to gain a deeper understanding (Choi, 2020).

This study aims to identify trends in newspaper articles and journals on 'infant well-being' and discuss the direction of infant well-being research through comparative analysis. Research Question 1. What are the main keywords of newspaper articles and journals on 'infant well-being'?

Research question 2. What are the results of big data analysis of newspaper articles and journals on 'infant well-being'?

Data was collected for 10 years from 2014 to 2024, focusing on the keywords 'infant, well-being' through 'BIG KINDS', which provides news articles based on media databases, and 'RISS', which provides academic research information services. For data cleaning and big data analysis, we conducted frequency analysis, word cloud, and N-gram analysis using Textom and UCINET, a program specialized in visualization.

The top keywords in newspaper articles on early childhood well-being were: education, region, product, well-being, and business, while the top keywords in academic articles on early childhood well-being were: well-being, infant, early childhood teacher, impact, and center. The significance of this study is that by comparing social and academic perceptions of early childhood well-being, it suggests a direction for future research on early childhood well-being based on a deeper understanding of early childhood well-being.

P1-3K-09

A Bakhtinian Analysis: Dialogising Early Childhood Teachers' Authoritative Discourses with Children's Wellbeing

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Keywords: Mikhail Bakhtin, authoritative discourse, children's voice, children's wellbeing

Abstract

This presentation considers the reciprocal relationship between children's wellbeing and early childhood education (ECE) teachers' employment of authoritative discourses as a means to feel heard. ECE teachers have emphasised their de-professionalisation by other community members, such as politicians, centre managers, and parents, who have characterised them as "glorified babysitters" (Molla & Nolan, 2019, p. 559). Attempting to gain legitimacy and validity when advocating for their workforce and sector, ECE teachers have employed authoritative discourses (Westbrook & White, In press). A language strategy that calls on hierarchical content, seeking to elicit an "unconditional allegiance" from others (Bakhtin, 1981, p. 343). ECE examples of this language strategy include the sector as an early intervention "silver bullet" (Fenech & Lotz, 2018, p. 27); quality pedagogy as an economic return reducing later-life social spending and enabling parents to work (Westbrook et al., 2022); in addition to neurosciences' critical stages of development (Rosati & Lynch, 2022). Whilst these authoritative discourses may be perceived as an effective strategy for teachers to feel heard, they silence alternative voices. This is because authoritative discourse is placed beyond reproach, "it stands and falls together with that authority", permitting "no play with the context" with framings, borders, or "creative stylizing" (Bakhtin, 1981, p. 343). Given the reciprocal and relational nature of ECE, this attempted silencing of that which does not conform to authoritative discourse has potentially problematic consequences for children's voices and wellbeing. Considering such potentials, this presentation questions:

- 1) For children, what might arise as a consequence of ECE teachers' use of authoritative discourse?
- 2) What, if any, effect might teachers' use of authoritative discourse have for children's wellbeing?

To contemplate these research questions, the presentation expands on insights from a

doctoral thesis, investigating the strategies and spaces ECE teachers utilised to feel heard (Westbrook, 2023), dialogised with the author's experiences within centres. Bakhtinian dialogism's relational onto-epistemology, whereby the self and other co-construct reality and knowledge, is employed for this undertaking. This philosophy's concept of authoritative discourse is privileged to consider how children's voices and wellbeing may be relationally co-constituted. Considering examples of children's voices, which reject and decentralise from authoritative discourses, the insights problematise teachers use of authoritative language strategies as a means to feel heard. Implications signal how children's wellbeing might be fostered in situ with ECE teachers' advocacy. The concluding provocations suggest ways children's voices might be employed as a means to validate and legitimise the significance of ECE, re-framing the narratives drawn on for sector advocacy.

P1-3K-10

Enhancing Children's Well-Being and Holistic Development: The Significance of Learning

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Keywords: children's well-being and holistic development learning through play, reciprocal play child ecology free play

Abstract

"Play is one of the most important ways in which young children gain essential knowledge and skills (UNICEF, 2018)." In kindergarten, play takes different forms and involves different reciprocal relationships, including the relationships between teacher and child, parent and child, and children themselves. For this reason, the purpose of conducting the research is to explore and understand different types of play-based learning within distinct reciprocal relationships, contributing to the well-being and holistic development of young children in the kindergarten setting.

Furthermore, the research findings can inform educational practices and curriculum development, providing evidence-based insights into the benefits of play-based learning and guiding educators in creating developmentally appropriate and engaging learning environments within different reciprocal relationships.

How can play-based learning as a way to reinforce children's well-being and holistic development? How do we employ different reciprocal relationships when designing play-based learning?

The research employed several methods to investigate the significance of learning through play in kindergarten. First, the researchers utilized the implementation of different types of play to provide diverse play experiences for the students. Furthermore, classroom observations were conducted to gather firsthand data on the students' engagement in play-based learning. To assess the effectiveness of the teachers, teacher effectiveness questionnaires were administered. In addition, team reflection was employed as a method of self-assessment and professional growth. The research team engaged in regular discussions and reflections on their teaching practices, the implementation of play-based learning, and its impact on the students. Lastly, formative assessments of students were conducted to gauge their progress and learning outcomes throughout the research period.

The findings of the research revealed notable advancements in multiple domains among the children. Specifically, the study observed significant improvements in children's creative thinking abilities, problem-solving skills, social competence, empathy, and cognitive knowledge. These findings carry important implications for early childhood education, emphasizing the crucial role of play-based learning in fostering well-rounded development. Educators should recognize and prioritize the integration of play within different reciprocal relationships into the kindergarten curriculum to optimize children's growth and provide them with a solid foundation for future academic and social success.

P1-3K-11

Role of Nursery Teachers' Verbal and Non-Verbal Prompts in Young Children's Understanding of Story-Generating Picture Books

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Keywords: reading picture books, interactions, conversation analysis

Abstract

To analyze the verbal and nonverbal prompts of a nursery teacher during the process of understanding picture books as young children expand their imagination and create stories. The data was obtained from a session during which a nursery teacher read a picture book with a few characters to a group of young children. Utilizing conversation analysis as a framework, we qualitatively observed the interactions between the young children and nursery teacher and among the young children while reading picture books.

Participants: 23 children (five years & eight months).

Picture book: Rosie's Walk (by Pat Hutchins).

Data: video recording

Framework: Conversation Analysis (CA)

After the nursery teacher extended and imitated the children's statements about the feelings of the animals in the picture book, an imitation of the children's statements was created. The repetition of others' words in the group readings is a sign of empathy that can be considered to have enhanced the sense of unity in the place. The teacher did not tell the story in an expository manner but instead spoke as the animals in the story.

This method allowed the children to generate stories from the perspective of the animals that appeared. In the scene of the fox buried in the straw, the teacher did not verbalize the situation but used gestures to represent the actions of the characters. This encouraged the children to verbalize the inner life of the animals, enriching and expanding the picture book's images. The teacher and children enjoyed the picture books with a sense of unity. Nonverbal and verbal prompting by the teacher was shown to be effective for young children's story-generating understanding in group reading picture books.

P1-3K-12

Developing Children's Multimodal Computational Thinking with Pop-Up Storybook Production: A Case Study in Hong Kong

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Keywords: computational thinking, pop-up storybooks, multimodal literacies, early childhood education, art education

Abstract

Arts have a significant place in children's learning. Creating a pop-up storybook is a child-friendly educational method that could promote children's expression and cognitive development. In recent years, computational thinking (CT) has gained lots of attention in early childhood education and is considered a skill that should be mastered by everyone, not computer scientists only. Multimodal literacies are increasingly applied in the education setting and are utilized in teaching and learning through oral, written, visual, spatial, and gestural multimodal communication. Although there is an increasing research focus on children's CT education with programming robots, only a limited study combines CT and art. Therefore, under the method of arts-based educational research (ABER), this study aims to develop children's multimodal computational thinking, and the following are two research questions: (1) How do children practice CT concepts in creating pop-up storybooks? (2) How do children develop multimodal literacies in creating pop-up storybooks? In this case study, five children (Aged 6-8) were invited to participate in a Pop-up Storybook Production workshop to learn pop-up knowledge and techniques and then create their own unique pop-up storybooks. We adopted the observation method to capture children's CT behaviours during the pop-up storybook production process. A total of 90 minutes of activity videos, fieldnotes and children's worksheets and artworks were collected for data analysis. Based on the content analysis, we found that children enhanced CT development in multiple modes, including writing story blurbs, telling stories, drawing story content, and making storybooks. They practised seven CT skills in algorithms, modularity, design process, control structures, representation, debugging, and hardware/software, and they developed multimodal literacies during the process of pop-up storybook production. In conclusion, our study demonstrated that children developed their CT through multimodal literacies so that

we can see their multimodal CT in the pop-up storybooks, which emphasized the importance of art in children's education and provided new insights for subsequent research on children's CT education.

P1-3K-13

Enhancing Children's Learning Effectiveness through Picture Book Teaching and Authentic Learning: A Case Study in Hong Kong Local Kindergarten

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Keywords: picture book teaching, authentic learning, learning effectiveness

Abstract

Picture books, as a kind of teaching material in teaching, are one of the resources to ensure children's participation (Akyol, 2024). According to different curriculum themes, the stage characteristics of children's development and children's interest, teachers choose relevant picture books. After deeply excavate and explore the theme and value of picture books, teachers need to scientifically design relevant curriculum objectives, outlines and lesson plans, and adjust teaching progress and activities according to children's learning interests and learning progress (Pu et al., 2023). On the other hands, children understand and learn to adapt to the world through interact with the environment. Authentic learning is student-centered, and it is about asking questions, exploring the real world around us and connecting what student learn in classroom to real life (Maina, 2004). It focus on learning by relevant, meaningful and real-life experiences and allow children to learn by doing. In authentic learning, multiple resources beyond school are accessible, such as resources from community (Callison, 2015).

By combining picture book teaching and authentic learning, what impact will it have on children's learning? Therefore, this study aims to investigate the impacts of picture book teaching and authentic learning on children's learning effectiveness. In this study, a qualitative case study approach was adopted as a method, engaging 25 children aged five to six years in Hong Kong local kindergarten. In addition, "Hong Kong traditional tea-drinking culture" was used as a main theme, and a related picture book was used. Methods included observations of lessons, photographic images recorded changes in classroom corner layout, collection of documents, including teacher's qualitative feedback and reflective journals, and written and oral feedback from parents.

The result of the research discovered that picture book teaching and authentic learning can improve children's learning interest and initiative. Children had active performance in different activities. Secondly, children could integrate and deepen the knowledge that they had learnt during the activities, and showed an improvement in higher-order thinking. Furthermore,

children could transfer knowledge into their daily life, from kindergarten to family. The knowledge that they learnt from picture book teaching and authentic learning had internalized, becoming part of their cognitive and moral development.

P1-3K-14

Read beyond the Picture: The Discovery of Teacher-Students Reading Processes to Picture Book Peritexts

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(Shu-Te University)

Keywords: teacher-students reading, picture books, peritexts, young children

Abstract

This study aims to explore the discovery and transformation of the teacher-students reading process of picture books peritexts. In this study, a qualitative research method was adopted to collect data through teacher-students reading discussions and sharing of audio-visual, peritext created for young children, young children's reading observation records, and the researcher's teaching and learning reflection records.

Fifteen young children of the kindergarten were selected as the subjects of this study. Picture books that won the Hsin-Yi Children's Literature Award were chosen by the researchers as the research tools to conduct the study of teacher-students reading of picture book peritext. Through the discoveries and reflections of the teacher-students reading process, this study adjusts the teaching method of co-reading in order to explore the transformation of co-reading in the future.

The conclusions of this study are as follows:

1. Teachers need to realize the importance and pleasure of peritext reading.
2. Adequate time for co-reading enhances the exploration and enjoyment of peritexts.
3. Open-ended questions can create opportunities for conversation and discussion between children and picture books.
4. Teachers should listen to the children's voices more in order to form a multi-directional conversation.
5. Teacher-students reading promotes mutual learning and growth, and "pictures" contain a rich pictorial language.

P1-3K-15

**Management in Early Childhood Education and Care
through Cooperation of Practitioners and a University:
Focusing on Discussion Opportunities from Various Positions**

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(Ochanomizu University)

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Keywords: management, leadership, lecture, practitioner, university

Abstract

There has been a growing international interest in leadership in the field of early childhood education and care (ECEC) (OECD, 2018), with discussions and scale revisions in line with the times (Talan et al., 2022). Management has been referred to as a role required of leaders (Bloom, 1997), and active discussions regarding the importance of management in ECEC centers have recently emerged in Japan (Inoue et al., 2021; Omameuda, 2022; Inoue, 2024). In addition to the curriculum management perspective (Ministry of Education, Culture, Sports, Science and Technology Japan, 2018), there has been growing interest in the role of leaders and middle leaders in ECEC (Yoshida, 2019), and the entry of other fields, such as corporations, has led to a focus on management. However, the management and operation of ECEC centers have traditionally been emphasized and be considered together to support children's lives (Tsujitani, 2023).

Ochanomizu University has three types of childcare facilities, and an endowed lecture and research group will be established in 2021 (Matsushima, 2023). Practice and research have been promoted as equal partners (Kodama, 2023). Based on these activities and achievements, suggestions can be made regarding the significance and possibilities of management in ECEC through discussions from diverse perspectives.

This study aimed to clarify the significance and potential of the discussions that have taken place from diverse perspectives in the lecture on management in ECEC among activities

in the three years since the establishment of the lecture and research group at Ochanomizu University.

Focusing on the content of the lectures and question-and-answer sessions conducted by five guest speakers, this study examined the elements of management elicited by the responses based on the participants' positions. Two of the guest speakers were managers of multiple centers, two were directors of single centers, and one was the middle leader of a single center. Three took over the center of their previous leaders. Each person works in a different area. Participants included ECEC practitioners, former practitioners, and students. The number of participants ranged from 6 to 10.

First, comparing the information with the participants' own experiences indicated that more detailed information could be drawn regarding practical difficulties in management and how to overcome these challenges and that the participants could understand the speakers' innovations more concretely and use them in their own practice. Meanwhile, verbalizing this specific information made it possible to discuss how children live and grow, with an awareness of their lives at the heart of ECEC.

Second, the participants' interest as researchers also enabled them to verbalize the elements that make such management possible and the background that supports it in order to apply them to other fields. This point is important for conducting management in various sectors, such as institutional and community support, without relying on practitioner competence.

P1-3K-16

**Physical Entrainment through Japanese "Warabeuta" Nursery Rhymes:
Based on a TAE Analysis of the Author's Own Experience as an Infant Caregiver**

Mihoko Motooka
(Hijiyama University)

Keywords: physical entrainment, nursery rimes, warabeuta, infant care, Thinking At the Edge (TAE)

Abstract

Warabeuta, traditional nursery rhymes incorporated into Japanese childcare, may foster cohesion among groups of toddlers because their rhythmic structure manifests in their body movements, which induce physical entrainment. Physical entrainment refers to nonverbal response relationships, such as matching breathing, mood, and atmosphere. Research on warabeuta in infant care focuses on physical movements, such as resonance and imitation, and does not mention human relationships in physical attunement. Infant care often involves small groups, but warabeuta for toddlers is not intended for groups; hence, it must be distinguished from toddlers and considered separately.

This study depicts the relationship through physical entrainment using warabeuta in infant care based on the author's experience as a caregiver. Being personal experience, it advances readers' understanding of warabeuta and infant care.

The author's experiences were analyzed using Thinking at the Edge (TAE), a qualitative analysis method based on Gendlin's empirical phenomenology. TAE verbalizes experiencers' physical sensations by interacting them with verbal sensations. TAE is divided into three parts. Part 1: the core of the felt and physical senses are used to create a short sentence. Part 2: patterns in the case study are identified while maintaining the felt sense. By entwining these patterns, a new pattern, unlike the initial pattern, is generated that fits the felt sense. Part 3: key terms are selected based on Part 2's findings, and then conceptualized by rephrasing them using different terms.

After analyzing 152 episodes, Part 1 verbalized that the physical entrainment occurring with warabeuta in infant care is a feeling of "melting into the song, letting oneself go, and behaving freely." In Part 2, 12 patterns were derived, and 73 new patterns were generated. Based on the findings after Part 2's analysis, the following terms were selected as important: "enveloping," "attracting," "indirectly," "looseness," "echoing," "fitting in," "hiding," "good mood,"

and "staying". In Part 3, the conceptualization of key terms revealed that the relationship formed through the physical entrainment that occurs in infant care, facilitated by warabeuta, is "a connection in which each infant's sensitivity to warabeuta emerges and resonates as they become familiar with the atmosphere of the nursery created by the comfort of warabeuta, and the infants are loosely drawn to one another." It appears that this occurs in a cyclical manner in daily life, as the warabeuta songs' connection contributes to the atmosphere of the nursery.

P1-3K-17

The Impact of Group Rhythmic Activities on Reaction Time to Cognitive Inhibition in Preschool Children

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(National Tsing Hua University)

Keywords: reaction time, cognitive inhibition, group rhythmic activities, preschool children

Abstract

This study aimed to investigate the influence of group rhythmic activities on reaction time to cognitive inhibition in preschool children. Reaction time refers to the time taken from stimulus reception to response, serving as an indicator of attention, concentration, and neural transmission speed in children. While the positive effects of rhythmic activities on children's attention and executive functions are known, there is limited research elucidating its effects on the reaction time to cognitive inhibition specifically. Therefore, there is a necessity to investigate the impact of group rhythmic activities on children's reaction time.

To explore the effects of group rhythmic activities, a quasi-experimental pretest-posttest design was employed in this study. The participants were 42 four to six-year-olds drawn from two preschool classes in Hsinchu City in Taiwan. With a period of 12 weeks, group rhythmic activities were conducted three times a week for 20 minutes each session in the experimental group, and music listening activities were conducted in control group. The participants' reaction time in the Day-Moon Test were measured before and after the intervention.

The research findings indicated that the 12-week intervention of group rhythmic activities shorten the average response time in the Day-Month Test in experimental group. The control group showed no significant effects. These results underscore the influence of group rhythmic activities on preschools' cognitive function, providing valuable insights for early childhood education.

P1-3K-18

What Is the Involvement of Early Childhood Educators in Bringing Out Musical Expression in Young Children?

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(Nagoya Gakuin University)

Keywords: bringing out musical expression, beating expression activities, early childhood educators, provide model performances

Abstract

At the beginning of the area “expression” (area related to sensibility and expression) in the National Curriculum Standard for Kindergartens, the significance of this area is indicated as, “Developing rich sensitivity and the ability to express oneself, and enhancing creativity by expressing experiences and thoughts in their own words.” In addition, the Explanation for the National Curriculum Standards for Kindergartens states: It is important for young children to develop rich sensibilities by sharing and expressing their feelings at the time with their friends and early childhood educators, as well as what they feel from the various things, events, and cultures they encounter in their daily lives. To be able to express the movement of the mind in a way that takes advantage of the characteristics of each means of expression, and to be able to find their own favorite method of expression is also important. Therefore, early childhood educators are devising various ways to create an environment where young children can experience a variety of activities. However, in activities of musical expression, it is not enough to simply prepare things that make sounds. The author's previous research has shown that the presence of an early childhood educator who acts as a model and the presence of friends who have fun together help young children develop musical expression.

The purpose of this study is to clarify what kind of relationship early childhood educators have in bringing out musical expression in young children. As a method, the author analyzed data obtained from past experimental practice conducted with 4- and 5-year-old children. This analysis is based on the concept of Hirohisa Ogawa's “*Asobihoikuron*,” which uses the Japanese music term “nori” (the closest nuance could be “good vibe”) to discuss the solidarity between early childhood educators and groups of young children.

The research method was to use a video camera to film scenes of beating expression activities, and to extract and analyze the ways in which early childhood educators seemed to bring out musical expression in young children.

In order for young children to be able to express themselves in their own way, it is important for them to enjoy the feeling of synchronizing sounds and movements with early childhood educators and friends, to listen to and try to imitate the sounds of others, and to repeat imitations. It has been suggested that in activities involving musical expression, early childhood educators can together enjoy playing sounds and provide model performances which can bring out musical expression in young children, rather than just watching.

P1-3K-19

The Effects of Synchronized Rhythmic Activities on Preschools' Social Interaction: An Action Research

Shin-Ni Chen
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Keywords: rhythmic activities, synchrony, social interaction, preschool education

Abstract

The natural inclination of young children to enjoy music has made it a common element in kindergarten activities. While the effects of engaging in group musical activities to promote social interaction have been confirmed by many studies, early childhood educators find it highly challenging to utilize music activities for promoting interaction and communication among young children and peers. This research aimed to explore how synchronized rhythmic activities in kindergarten influenced children's social interaction and classroom atmosphere. The study involved twenty preschoolers aged between 4 to 6 years, attending a preschool class located in Hsinchu City, Taiwan. Over a span of 12 weeks, the participants engaged in synchronized rhythmic activities three times a week, each session lasting for 20 minutes. Data collection methods consisted of behavioral observation and interviews conducted with classroom teachers. The findings indicated that the mere provision of synchronized rhythmic activities does not guarantee positive effects on children's social interaction. Seating arrangements, curriculum implementation, material utilization, creating a story or dramatic situation, and the attitude of instructor influenced children's mutual observation, coordination, and collaboration during activities. Furthermore, activities yielded unforeseen effects, including heightening young children's sensitivity towards their peers' body language and expressions, along with sharpening their perception of time. The findings of this study contribute to the literature on music training research and preschool education practices. It highlights the importance of intentional planning and thoughtful implementation of rhythmic activities in fostering holistic development among young children, emphasizing the role of educators in creating conducive environments for meaningful social interactions and learning experiences.

P1-3K-20

The Effects of Embedded Executive Function Strategies into Phonological Awareness Teaching in Preschool and Impact in Primary School for Well Transition

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(National Taitung University)

Keywords: executive function, phonological awareness, transition, follow-up

Abstract

This study aimed to investigate the effects of embedded executive function strategies into phonological awareness teaching in preschool and followed up with participants and reported their performance in basic learning abilities during the first grade in elementary school for well Transition to primary school. Through nursery rhyme teaching, their phonetic ability can be improved, and there is a delay effect (Fang & Su, 2005). Jian (2010) found that the effect of early reading intervention will continue to the first grade of elementary school, among which the phonetic group effect is the most significant, indicating that the sensitivity of phonetic awareness needs to be paid attention to. In addition, executive function performance can predict school readiness, and the rapid growth of executive function ability is at 3-5 years old (Weckeret et al., 2000). Van de Sande, Segers, & Verhoeven (2016) integrated executive functions into pre-literacy learning when children used computers. The results found that the experimental group 2, which integrated EF, performed the best. Children with low EF performance can improve their EF performance through integrating EF into online phonetic teaching, and there is a delay effect.

A pretest-posttest quasi-experimental design was employed. With the consent of class teachers and parents, 67 preschoolers aged between 60 and 78 months from two preschools in Taiwan (1 public and 1 private) participated 63 preschoolers were divided into 3 study groups: Experiment Group 1, where both phonological awareness and executive function strategies were taught (n = 23); Experiment Group 2, where only the phonological awareness teaching was administered (n = 22); and Control Group, where preschoolers were simply engaged in reading rhymes aloud (n = 19).

Participants' age (in months), socioeconomic status, and score in the Test of Nonverbal Intelligence (TONI) were controlled. In a span of 5 weeks, an intensive program was carried out, comprising a total of 24 sessions. All 3 groups were tested for the following before and after the study: Phonological Awareness test, Cars and Sailboats task for Executive Function test, and the verbal working memory subtests of the Working Memory Test for Children.

Our study found a significant effect on inhibitory control and PA in Group 1 where both EF strategies and PA, compared with control group. The effects on working memory and vowels was not significant when comparing the 2 groups. Between group 2 and control Group, a significant effect on the PA was found in group 2, no difference between the 2 groups in EFs. Results of the following study in both group 1 and 2 demonstrated significantly effects in basic language abilities, while group 1 performed significantly better in adapt abilities in the first grade than other group.

The preliminary findings could potentially further expand teachers' toolbox: the strategies of which are phonological awareness teaching program more commonly utilized in today's classrooms, and the more innovative approach by incorporating EF games into the teaching of oral language skills applied implications, and well transitions from kindergarten to primary school.

P1-3K-21

**Common and Different Views of Music and Development in Music Expression
Education between Early Childhood and Elementary School Teachers:
Using Multi-Vocal Visual Ethnography Methods**

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Keywords: connection between early childhood and elementary school education, expression section and music classes, teacher's perception of musical expression, view of music, view of development

Abstract

This study aims to connect early childhood education with elementary school education. Teachers in early childhood education and elementary school have different views due to their cultural differences (Nishikawa, 2021) and teaching views (Shirakami et al., 2017), which hinders mutual understanding, dialogue (Noguchi et al., 2007) and smooth connections. In music expression education, I expected that the views on music and development created by these teachers in their institutions would hinder mutual understanding.

This study aimed to visualize the views of music and the development of each early childhood and elementary school teachers to identify commonalities and differences and realize a smooth connection from the Expression section to Music classes.

The research method was based on the multi-vocal ethnographic method (Tobin, 1989), in which both teachers watched edited videos from their respective educational institutions, engaged in group discussions and expressed their thoughts freely. Both teachers watched videos of scenes in music classes at elementary schools and all kinds of scenes at kindergartens, edited from the viewpoint of musical expression. After the narratives were transcribed verbatim, potential 'views of music' and 'views of development' were analysed by qualitative coding.

The Research Ethics Committee approved the study, and the subjects consented after understanding that their personal information would be kept anonymous.

The results revealed several commonalities and differences. For example, concerning their views on music, As a common point, they have a view of music that is influenced by the difference between the framework of childcare and teaching. As a difference point, early childhood education teachers have a broad view of music, while elementary school teachers have

a narrow view of music.

Concerning their view of development, As a common point, they have a developmental view that elementary school students are highly expressive. Although early childhood teachers have a developmental view that focuses on expression as they are, not age, elementary school teachers have a developmental view that elementary school children must reach a higher performance level than young children. These factors hinder a smooth connection between the two.

However, both teachers should review their values and adopt new perspectives, which will lead to a smooth connection in music expression education.

P1-3K-22

Individual Singing Voices during Kindergarten Singing Activities: A Study of a Class of Five-Year-Olds

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Keywords: singing voice, activity, motivation

Abstract

Earlier studies have examined individual singing voices during singing activities either by having all class members sing an already-known song or assigned song. Such studies have yet to examine how each young child sings a song during singing activities and how each child's singing voice changes within this context. Investigating young children's singing voices during singing activities can provide numerous suggestions for considering better singing activities for Early Childhood Education and Care.

This study was conducted to explore actual changes in individual singing voices during singing activities and to elucidate the underlying causes for these changes.

The subjects were 17 five-year-olds in kindergarten. Each child's singing voice was recorded with a pin microphone and an IC recorder. A kindergarten teacher in charge taught children a song entitled *Taisetsu na Takaramono* (written and composed by Toshihiko Shinzawa), which was sung first as "class singing," then as "group singing," and again as "class singing." "Group singing" was conducted in the form of a singing contest, rather than merely singing the song as a group. Children's singing voices were quantified based on three criteria: "Number of words sung," "Clarity of words," and "Pitch." Total scores were calculated.

Results revealed that 4 of 17 children received higher evaluation scores during group singing than during class singing. Based on observations of these four children during the activities, it was considered that they were motivated by group singing, in this case by singing in front of other children in a singing contest and by a teacher ringing a handbell. Consequently, the evaluation scores for their singing voices rose from the scores recorded for class singing. Also, three of the four were young children judged as "hardly singing" during class singing. These findings suggest that the class includes young children whose singing voices change under the influence of the singing activity contents. This concrete example demonstrates that some young children are not "unable to sing" but are "unwilling to sing." The results of this study imply the importance of considering activities that make young children want to sing a song.

P1-3K-23

Creative Music Making by Early Childhood Education Students Using the Hand-Cranked Music Box

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(Yokohama National University)

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(Nara University of Education)

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Keywords: hand-cranked music box, creative music making, early childhood education, music education, technology education

Abstract

In Japan's early childhood and school education, there is a need to develop activities that allow children to explore their environment while interacting with different elements in their surroundings. Such activities can include creative music making, in which children can engage through trial and error according to their skills. Therefore, teaching materials must be developed to enable inclusive creative activities that are not influenced by children's learning experience or ability to play musical instruments.

Therefore, we developed a hand-cranked music box that combines music and technical skills. Using the music box, we conducted a practical experiment with university students who aimed to become teachers before analyzing the music they created; we also administered post-class questionnaires. Results revealed that the use of the music box stimulated learner-centered inquiry and creative activities, suggesting the suitability of the study material for teaching music making and encouraging inquiry (Furuta • Chiba • Kinoshita, 2023).

Based on these results, we used this hand-cranked music box as a teaching material in a practical experiment, that included activities to create the sounds of musical instruments and various materials to explore their environment while interacting with different materials, as required by the childcare teacher training course. This research indicates that this hand-cranked music box fostered in the student's ability to interact creatively with sound and a variety of materials, which is required of childcare teachers.

This study aimed to determine the educational use of hand-cranked music boxes for creative music-making activities in childcare teacher training course.

- (1) We recorded the creative activities of students and analyzed the music they created.
- (2) A questionnaire survey regarding the activities was conducted.

We found that through the use of hand-cranked music boxes in creative activities, early childhood education students were able to (i) approach the affordances of musical instruments and various materials from a sonic perspective; (ii) play easily regardless of their playing ability; and (iii) experience changes in the way they perceive music and their views on early childhood education.

P1-3K-24

**Spontaneous Sound-Based Play of Children Depicted by Trajectory Equifinality
Modeling:
The Terrace as a Place**

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(Chiba University)

Miki Yamabe

(Yokohama National University)

Keywords: spontaneous, sound-based play, TEM, terrace, field theory

Abstract

This presentation elucidates the interaction of the spatial environment of the terrace and the physical environment of musical instruments with the individual characteristics of children and the influence of the environment on the sound-based play of children by drawing an activity process using the trajectory equifinality model (TEM).

The play areas available to children in kindergarten include various areas such as the main daycare room, halls, corridors, terraces, and gardens. Kurt Lewin proposes a field theory in which the interaction between the person (P) and environment (E) determines human behavior (B). This presentation uses the TEM to illustrate the process in which the spatial environment of the terrace and the material environment around musical instruments interact with the individual personalities of children.

The research procedure is as follows. (1) Children were recorded engaging in sound-based play during free play time at a public kindergarten in Tokyo. (2) Based on the recorded footage, two girls (A and B) and one boy (C), all aged five, were selected as subjects. (3) An excerpt of the footage was selected for examination, and the observation began from searching for musical instruments in the corridor to moving to the terrace and engaging in sound-based play. Subsequently, the behaviors and utterances of the children and teachers were transcribed into text. (4) Finally, the transcribed text was analyzed using TEM to elucidate the process by which the three subjects moved from the corridor to the terrace to engage in musical play.

The results revealed that the process of engaging in musical play could be divided into four stages, namely, sound search, play stagnation, play exploration, and sound play. At the sound search stage, various children freely tried their hands on the different instruments lined up in the corridor. When the boy voiced discontent with being unable to get through the corridor,

the three children brought their favorite instruments to the terrace. However, the play eventually stagnated because the base sound was unsatisfactory (play stagnation). Girl A asked about the order of making sounds, and a new form of play was explored (play exploration). Finally, the three children were able to coordinate their sounds and play the instruments together (sound play). In this series of processes, the interactions of the children and teachers with the space of the terrace, which is neither within the main daycare room nor fully outside, clearly function as an effective space for sound-based play.

P1-3K-25

Student Learning and Transformation Focusing on "Listening" in Nursery Teacher Training Schools: With a Focus on Activities that Incorporate Sound Education

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(Osaka Ohtani University)

Mayumi Jige

(Osaka Ohtani University)

Keywords: music education, environmental education, nursery teacher training, sound education, early childhood education

Abstract

The Guidelines for Kindergarten Education, which were revised in 2017, now call for even more comprehensive instruction through playing. In the case of expressions by young children, the "Commentary on the courses of education for kindergarten" (2018) indicates that "young children often express what they feel and think in a frank and direct manner," implying that interest and concern for "sound" itself is important for young children to express something in an impromptu manner. Furthermore, in terms of "expression," it is suggested that young children should "become aware of sounds such as wind and rain," and that they should develop a desire for expression not by reproducing what is already in musical scores, but by using sounds, including environmental sounds, that surround them. In other words, it is important for nursery teachers themselves to be sensitive to "listening," to encourage children's awareness and recognition of sound, and to create an environment that allows children to engage with sound on their own. On the other hand, when we look at the current situation surrounding university students who aspire to become nursery teachers, the development of smartphones has made it increasingly common for them to be able to easily listen to music using earphones, etc., and as a result, they no longer "listen" to the sounds of nature and their surroundings, and have become indifferent to the idea of listening to such things altogether.

In this study, we focused on the act of "listening" and aimed to examine how the act of "listening" and the students' awareness of "sound" are transformed through the practice of incorporating sound education.

The main contents of the practice include "Sound map," "Sound searching," "Sound diary," and "Musical improvisation". The names of the activities and their contents are based on Schafer, R. Murray's "The Soundscape".

Through the practices described above, we were able to observe the following changes in awareness toward the act of “listening,” which had been done subconsciously.

(1) Opportunities to discover new ways of listening to sounds

Through these practices, many students became aware of how little attention they had paid to “listening” up until now.

(2) Awareness of ways to listen and focus on things that are different from your own

Students were able to discover new ways of looking at and listening to sound that they had not noticed on their own, and as a result, their awareness of sound was further expanded and they became more enthusiastic about listening to such sounds.

(3) Changes in children's awareness of expressions

We found that many students reaffirmed that the depth of a nursery teacher's awareness of sound has an impact on the expression of young children.

By deepening the act of “listening” consciously in this way, we were able to see changes not only in the students' own ways of listening and interacting with sounds, but also in their views on childcare for the expression of young children.

P1-3K-26

canceled

P1-3K-27

**The Impact of Parental Involvement on Children's Learning:
A Comparison of Parents' and Teachers' Perspectives through a Mixed-Method**

Cheng Jingyi
(University Malaya)

Keywords: parental involvement, children's learning, parents, teachers, kindergarten

Abstract

As the country and society pay more and more attention to early childhood education, parental involvement has been constantly developing in the field of early childhood education, but there are still many shortcomings in practice, including various factors. There are still many issues in today's society regarding parental involvement. For example, the background and culture of each family are different, many parents do not have time or are unwilling to participate in kindergarten activities, the father or mother of the child is negligent in the management of the child's learning, and the level of communication skills and methods of parents and teachers is uneven.

In China, in recent decades, parental involvement has always had the following common problems. The most common is that weak awareness of parental involvement. On the one hand, kindergarten teachers often have a sense of superiority, feeling that as teachers they should be authoritative, that parents should co-operate with teachers and that kindergarten teachers are in a dominant position. On the other hand, parents are unable to co-operate with their children in a positive manner in kindergarten education. Parents are only passive participants in the activities organized by kindergartens. The second is Parental involvement is too superficial in form and content. The educational effect of home-school co-operation is limited; home-school co-operation is not sufficiently in-depth and stays on the surface, seldom penetrating into every aspect of the kindergarten education process; co-operation is not close enough. The third general phenomenon is that the difference in educational philosophy between parents and kindergartens is mainly reflected in the fact that family education focuses more on "academics". Some parents even believe that the only way to improve their children's abilities is to let them learn to read and write, recite poems and learn talents at an early age. They usually focus only on the intellectual development of their children, but neglect the education of their children's self-care

ability, interpersonal communication and morality, and so on. Early childhood education covers all aspects of a child's development, but parents and teachers focus on different aspects. Teachers are more concerned about children's daily behavior, living habits, hobbies and health problems, while parents are more concerned about their children's learning and health.

As a result, most of the communication between parents and their children remains at a superficial level, which, although it can address a certain problem, is not conducive to the in-depth development of parental involvement activities and does not make full use of parental resources to promote the development of young children. Another situation is that some parents do not cooperate well with the teacher, or they hold opposite opinions of the teacher. This situation will cause some hostility between the teacher and the parents, and they cannot communicate well. The last situation is that kindergarten gives parents too few opportunities to participate in activities or the effects and arrangements of the activities are not effective. Parents believe that they and their children cannot benefit from the activities.

P1-3K-28

Aftermath of COVID-19: Exploring the Holistic Influence of Parental Teaching Self-Efficacy, Taiwanese Cultural Parenting Attitudes, and the Digital Divide on Parent-Child Conflict in Homework Guidance among Taiwanese Preschooler Families

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Keywords: post-COVID-19 pandemic era, parent-child conflict, parental teaching self-efficacy, Taiwanese cultural parenting attitudes, reduce inequality

Abstract

This study investigates the mediating and moderating effects of parental teaching self-efficacy and Taiwanese cultural parenting attitudes on the relationship between parental characteristics, social contextual factors, and parent-child conflict in the post-COVID-19 era. Additionally, it examines the potential impact of the digital divide on early childhood learning, in line with Sustainable Development Goal (SDGs) 10 to reduce inequality.

The research questions include:

- (1) Parental characteristics and social contextual factors affecting parental teaching self-efficacy.
- (2) The relationship between parental teaching self-efficacy and parent-child conflict when assisting their children with homework.
- (3) The extent to which parental teaching efficacy mediates the relationship between parental and socio-contextual characteristics and parent-child conflict when parents help their children with homework.
- (4) Whether Taiwanese cultural parenting attitudes were moderating or mediating variables.
- (5) The impact of digital divide on the final model.

Participants were recruited from 54 schools in both rural and urban areas of Taiwan. A total of 902 questionnaires were distributed in May 2023, with 731 returned, resulting in a response rate of approximately 81%. Following exclusion criteria, 459 valid responses were retained for analysis.

The study considered various factors such as parental age, child gender, perceived stress, homework assistance frequency, family characteristics, and social environment, utilizing scales including perceived stress, household chaos, and school support. Dependent variables encompassed parental teaching self-efficacy (PTSE), parent-child conflict, and Taiwanese cultural parenting attitudes.

Results indicate significant associations between perceived stress, household chaos, school support, parental age, and child gender with PTSE. With the exception of school support, which exhibited a positive correlation with PTSE, all other variables displayed negative correlations. Furthermore, PTSE emerged as a crucial mediating variable in parent-child conflict among Taiwanese parents post-COVID-19, as evidenced by the complete mediation model.

An interesting finding is that the addition of Conflict During the Pandemic led to decreased values across all variables, suggesting that experiences of parent-child conflict during the COVID-19 period may contribute to reduced conflict after COVID-19. From the parameters of the Final Model, it is evident that Taiwanese Cultural Parenting Attitudes and the Digital Divide serve as critical moderating variables for Taiwanese parents facing parent-child conflict, with the Digital Divide exerting a greater impact.

These findings underscore the importance of addressing parental teaching self-efficacy and cultural parenting attitudes in mitigating parent-child conflict, especially in the context of the digital divide.

P1-3K-29

Class Differentiation about Parenting Narratives and Parenting Practices in Taiwan: School Choice and Consumption as an Example

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Keywords: class differentiation, parenting narratives, parenting practices

Abstract

This paper focuses on the class differentiation about parenting narratives and parenting practices in Taiwan. Relevant literatures already point out the fact that class differentiation between working and middle class parents. In particular, relevant literatures use two approaches in the field of sociology of education, including of “Family Deficiency Theory” and “Institutional Discrimination Theory” to discuss why working class parents dislike to participate in school activities. However, these two theories exist certain critics by different approaches. Thus, this paper will follow by the French sociologist Pierre Bourdieu’s arguments and focus on the gap about parenting narratives and parenting practices between working and middle class parents. In particular, this paper focuses on the school choice and consumption as an example.

The purpose of this paper includes two questions: (1) to discuss the differences about school choices and school involvements between working and middle class families, and (2) to discuss the differences about consumption between working and middle class families.

The data collection in this paper includes in-depth interviews and participant observations from 36 participants from working and middle class parents whose children study in kindergarten in Taiwan. In addition, this paper also observe the parents activities from the different kindergartens. The research period of this paper from 2017 to 2021. The in-depth interview questions include personal information, narrative of the ideal type of parenting and expectation for children, and the practical parenting about school involvements and consumption. This paper will interview each participants four times during these four years in order to compare the change between different families.

This paper finds that the current classification between working class and middle class need to add the mix class between the past working class and middle class. In addition, this paper will compare the gap among ideal parenting narrative, parenting transcript and parenting practices. In the end, the finding in this paper will dialogue with the relevant literature and point out the differences with different cultural context.

P1-3K-30

Parental Beliefs and Children's Executive Function: A Taiwanese Longitudinal Study

Hsin-Tzu Tsai

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Keywords: Chinese cultural parental beliefs, executive function, Kids in Taiwan: National Longitudinal Study of Child Development and Care, latent growth model

Abstract

Executive function (EF) is a predictor of children's academic performance and is associated with other developmental aspects. EF develops rapidly during early childhood and is influenced by the environment. Family is the primary environment in which children live. Previous studies have indicated that strict parenting can hinder the development of EF in children. In the Western cultural context, as children mature, parental control, strict discipline, and corporal punishment tend to decrease; by contrast, Chinese parenting tends to become stricter. However, strict parental discipline has implications for actively caring for and loving children in Chinese culture. The predominant reliance on Western frameworks in parenting studies limits the understanding of the relationship between Chinese cultural parenting and children's EF. Given that research findings in the current study are inconsistent, longitudinal studies are particularly rare. Therefore, this study conducted a longitudinal investigation, adopting Chao's (1994) Chinese parenting framework, which categorized parental beliefs into discipline, teaching, and achievement expectations.

To explore how parental beliefs over time affect children's EF in Chinese culture, the following research questions were designed: (1) How do parents' initial Chinese cultural parental beliefs at age one affect their children's EF at age six? and (2) How does the rate of change in parents' Chinese cultural parental beliefs from ages one to six affect their children's EF at age six?

This study used data from the national database, Kids in Taiwan (KIT): National Longitudinal Study of Child Development and Care. Data were collected using parental questionnaires. Children diagnosed with major injuries, physical or mental disabilities, or developmental delays were excluded. The final sample included 4,236 children (50.4% boys, 49.6% girls) who participated in six consecutive waves of data collection. The analysis variables comprised demographic information, parental beliefs (discipline, teaching, and achievement

expectations) when their children were one to six years old, and children's EF at six years old. Latent growth modeling and structural equation modeling (Mplus version 8.3) were used to examine the research questions.

Results showed that the three trajectories of parental beliefs (discipline, teaching, and achievement expectations) exhibited concave growth curves. Parental beliefs showed significant changes from the first to the third year. However, the rate of change decreased from the third to the fourth year. The more tolerant parents' beliefs about discipline, teaching, and achievement expectations at the age of one, the greater the magnitude of change later. The initial level and rate of change in parents' disciplinary beliefs negatively affected their children's EF. Similarly, the initial level of achievement expectations negatively affected children's EF. Conversely, the initial level of parents' teaching beliefs positively influenced their children's EF. These results remained consistent after the effects of socioeconomic status on EF were excluded.

This study contributes to our understanding of how parental beliefs influence children's EF in Chinese culture. The proposed model serves as a valuable resource for future localized parenting studies and offers empirical insights for parenting programs

P1-3K-31

The Bidirectional Relationship Between Maternal Responsiveness and Children's Assertiveness: Longitudinal Study among Preschoolers in Taiwan

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Keywords: assertiveness, bidirectional effects, Kids in Taiwan, maternal responsiveness, preschoolers

Abstract

Assertiveness, crucial for social competence and effective communication, involves expressing thoughts and fostering interactions. Responsive parenting cultivates an environment in which children autonomously express emotions that align with their assertiveness. This alignment undervalues the reciprocal relationship emphasized by Sameroff's transactional model (2009), wherein children's behavior influences parental responsiveness. Assertiveness in children may lead to increased parental engagement. Guo et al. (2023) demonstrated the reciprocity between supportive parenting and children's social skills among Chinese preschoolers. Despite an overarching emphasis on social competence, assertiveness has received insufficient research attention. Nonetheless, assertiveness is pivotal, particularly in kindergarten peer-teacher interactions. Notably, there is a gap in examining the bidirectional dynamics between parenting and children's social development in Taiwan. Using longitudinal data to bridge this gap could yield valuable insights into fostering optimal social development among children.

This study investigated the reciprocal association between maternal responsiveness and assertiveness among preschool-aged children in Taiwan in the early development stages, from ages 3 to 6 years. The research questions were: (1) Does maternal responsiveness predict children's assertiveness the following year? and (2) Does children's assertiveness predict maternal responsiveness the following year?

Data for this study were obtained from the national database "Kids in Taiwan: National Longitudinal Study of Child Development and Care" (KIT). The study used parental questionnaires and excluded children with significant injuries, physical or mental disabilities, or developmental delays. The final sample comprised 1,015 children (509 boys and 506 girls) who participated in four consecutive waves of data collection from ages 3 to 6 years. The analysis included demographic information, frequency of parents' responsiveness, and children's

assertive behavior from ages three to six. Data analysis was performed using structural equation modeling (SEM) with Mplus 8.4 to examine the bidirectional relationships between these variables.

The bidirectional cross-lag path model exhibited a favorable fit to the data, as indicated by the following indices: $\chi^2(29) = 45.53^*$; CFI = .994; TLI = .988; RMSEA = .024; SRMR = .018. First, the path coefficients indicated considerable stability in maternal responsiveness ($\beta = .35-.37, p < .001$) and children's assertiveness ($\beta = .40-.47, p < .001$) over time. Responsive parenting at ages 3 and 5 significantly and positively predicted children's subsequent assertiveness at ages 4 ($\beta = .11, p < .01$) and 6 ($\beta = .07, p < .05$), respectively. Furthermore, children's assertiveness at ages 3, 4, and 5 years was positively associated with responsive parenting at ages 4 ($\beta = .08, p < .05$), 5 ($\beta = .14, p < .001$), and 6 ($\beta = .05, p < .05$) years, respectively. The study found evidence of reciprocal relationships between responsive parenting and assertive behaviors among Taiwanese preschool children. These findings contribute to our understanding of the dynamic associations between responsive parenting and children's assertiveness within the Chinese parenting context in Taiwan and have implications for educational practices.

P1-3K-32

**The Process of Parents' Understanding of Their Children:
From Interviews with Mothers on Parent–Child Play**

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Keywords: parent–child play, parents' understanding, mother, interviews

Abstract

Effective parenting is a matter of how parents assess and flexibly respond to their children's behavior in the face of constantly changing child characteristics and circumstances. Parents' explicit understanding and acknowledgement of their children's agency is considered an essential feature of parenting (Grusec et al., 2000). In particular, play is an activity that accounts for much of the interaction between parents and young children, and previous research has shown that parents recognize the significance to them of learning about their children's interests and ideas through parent-child play (Nakane et al., 2020; Tomioka, 2020). However, these remain broad insights, and the specific processes by which parents come to understand their children have not been clarified. Therefore, this study aims to describe the process of parents' understanding of their children through parent-child play.

An interpretive approach was used as the analytical framework. Interviews were conducted with mothers of 8 young children to extract episodes of parent-child play and reflections. The research was approved by the Ethical Review Committee of Ochanomizu University. Parental attitude categories were developed with reference to previous research (e.g. Russell & Saebel, 1997; Muhonen et al., 2019), and 73 parent-child play cases were categorized into four categories: 'instructor', 'facilitator', 'playmate' and 'observer'. Cases were classified as 'observers' if the mothers described their awareness and understanding of their children as the central experience of play. 9 cases of 'observer' category were analyzed.

The understanding of children experienced by the mothers through parent-child play showed the following characteristics. First, when the children said or did something that deviated from the mothers' expectations during play, the mothers observed with interest and accepted the children with a kind of generosity, as if to say, 'Oh, well'. Second, mothers understood and accepted their children's mentality from several contrasting perspectives. That is, they accepted the differences between themselves and their children and their children's unexpected behavior in terms of 'individual and individual', 'adult and child' and 'human and

animal' explanations.

These findings suggest that mothers were more receptive to aspects of their children's ways of being because of the context of parent-child play rather than life task situations. Furthermore, it is possible that through parent-child play, the mothers concretely realized that their children and themselves had different sensibilities and personalities, and reassessed their relationship with their children from a diverse framework. In particular, the attitude of viewing children as living in a different providence from their own can be interpreted as an attitude of understanding children as something that cannot be forcibly changed at the will of the parents and respecting their frankness and primitive behavior as valuable. Therefore, having a multifaceted perspective on children may lead to parents' ability to adjust their psychological distance from their children and accept their individuality and independence.

P1-3K-33

The Relationship of Filipino Stepfathers with Their Stepchildren

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Keywords: stepfather, stepchild, Filipino, stepfather-stepchild relationship

Abstract

Stepfathers confront significant challenges in establishing their relationship with their stepchildren. The traditional expectations for Filipino fathers highlight a breadwinner and disciplinarian role in the family. However, there is also a growing expectation for fathers to take a more active role in their children's lives. In the case of stepfamilies, stepfathers face certain limitations due to a lack of shared family history and unclear legal contexts on their duties and responsibilities towards their stepchildren. Stepfathers need to reconcile this conflicting expectation of society for men to be more involved in parenting, and the ambiguity around their acquired roles and responsibilities towards their stepchildren. Therefore, this research heeded the call to understand stepfathers' relationship with their stepchildren.

The research aims to understand the stepfather-stepchild relationship by answering the question: What does the relationship look like between Filipino stepfathers and their stepchildren? In particular, the objectives of this study were: to describe the relationship of Filipino stepfathers with their stepchildren; and the factors that influence the relationship of stepfathers with their stepchildren.

A snowball sampling technique was utilized to identify and select the participants. Data were collected through interviews with ten Filipino cisgender stepfathers aged at least 21, residing with school-aged stepchildren living in Metro Manila. The stepfathers were asked to describe the relationship based on the stepfather-stepchild relationship quality, stepfather involvement, stepfather authority, stepfather-stepchild conflict, and the factors that influence the stepfather-stepchild relationship. The researchers used thematic analysis to establish themes to describe the stepfather-stepchild relationship.

Based on the findings, the researchers found that the stepfather-stepchild relationship resembles a parent-child-like relationship. Stepfathers identify themselves as a parent and father towards their stepchildren despite lack of a biological relation. Stepfathers also define

their roles based on the meanings they create for themselves. In addition, stepfathers engage in different activities and responsibilities related to their stepchildren including providing, caregiving, bonding, disciplining, and supporting their stepchildren in academics on their own accord. On the other hand, the encouragement of the mother, and the arrival of a younger joint child were among the factors that influenced the stepfather-stepchild relationship and affirmed the stepfather's role as a father. In conclusion, stepfathers take an active part in developing their relationship with their stepchildren and establishing their parental role. In conclusion, this study provides a better understanding of the relationship between Filipino stepfathers and stepchildren in the Philippines. Moreover, this study recommends that policies and programs aiming to support stepfather families can be supplemental to what stepfathers have already been able to establish.

P1-3K-34

Japanese Mothers' Guilt about Parenting and Its Relationship to Their Involvement with Their Children.

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Keywords: guilt, mother, parenting, relationship

Abstract

The Japanese are prone to characteristic feelings of guilt, such as the "culture of shame" (Doi, 1971). Guilt is generally defined as "an emotion that arises from distress over the fact that a violation has occurred and includes remorse and regret, which increases the desire for an apology or compensatory action" (Lewis, 1971). Japan, with its mutually cooperative culture, tends to value the positions of others. Therefore, guilt arises when you cause trouble to the other person by your actions. Japanese elementary school education includes "moral" classes, which emphasize the value of "judging right and wrong and observing the rules of social life. (Ministry of Education, Culture, Sports, Science and Technology, 2017). Within this cultural foundation, the values of "do not annoy others" and "do not make others sad" are also important in parenting.

In addition, approximately 40% of national and international guilt studies in the past decade have focused on adulthood, with 21% of these studies on maternal guilt. However, guilt about stillbirths and children with disabilities is the main focus, and there are few studies related to parenting. In addition, few studies have actually caused mothers to feel guilty and predicted their subsequent behavior.

In this study, the focus is on Japanese mothers' feelings of guilt toward their child rearing. The purpose of this study is to clarify whether or not there is a change in the way mothers deal with their children and the content of that change when guilt actually arises.

The research methods are as follows. Two best-selling picture books were selected as the most likely to cause mothers to feel guilty about their parenting. The first is "Okodademasenyoni" (meaning "May you not be angry") (Kusunoki, 2008), a picture book in which a boy who is always angry endures so that his teacher and mother do not get angry with him, and prays that he will not be angry. The other is "just a Little Bit" (Takimura, 2007). Seeing her busy mother taking care of her young siblings, she tries her best to live on her own, but is spoiled by her mother, saying, "Just hold me for a moment." A total of 586 online reviews of these picture books submitted by mothers were analyzed using KH-coder and text mining.

As a result, it became clear that reading the subject picture book caused feelings of guilt about raising one's own child. Words such as “children,” “busy,” and “feelings” were shown in the co-occurrence network, recalling the frustration that the mothers used to inflict on their children when they were busy. It was evident that the mothers imagined how their children were feeling at that time, and reflected on and regretted their feelings. Furthermore, text analysis revealed that these remorse and regret led to “I can't stop crying” and “I want to hug my child”. One of the effects of picture books that induces feelings of guilt is to reflect on one's own parenting and to increase positive involvement with children.

P1-3K-35

Cooperation between Kindergarten Teachers and Parents with Different Attitudes toward the Need for Child-Rearing Support

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Keywords: parental support, kindergarten teacher–parent partnerships, kindergarten, five-year-olds

Abstract

Recently, the manner in which Japanese families raise children has evolved due to changes in society. Many parents face challenges while raising their children in such an environment, and they find it difficult to discuss their worries and anxieties about child-rearing. To address such issues, it is expected that teachers in nurseries and kindergartens will be a familiar presence who can provide support and advice. Previous studies have examined the extent of parental support offered through parent/caregiver contact notebook descriptions and interviews with teachers and parents (Takahashi et al., 2020 et al.). However, research on the actual daily verbal interactions between teachers and parents is limited.

This study aimed to clarify the communication process among kindergarten teachers, parents, and children by examining the specific support provided by kindergarten teachers to alleviate parents' anxieties while considering the situation of young children and their parents.

It focused on a case (Child C) in which the homeroom teacher had a strong awareness of the need for support while the parents had a weak awareness of the same due to their anxiety. The participants were Child C's parents and two homeroom teachers. Data were collected from observations of the target child's kindergarten life and interviews with the teachers. The specific support offered by the teachers was explored from the interactions between the homeroom teachers and the parents during individual drop-offs.

No change was observed in Child C's mother's response to the sharing of her child's situation at school by the teachers or in the manner in which she responded to her child. Findings revealed that two factors contributed to this situation. First, the mother and teachers had difficulty sharing information on Child C's development with each other. Therefore, it is inferred that the mother was less likely to have the opportunity to notice the growth of Child C and foster positive feelings toward childcare. Second, the kindergarten teachers did not establish a trusting relationship and failed to understand the mother's feelings. During the study period, Child C's

mother did not discuss her work, family, or parenting concerns with the homeroom teachers. Consequently, the homeroom teachers could not understand the mother's living situation and view of her child and were unable to effectively communicate with her. These results suggest the need for parents and teachers to share information with each other on the upbringing of children. Teachers must provide support based on their understanding of parents' views of their children and their living circumstances. The study findings have important implications for policymakers, practitioners, and parents of kindergartners.

P1-3K-36

The Influence of Parents' Views of Children on Children's Problem Behavior in China: Parenting Style as a Mediator

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Keywords: views of children, parenting styles, problem behaviors

Abstract

During the critical developmental phase of early childhood, typically between the ages of 3 and 6, children experience rapid growth marked by increasing autonomy and the development of social and cognitive abilities. This developmental period is profoundly influenced by cultural expectations, particularly evident in Chinese parenting styles. Chinese parents typically prioritize obedience and respect in their children, reflecting cultural values and norms.

Consequently, parenting styles in China often exhibit authoritarian tendencies, emphasizing parental control and adherence to traditional hierarchical structures.

This study aims to investigate the intricate relationship between parents' views of children, parenting styles, and children's behavior problems within the Chinese cultural context.

Specifically, the research question addresses how parents' views of children mediate parenting styles and influence children's problem behavior.

A sample of 200 mothers with children aged 3-6 years participated in an online survey, providing insights into parents' views of children, children's behaviors, and parenting styles. Structural equation modeling (SEM) was employed to analyze the data and test the hypothesized mediation model.

The findings reveal that parents' views of children play a pivotal role in shaping parenting styles and subsequently influencing children's problem behavior. Specifically, certain parents' views of children, such as valuing "independent individual" and fostering a "loving existence," were associated with authoritative parenting styles, characterized by warmth and reasonable demands. In contrast, other parental views, such as perceiving children as "negative existence" or focusing on "personal belongings of the parents," were linked to authoritarian and permissive parenting styles, characterized by control or indulgence, respectively. Notably, authoritative parenting demonstrated a negative association with children's problem behavior,

while authoritarian and permissive styles exhibited positive relationships.

Further analysis using mediation models revealed that authoritarian parenting style mediated the impact of negative parents' views of children on children's problem behavior.

Similarly, parents' views of children as personal belongings served as mediators for the influence of authoritarian parenting on children's behavior. Interestingly, authoritative parenting did not significantly mediate these relationships, suggesting the need for nuanced measures of parenting styles within the Chinese cultural framework.

In conclusion, this study underscores the importance of understanding the interplay between parents' views of children, parenting styles, and children's behavior problems within specific cultural contexts. Such insights can inform culturally sensitive interventions aimed at fostering positive parenting behaviors and addressing children's behavioral challenges in China.

P1-3K-37

Mothers' Awareness of the Parental Role of Providing a Secure Base: Focusing on Kindergartners' Birth Order

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Keywords: secure base, attachment, parental role, kindergarten, birth order

Abstract

Parental role awareness has been found to influence feelings of exhaustion; however, this awareness among mothers of today's kindergarteners remains unclear. Hattori¹ found that mothers of kindergarteners are aware of themselves playing the parental role of a secure base for their children. "Secure base" is a key concept in attachment theory.² Terazono³ has reported that a mother's role attainment is associated with their children's birth order, depending upon the perspective gained from parenting experience of parenting the older children.

Is there any difference between the mother of a firstborn child, who has no experience with an older child, and the mother of a second or later child, who has experience raising an older child, with respect to the awareness of the parental role of providing a secure base?

This study aimed to clarify mothers' awareness of the parental role of providing a secure base, focusing on the birth order of their children. This research is significant as it considers the differences in mothers' awareness and can help determine parenting support required from kindergarten teachers.

A self-administered questionnaire was completed by mothers of first-year kindergarteners (aged 3 or 4 years) at two private kindergartens in a suburban area of Japan. The theme of the questionnaire was "What is a mother's role for you?" The responses were grouped into themes, and the percentage of responses was calculated for each theme. These findings were then analyzed to determine the differences in the responses of mothers of firstborn children and mothers of second or subsequent children. Pearson's chi-square test was conducted for this factor.

In total, 90 questionnaires were received, and 70 were valid for analysis. There were 29 respondents who were mothers of firstborn children, with an average age of 33.4 years. There were 41 respondent mothers of second or subsequent children, with an average age of 36.7 years.

In total, five categories were generated from the descriptive responses on parental roles, among which a secure base formed the most frequent response. Mothers of firstborn children

reported this at a rate of 24/29 (82.1%) and mothers of second or subsequent children at a rate of 25/41 (61.0%).

Pearson's chi-square test was conducted for this factor. It was found that these differences in responses showed no significant difference.

No statistically significant difference appears between the mothers of firstborn children and mothers of second or subsequent children in terms of their awareness of the parental role of providing a secure base, but a difference was seen in the rate of their awareness.

Future studies should seek larger study populations of mothers when investigating the awareness of the secure base as a parental role in relation to the birth order of children.

P1-3K-38

Online Social Support Functions to Help Pregnant Women Solve Their Problems

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Keywords: online social support, pregnant, question and answer, anxiety reduction

Abstract

Women undergo prominent psychological and physical changes during pregnancy and childbirth. As such, they seek parenting information, including expert knowledge, personal experience, and empathy (hereafter collectively referred to as “parenting support functions”). Owing to online social support has been gradually replacing local community support since the 2000s in Japan, Online social support may be effective in solving pregnant women's pregnancy-related problems such as solving questions and reducing anxiety.

Online social support functions in terms of both informational and emotional support, are one of the places where pregnant women can obtain and exchange information. However, studies examining these functions and their effects on pregnant women/females are scarce. In this study aimed to clarify the online social support functions that helps pregnant women solve their pregnancy-related problems.

In this study, participants performed an online survey including four simulated answers which combined expert knowledge, personal experience, and empathy. The survey included 440 female participants aged between 20 and 39 years who have children under the age of three. Four groups of 110 participants each were randomly selected by the research company. The survey method involved presenting a simulated question concerning labor pains, followed by a questionnaire survey on the degree of anxiety (hereafter referred to as “anxiety after presentation of the simulated question”). All four groups were asked the same question; however, the simulated answers were different: personal experience, empathy-added personal experience, expert knowledge, and empathy-added expert knowledge. After presenting the simulated answers, a questionnaire survey regarding the degree of problem resolution and anxiety was conducted (hereafter referred to as “anxiety after presentation of the simulated answer”). In the analysis, Kruskal-Wallis and comparison tests were performed for degree of anxiety and amount of anxiety reduction after presenting the simulated question, the degree of problem solution, and the degree of anxiety reduction. The amount of anxiety reduction was calculated as the difference between the degree of anxiety after presentation of the simulated question and after

presentation of the simulated answer.

The results showed that the problem resolution was significantly higher in the empathy-added expert knowledge condition than in the only personal experience condition. Additionally, anxiety reduction was significantly higher in the empathy-added expert knowledge condition than in the condition in which expert knowledge. These results indicate that parenting support functions with empathy added to expert knowledge are effective in promoting problem resolution and anxiety reduction in pregnant women.

In the online, pregnant women mainly discussed their related anxiety and problems and obtained parenting support functions such as personal experience and empathy. However, it was confirmed that empathy-added expert knowledge was more effective than other parenting support functions in helping pregnant women solve their problems. In the future, online social support for pregnant women will provide better parenting support functions with informational and emotional support by adding empathy to expert knowledge, which will contribute to improving the quality of online social support.

P1-3K-39

Exploring Parental Perspectives on Young Children's Participation in Hiking Activities

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Keywords: young children, hiking, responsibility, face challenge, parent-child relationship

Abstract

Taiwan boasts abundant mountain and forest landscapes, making hiking a popular trend in recent years. This activity has brought numerous positive benefits, prompting researchers to consider whether parents could also provide their children with opportunities to engage with nature from an early age by taking them hiking. Based on this idea, this study aims to explore parents' perspectives on their children's participation in hiking activities. This research employs a qualitative approach, utilizing semi-structured in-depth interviews. Five parents who have taken their young children hiking were interviewed to understand their views in detail. The findings indicate that although parents have concerns about their young children's involvement in hiking, providing them with comprehensive information about activity arrangements and safety measures significantly reduces these concerns. As a result, parents become more willing to take their children hiking. Additionally, parents expressed that observing their children's growth during hiking brings them satisfaction and joy. For instance, children willingly carry their own gear, actively interact with other hikers, and show responsibility when facing challenges. Parents also emphasized that hiking enhances the bond between them and their children, which they consider a very valuable experience. In summary, this study not only reveals parents' positive attitudes towards young children's participation in hiking activities but also emphasizes the importance of providing comprehensive activity information and safety measures to alleviate parents' concerns. Hiking not only benefits children's physical and mental development but also strengthens the emotional bond between parents and children, making it an activity worth promoting widely and enthusiastically.

P1-3K-40

**Impact of Socio-Economic Status and Parenting Attitudes of Parents on the Lifestyle Habits of Four-Year-Old Children:
From a Survey of Parents in Non-Urban Areas in Japan**

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Keywords: socio-economic status (SES) of parents, children's lifestyles at home, developmental disparities, questionnaire survey

Abstract

We are currently conducting a longitudinal study from 2023 to 2025 on the growth and development of young children attending nursery schools, kindergartens, and authorized daycare centers in the Kyushu region. The project measures children's motor skills development and conducts surveys with parents and nursery teachers to investigate the impact of home and childcare quality on children's growth and development.

In sociological studies on developmental disparities among children, it is posited that parental SES (socio-economic status) plays a significant role. Research indicates that parental SES influences differences in children's lifestyle at home, such as parent-child communication styles, participation in extracurricular activities, and whether limits are set on time spent with ICT devices or TV. These factors contribute to educational disparities that emerge from elementary school onwards. In Japan, both regional and familial disparities are significant

educational issues.

However, empirical studies based on data about children's life in Japan are notably scarce. For example, previous research has clarified relationships between parental socio-economic status and dietary habits in three-year-old children, as well as the impact of maternal parenting attitudes on young children's sleep habits.

Given this context, this study aims to ascertain whether parental socio-economic status and parenting attitudes lead to differences in the lifestyles of four-year-old children. This includes examining sleep patterns, eating habits, and leisure activities such as time spent moving physically, playing games, and watching TV.

The study focuses on surveys conducted with parents, analyzing the following aspects:

- (1) Parental education level as a proxy for socio-economic status.
- (2) Classification of maternal parenting attitudes, categorizing them into four types based on sixteen questions.
- (3) Inquiries into sleep, eating, and leisure habits. Specific questions cover bedtime, wake-up time, duration of sleep, timing of breakfast and dinner, and the total time spent on physical activities, gaming, and watching TV, differentiated by weekdays and weekends.

The study statistically analyzes whether differences in attributes (1) and (2) lead to variations in responses to (3), with about 300 respondents. It explores how differences in parental socio-economic status and parenting attitudes affect not only sleep and eating habits but also leisure activities of four-year-old children.

P1-3K-41

Intervention of the 'School Readiness' Teaching Program on Preschoolers' Adaptation to Campus Life

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(Shu-Te University)

Keywords: school readiness, intervention of teaching programs, adaptation to campus life

Abstract

This study utilizes qualitative research methods to investigate the impact of the "School Readiness" teaching program on preschoolers' adaptation to campus life. Through an eight-week activity program implementation, it aims to enhance children's abilities in self-care, learning, peer interactions, and emotional regulation, thereby aiding their adaptation to campus life. The study collects and analyzes data through observation records, thematic activity discussions, a preschoolers' campus life adaptation scale, and interviews with Teacher.

The research conclusions are as follows:

1. The campus life adaptation scale indicates that the intervention of the "School Readiness" teaching program leads to significant improvements in preschoolers' abilities in self-care, learning adaptation, peer adaptation, and emotional adaptation.
2. Observation records of teaching activities show that understanding children's abilities in self-care can be developed through their interests in activities, leading to better learning adaptation. Positive encouragement contributes to increased learning motivation among children. Participation in group activities enhances peer adaptation relationships among children and helps them express their emotions effectively.
3. From teacher interviews, it was understood that early childhood educators need professional capabilities to design diverse learning contexts that inspire children's interest in learning. They should also be able to adjust their teaching activities and curriculum, playing different roles such as observer, participant, facilitator, assessor, to understand the adaptation of preschoolers to campus life.

P1-3K-42

**A Study of "Children's Time" in Early Childhood Education:
An Issue Related to the Transition from Kindergarten to Elementary School**

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Keywords: children's time, anthropology of children, phenomenological study, quality of play, transition

Abstract

The transitional curriculum from kindergarten to elementary school has become an issue, and in Japan, bridging programs have been developed and used. However, few studies have clarified what children experience during the transition from preschool education, which is roughly timed, to elementary school education, which has a fixed timetable of 45 minutes. For example, Ogawa says, "The current conception of time in schools is indicated by the timetable, which is governed by the idea that an hour is an hour of equal quality, no matter what activities intervene in it. There is no intervening thought that time is spent differently depending on the content of the activity¹". This study is based on the awareness that it is necessary to approach this issue by clarifying the peculiarities of children's sense of time.

The purpose of this study is to determine what children's sense of time is like in early childhood education settings and at home. Adults can be said to live on clock time, which emphasizes efficiency, while children exist before they have developed this modern sense of time. When children are playing, they sometimes experience what is called "losing track of time and becoming enthusiastic". What does this experience mean for the child's development? In addition, the difficulty of switching from individual play to group activities is often a challenge in childcare settings. What experiences do children have during this transition?

By conducting participant observation in kindergartens and daycare centers, we will describe phenomenologically how children live their sense of time. Based on this description, we will analyze its meaning from the perspective of children's anthropology.

Through observations in a preschool setting, we described children's experiences in the transition from play time to clean-up time and from individual play time to group activity situations. This revealed that children's sense of time in early childhood educational facilities differs from the modern rationalistic adult sense of time. By analyzing children's sense of time from an anthropological perspective, in line with their experiences, it is possible to make

recommendations on how to set up timetables for the transition from early childhood to elementary school.

P1-3K-43

Practice of ECEC for Two-Year-Old Children in Japanese Kindergartens

Matsuka Koga

(Kyoto University of Education)

Keywords: transition to kindergarten education, ECEC for 2-year-olds, children's initiative on play

Abstract

Japanese kindergartens are open to children aged 3 years and older; however, since 2007, kindergartens have been able to accept and provide early childhood education and care (ECEC) for children under 3 years of age as well. According to a survey study by the All Japan Institute for Early Childhood Research (2019), a very high 97.6% of private kindergartens surveyed accept 2-year-olds, and the most common response was that the purpose of this acceptance was "smooth transition to kindergarten education". However, it is not clear what kind of educational practices are aimed at that "smooth transition to kindergarten education". ECEC in Japan is defined as education centered on children's spontaneous play and indirect guidance through the environment. It is necessary to clarify how this child-centered and play-centered philosophy is practiced in the ECEC of 2-year-olds in kindergarten.

The purpose of this study is to clarify how the actual practice of ECEC for 2-year-olds in kindergartens, which is expected to be used more and more in the future, is viewed from the perspective of "educational content leading to a smooth transition to kindergarten education".

This study was a qualitative analysis focusing on the interactions between caregivers and children, using data from a full-day observation of 9 classes in 5 kindergartens operating in a parent-child separation type of kindergarten that accepts 2-year-old children.

The following characteristics were found in the analysis of the following situations: school attendance scene, play scene, class activities scene, and meal preparation scene. With regard to the school attendance scene and meal preparation scene, the formation of relationships among children was promoted, along with the aspect of promoting the independence of each child's behavior based on his/her relationship with the teacher. In addition, there were large differences among kindergartens in whether the children had the initiative in selecting activities and the degree to which they had a range of choices of play, and large differences among kindergartens in the length of time and the content of class activities. These findings suggest the following two points: First, the acquisition of appropriate behavior required for kindergarten

life, which is based on the relationships between teachers and children and among children, is common across kindergartens. The second point is that with regard to play, which is the central content of ECEC in Japan, it became clear that there is a great deal of variation in practice when considered in relation to the central concept of Japan's kindergarten education guidelines “the course of study of Kindergarten”, which is to provide indirect guidance for children through their own spontaneous play and the environment.

P1-3K-44

Development of Narrative Microstructure in Mandarin Chinese-Speaking Children: A One-Year Longitudinal Study

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(National Taiwan Normal University)

Keywords: child, Chinese, narrative, microstructure, longitudinal study

Abstract

Narrative skills are essential for children's holistic development, playing a pivotal role in their academic success, language proficiency, and social interactions. The Multilingual Assessment Instrument for Narratives (MAIN) (Gagarina et al., 2019) has gained popularity as a tool for collecting narrative data. However, studies examining the development of narrative microstructure in Mandarin Chinese-speaking children have rarely utilized MAIN for both storytelling and story retelling tasks.

The present study investigated Mandarin Chinese-speaking children's performance on the index of narrative microstructure over time across two narrative tasks (retelling vs. telling). The following research questions were asked:

1. How does task type influence Mandarin Chinese-speaking children's performance in narrative microstructure while controlling for age?
2. What are the differences in Mandarin Chinese-speaking children's performance in narrative microstructure over one year while controlling for task?

This study employed a one-year longitudinal research design. All participants completed two picture-based narrative tasks from MAIN: the baby bird story-telling task and the baby goat story-retelling task. The MAIN standardized procedures were followed, with the child and experimenter seated at a table with three envelopes containing the baby bird story pictures. In the telling task, the child selected an envelope, viewed the pictures in sequence, and narrated the baby bird story. In the retelling task, the child listened to a prerecorded goat story in Mandarin and then retold it to ensure consistency and eliminate shared knowledge between the experimenter and the child.

Fifteen Mandarin Chinese-speaking children from Taiwan were assessed when they were 3;9 (Time 1) and 4;9 (Time 2) on average for the index of narrative microstructure using the Child Mandarin Evaluation System (KIDEVAL), which included average lengths of utterances (MLU), total words (TNW), the number of different words (NDW) and corrected type-

token ratios (CTTR). MANCOVA was used to compare differences in the index of narrative microstructure across various narrative tasks at different time points in the study.

The MANCOVA results indicated that, for the index of narrative microstructure by task types, none of the indices had a significant effect while controlling for age. However, significant differences were found in MLU, TNW, NDW and CTTR across different time points, with the second time point showing improvement compared to the first time point while controlling for task.

These findings suggest that while task types may not directly impact narrative microstructure in Mandarin Chinese-speaking children, there is observable improvement in narrative skills over time. This underscores the importance of considering developmental trajectories in assessing and supporting narrative skills in this population. The stability of the MAIN tool in the current sample of children suggests its potential use as a reference for language-risk children in future studies. Additionally, these findings have practical implications for using the Mandarin version of KIDEVAL to assess and support narrative skills in Mandarin Chinese-speaking children, potentially providing tailored intervention information for educators and clinicians.

P1-3K-45

Now I Can Read!: A Child-Centric Approach to Reading for Children with Developmental Learning Needs

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Keywords: reading, child-centric, intentional, eclectic approach, parental involvement

Abstract

Learning to read is not a natural process although most young children seemingly do so without much difficulties. Children presenting with developmental learning needs often face challenges when learning to read. These children often do not thrive well from conventional reading approaches in the classroom. They often fear and avoid reading activities due to their past negative experiences and repeated failures. Possible variables affecting these children's struggle to engage include inappropriate reading materials, low attention span, low motivation, working memory, poor vocabulary, concepts about print, prior knowledge, limited exposure to books, first language is not English and many other variables.

Two case studies are used to explore what really matters when supporting children with developmental learning needs attending regular preschool who fall behind in their reading skills compared to their peers.

The purpose of these two case studies is to look at the application of child-centric strength based eclectic approach to support two 6-year-old children struggling with learning to read. This eclectic approach involves using a combination of targeted strategies, appropriate resources with parental involvement.

Two 6-year-old children were in a regular preschool for at least a year with the regular curriculum in Singapore. Both children were attending enrichment classes for English and phonics regularly. Both were referred with developmental learning needs including very poor reading.

A pre-post test design was used in these two case studies. In-house basic literacy screeners were carried out for the pre-post test. The screeners assessed targeted foundational reading skills, including name reading, visual discrimination skills, alphabet knowledge, initial sound awareness, basic sound knowledge, one-to-one word correspondence and visual attention

on print, Dolch Pre-primer word recognition, and reading familiar high-frequency words in simple booklets.

Both children received individualized support in a clinic setting over five sessions attended with parents by an educational therapist (ET). Based on each child's strengths and needs, using appropriate strategies and resources, ET provided direct intervention to the child with parents' participation in session as necessary. Parents were also provided with suitable home activities and resources for them to reinforce their child's learning at home.

In conclusion, the need for a more tailored child-centric eclectic approach to reading for children with developmental learning needs will go a long way to support these children in their foundational phase to reading. It also highlighted the importance of providing intentional support and active parental involvement. These elements are crucial in supporting children with poor reading skills in learning to read.

P1-3K-46

Implementing Paley's Storytelling and Story Acting Approach in Teaching English as a Foreign Language to Taiwanese Preschoolers: A Case Study

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Keywords: storytelling and story acting, EFL learning, young children

Abstract

Classrooms, with both teachers and children, serve as environments for learning, where safety and mutual respect enhance children's willingness and ability to learn. For EFL teachers in early childhood education, connecting with young children and understanding their experiences is crucial to reduce insecurity and foster strong interpersonal relationships, vital elements of teaching. Previous research (Zepeda, 2014; Wright et al., 2013) and the works of Paley (Paley, 1996, 1986, 1992, 2004, 2010) highlight the effectiveness of Vivian Paley's Storytelling and Story Acting (ST/SA) approach in improving classroom atmosphere and interpersonal interactions. Paley encouraged teachers to pay close attention to children's conversations and stories, observe their play, and find ways to communicate with them while balancing curriculum and practical activities (Paley, 2010; Huang, 2021).

However, there is limited research on how Paley's ST/SA approach is practiced in Asian contexts, particularly regarding its application to EFL teaching in Taiwan. Thus, this study aimed to understand how ST/SA was adapted to provide a safe and mutually respectful learning environment for Taiwanese preschoolers in an EFL class.

The study took place in a private after-school English class in Taipei, Taiwan, involving six preschoolers (4 girls and 2 boys) aged 5-6 from various kindergartens. These children attended the English class where the first author was their teacher. Informed consent was obtained from the children's parents and the director of the English school. Using video and audio recording, the participating children's English teacher (the first author) took observation notes, conducted child interviews, collected parental feedback, and maintained a reflective journal. The data were qualitatively analyzed, and triangulation was employed to ensure the credibility of the findings.

For Paley's ST/SA approach, engaging in pretend play and telling fantasy stories are natural and effective ways for young children to enjoy, make friends, and construct knowledge. These elements are also crucial channels for teachers to understand and bond with young

children, so they were included in this study. However, challenges emerged due to constraints inherent in the nature of the after-school English class (e.g., EFL curriculum goals and time limitations). Frequent and spontaneous discussions about children's stories proved challenging. In response, the teacher engaged children in discussion while they acted out stories.

After adjusting ST/SA, the main research findings are as follows: (1) Conducting the ST/SA activity before formal English class allowed children to express emotions, resulting in better engagement in their English learning; (2) ST/SA helped children reflect on their behaviors and gradually learn to trust and respect peers; (3) ST/SA provided opportunities for children to understand different experiences and connect with one another through pretend play; (4) ST/SA enabled the teacher to actively listen to children. Through dialogues and children's performance in story characters, the teacher could better communicate with young children and establish a profound understanding that storytelling and story acting is a natural and effective way to learn English as a foreign language in early childhood education.

P1-3K-47

canceled

P1-3L-01

**Expanding Connections through Children's Language:
From the Practice of Interactive Record with Map**

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Keywords: record, dialogue, relationship, teacher, children's language

Abstract

In Japan, on the one hand, childcare records are personal, and on the other hand, documentation has been written to show parents. Recently, the burden of record keeping has become an issue. However, we need to consider the importance and potential of the records. Ochanomizu University has independently developed and practiced the "Interactive Record with Map". There is already a great deal of accumulated information on map records in Japan (Kawabe 2009, Takigawa 2011). The Ochanomizu University Kindergarten record is unique in that it was developed through dialogue by teachers, and then the map was introduced.

These records were written daily, and analysis of them revealed: 1. the dialogue between teachers has deepened (presented at EECERA in 2022); 2. the process of long-term event change in children's lives from the diverse perspective (presented at PECERA in 2023); and

3. records have been utilized in the curriculum (presented at the 2024 Japan Society for Childcare Research). This record gives teachers the process of children's lives in time and space. The records have allowed us to clarify the relationships between teachers, between children and teachers, between children and children, and between teachers and parents.

This presentation will focus on the child's language. It aims to examine how a child's language spreads to other children and teachers, and how it affects kindergarten.

We will analyze the records described by a daily dialogue between three teachers of two classes. We will focus on the children's languages in the record. Furthermore, we will analyze the effects of presenting and discussing this record at the conferences held inside and outside the

kindergarten.

The children's languages are shared among the teachers. The teachers become aware of the children's language. The children's language is then used in discussions at inside and outside conferences. This in turn allows for further discussion within the expanding network of teachers.

P1-3L-02

The Effects of Iconic and Deictic Gestures on Pronoun Resolution for Preschoolers

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(National Pingtung University)

Keywords: gestures, pronoun, inference-marking

Abstract

Gestures play a crucial role in communication, especially for preschoolers in the preoperational stage, by clarifying abstract concepts conveyed through speech and enhancing the information shared verbally. Moreover, gestures are fundamental to cognition (Roth, 2001), influencing the cognitive state of listeners (Goldin-Meadow, 2009), aiding in cognitive development, and bolstering learning (Clough & Duff, 2020). Consequently, gestures play a pivotal role in assisting listeners in comprehending spoken content (Hynes-Berry et al., 2018).

By observing gestures, these preschoolers can improve their narrative comprehension and scaffolding thinking processes. Notably, teachers regularly use gestures when they are providing instruction, especially when they are conveying semantic information and complex messages (Chien & Lien, 2014). Besides, narrative comprehension processes, pronoun resolution is essential for integrating discourse information such that mental cohesion and coherence are maintained (Kintsch, 1998). The effects of gestural reference-tracking manifest when specific gestural features (e.g., movement) are associated with referential expressions in speech (Gullberg, 2006). Currently, there are relevant research results indicating that gestures can enhance listeners' attention and guide them to pay attention to the gestures as important cues for comprehension. Unfortunately, there is still a lack of research specifically focusing on preschoolers.

Since storytelling is a prevalent activity in preschools and conveys a range of intricate messages, this study seeks to explore how gestures impact pronoun resolution among 5-6-year-old preschoolers.

The participants will watch short videos of stories in which the narrator uses iconic, deictic, or no gestures depending on conditions applied. The videos are produced in accordance with the stimulus video research design proposed by Macoun and Sweller (2016). On the table positioned before the narrator is a visual display that depicts a narrative. The visual display is primarily used as a reference for the deictic condition; however, it is present for all the conditions (Macoun & Sweller, 2016). The visual display is only present during the narration processes and not during the response

items. After watching the video, first, conduct free-recall questions and five pronoun resolution items are asked. Children participating in this study were required to complete two tests. Considering vocabulary knowledge is critical to the comprehension of the story, each participant completed a translated Chinese version of the Peabody picture vocabulary Test-Revised (PPVT-R) Computerized Language Ability Measure for Preschoolers (CLAMP) includes semantics and grammar in two dimensions.

This is a preliminary research result, which initially shows that gestures are effective in young children's pronoun inferences. The effect of gesture condition on pronoun resolution was examined using an independent sample *t-test* between conditions. A highly significant main effect of gesture condition on gesture item questions was found. The present study found that children in the iconic and deictic gesture conditions performed on pronoun resolution better than no gestures condition, $p = .031$, $p = .04$, respectively. Furthermore, there was no significant difference found on pronoun resolution between the iconic and deictic gesture conditions. The finding of this study provides suggestions that teachers' suggestions for using gestures in teaching and regarding preschool instruction and story-making will be provided to help publishers develop content that can improve the narrative comprehension of preschoolers.

P1-3L-03

Examining Classroom Discourse in Hong Kong ESL Kindergarten Settings through Storytelling

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Keywords: English as a second language, classroom discourse, early childhood education, storytelling

Abstract

Effective teaching of foreign languages to young learners in kindergarten has become one of the primary goals of education worldwide (Pinter, 2017). Kindergarten early English education, especially in the Asia-Pacific area, presents unique challenges that have yet to be fully addressed (Lai-Reeve et al., 2018). Discrepancies between the discourses in second language (L2) classroom and naturalistic settings may also hinder effective language learning (Raulinajtys, 2011). This study seeks to understand the discourse structures in Hong Kong English as a Second Language (ESL) classrooms by examining the types of discourse, the strategic scaffolding in English, student's learning strategies, and the impact of coaching on these elements during storytelling.

This exploratory-descriptive study investigates ESL classroom discourse in Hong Kong local kindergartens, focusing on discourse types and structure, students' learning strategies, and the influence of coaching on teachers's practices. The guiding research questions are:

- 1) What are the specific discourse features appearing in the Hong Kong ESL classrooms in the story-selling sessions?
- 2) How and to what degrees do the coaching influence the discourse features, teachers' efficacy and pedagogical skills, and students' English competence?

This study adopts a mixed-methods approach involving Hong Kong local kindergartens (n=5) with their K3 non-native English teachers (n=5) and classes of K3 students (n=5, about 20

students on average per class). Each participating teacher was assigned a coach to provide monthly in-class coaching (n=3) and continuous mentoring during the study. Pre- and post-coaching observations of storytelling sessions were videotaped and analysed for the five teachers (n=10, around 10 mins on average per session). The classroom discourse was examined through

- 1) discourse goal (i.e., core, framework, or social goals) and types (i.e., formed-focused versus communication-oriented (Majer, 2003), planned versus unplanned (Ellis, 1988)),
- 2) discourse structure or language scaffolding within teachers' initiation, students' responses, and teachers' feedback (IRF) exchange model (Sinclair & Coulthard, 1992),
- 3) students' learning strategies (e.g., repetition, memorisation, answering in unison, etc., Raulinajtys, 2011) and 4) the influence of coaching on teachers's practices. In addition, teachers self-efficacy and pedagogical skills, and students' English competence were also assessed through questionnaires, checklist, and assessment pre- and post-coaching. After coaching, individual interviews were also conducted with school principals (n=5) and teachers (n=5) to provide additional qualitative data on English teaching and professional development experiences.

Preliminary findings indicate a dominance of core discourse, which tends to shift following coaching to increased framework and social discourse and more unplanned, meaning-oriented interactions. Positive changes in teacher and student interaction patterns also emerge throughout the coaching process. The commonly used learning strategies, such as repetition, memorisation, and answering in unison, though with a notable increase in the elaboration and request for clarification after coaching, suggest cultural influences on teaching and learning dynamics. Improved teachers' self-efficacy and pedagogical skills, and enhanced students' overall English language proficiency and communicative competence were also observed. These results tentatively support the positive impact of coaching on language usage and learning strategies. The implications of this research can potentially enhance L2 teaching and learning in ESL kindergarten settings in Hong Kong and beyond.

P1-3L-04

**Effectiveness of Basic Life Support Training for Kindergarten Children and Parents:
A Study on The Potential of Parent-Child Collaboration in Life-Saving Activities**

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Keywords: Basic Life Support (BLS) Training, parent-child collaboration, childhood education, life-saving activities

Abstract

In Japan, where around 70% of cardiac arrests occur at home, the role of bystanders in providing Basic Life Support (BLS) is crucial for improving survival rates. However, acquiring BLS skills and fostering willingness to help in emergencies present challenges. Effective development of bystander response involves gradually introducing BLS education from childhood. Research suggests that even children aged 4-5 can learn to check consciousness, breathing, and make emergency calls, showing potential for active involvement in BLS. Nevertheless, due to their smaller size, young children may struggle to perform chest compressions effectively, highlighting the essential need for adult assistance to enhance survival rates.

This study aimed to elucidate the effectiveness and significance of BLS training for kindergarten children (5-6 years old) and their parents, and to explore the potential of parent-child collaboration in life-saving activities.

Under the guidance of certified CPR instructors, preschoolers and their guardians at a kindergarten were provided with BLS training using animated videos to explain the necessity and techniques of BLS, followed by practical exercises using the CPR training kit: APPA-KUN light ®.

Pre- and post-training anonymous questionnaires were administered to participating guardians, and feedback on children's reactions was obtained from guardians at home. Questionnaires were distributed to 27 participating guardians, with 23 valid responses received (response rate: 85.2%).

Among the 23 responding guardians, 30.4% having no prior training. Only 17.4% reported being capable of performing life-saving activities before the training, with a significant correlation found between the number of previous training sessions and respondents' self-assessed capability ($\chi^2=11.1$, $p=0.004$). Post-training, 87.0% of participants understood the BLS procedures, 82.6% recognized the effectiveness of CPR and AED, and 82.6% felt the importance of life. Using the 11-point semantic differential scale, willingness to engage in life-saving activities upon encountering a victim increased significantly from a pre-training average of 7.7 (SD 2.4) to 9.6 (SD 0.9) ($t=7.2$, $p<0.001$), and confidence in performing BLS rose from an average of 3.8 (SD 3.2) to 8.0 (SD 1.6) ($t=7.2$, $p<0.001$). Children's reactions post-training included enjoyment (78.3%), followed by finding it difficult (60.9%), scary (52.2%), tiring (52.2%), and nerve-wracking (43.5%). However, 91.3% believed that what they learned and the knowledge of AED could be helpful, and that they could contribute to saving lives. Moreover, many parental responses highlighted the importance of children's involvement in life-saving activities. Participating in training together fostered a shared willingness to perform BLS among both parents and children. Nevertheless, children expressed difficulties and fears during the training, indicating the need for the development of educational tools tailored for pre-school children.

P1-3L-05

Correlation between Obesity and Mental Health in Japanese Children

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(Child Lab)

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Keywords: obesity, mental health, Japan, children, pre-school, SDQ

Abstract

According to a report published by the World Health Organization (2017), the number of children with obesity reached 124 million, exhibiting a ten-fold increase over the past 40 years; as such, obesity prevention has become a global health challenge.

Previous studies revealed a correlation between in-home lifestyle and obesity (e.g., Ooki, 2003; Watanabe, 2011), demonstrating the importance of acquiring healthy lifestyle habits from early childhood in order to prevent obesity. Preceding studies focused on physical health issues in Japan. However, the study conducted by Sato et al. (1992) targeting school age children indicated that obese children tended to have physical issues as well as psychological issues. In previous overseas research also indicated that obese children tended to have physical issues as well as psychological issues. In this sense, it is expected that obese children in Japan are more likely to have psychological issues than non-obese pre-school children.

The present study aims to examine whether obese and non-obese pre-school children to show differences in terms of mental health issues, and elucidate whether obese pre-school children are more likely to have psychological problems in Japan as in other countries.

Methods:

Participants: A total of 369 parents of children aged three to six, who attend kindergartens or daycare centers in Japan.

Period: From October to November 2021.

Procedure:

- (1) Participants were divided into two groups: Obesity Group (n=35) and Non-obesity Group (n=304) using the BMI's obesity criteria according to the obesity scale by Cole et al. (2001).
- (2) A series of surveys using a Strength and Difficulties Questionnaire (SDQ) that measures problem

behavior tendencies and mental health problems through 25 items were conducted to assess a child's mental health status.

Analysis:

The correlation between children's obesity and SDQ results were analyzed by a series of t-tests. The tests were conducted excluding 30 participants who did not provide a response to items in the SDQ regarding the child's height, weight or mental health status.

Results of the study showed that obese children were more likely to have emotional issues compared to non-obese children, suggesting a correlation between children's obesity and their mental health.

The significance of efforts made to improve obesity prevention from early childhood has been pointed out in order to avoid risks to physical health.

As suggested by this study results, providing obese children with appropriate mental health support is important; it is essential to investigate children's obesity prevention both from physical and mental health perspectives from their early childhood in Japan.

P1-3L-06

Physical Expressions that Appear with Children's Defensive Lying

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(Kobe University)

Keywords: self-defensive lying, physical expression, case study, word-movement relationship

Abstract

Much research has been conducted on children's lying. However, little attention has been paid to children's behaviors and physical expressions that appear at the same time they tell self-defensive lies. Studying the physical expressions that accompany lying is an important opportunity to understand how children expect their movements to be perceived by others and how they think their anticipated movements will affect others.

The purpose of this study is to clarify the functions and effects of physical expression that appear with children's defensive lying by examining cases in which children's physical expression was observed in conjunction with defensive lying.

The case was observed in a free play situation involving 5-year-old girls A and B and a caregiver. It was A who performed the physical expression that appear with defensive lying. The author analyzed and discussed the utterances and actions of the subjects in the case study, considering the relationship between the subject and the surrounding children and caregiver.

It became clear that the physical expression that appear with children's defensive lying have the function of strengthened the words (lies). It is possible that the child who told the lie was aware that the physical expression accompanied the lie strengthened the words (lies). At this time, it is supposed that the child who told a lie can imagine how his/her utterance or behavior would be perceived by a third person, based on the situation. Physical expressions that appear with defensive lying are considered to be a way for children to assert themselves and do what they want while avoiding direct conflict with each other, but the seventy-eight cases (total: 4 hours and 42 minutes) of observations of children activities conducted by the author, there is only one case (5 minutes and 27 seconds) of physical expression that appear with defensive lying. Therefore, it is possible that physical expression that appear with defensive lying are uncommon in early childhood, and further data collection is needed.

P1-3L-07

A Study on the Relationship between Parental Achievement Expectations and Specialized Skills Learning in Young Children

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Keywords: kids in Taiwan, parental achievement expectations, specialized skills learning, young children

Abstract

In traditional Chinese parenting, there's a strong emphasis on achievement expectations, with parents aspiring for their children to succeed early in life. This is reflected in the high expectations parents have for their children's specialized skills learning and academic performance, starting from a young age. Research by Japan BERD (2010) shows China's highest rate (78.2%) and Taiwan's lowest (56.6%) of 3-6-year-olds engaged in specialized skill learning. BERD (2018) found a similar trend (90.6% in China) among 4-6-year-olds. Finnish children participate less in extracurriculars. Recent observations in Taiwan by Chen and Chou (2020) note a shift, with parents, particularly of higher socioeconomic status, easing expectations. Specialized skills include academic, artistic, and physical domains. Parental choices in skill selection may vary by age and gender. This study examines Taiwanese parental expectations, preschoolers' specialized skill learning, and influencing factors, aiming to understand the correlation between parental expectations and children's acquisition of specialized skills.

The aim of this study is to understand the variations in specialized skills learning among children aged 36, 48, and 60 months in Taiwan. Additionally, it seeks to explore differences in specialized skills learning among children based on various background variables, including child gender, family socioeconomic status, household monthly income, and number of children. Furthermore, the study aims to investigate the correlation between parental achievement expectations and children's specialized skills learning.

This study utilized samples from the Kids in Taiwan: National Longitudinal Study of Child Development and Care (KIT) database for analysis. KIT is the first large-scale database in Taiwan that tracks infants and young children from birth to age eight. The samples were drawn from children residing in Taiwan's main island. Specifically, this study utilized data from the first, second,

and third waves of the 36-month age group (i.e., data collected at 36, 48, and 60 months). After excluding non-natives, non-biological parents, and those with developmental abnormalities, and linking the data from the three waves, a total of 986 samples were included in the analysis.

1. Specialized skill learning among Taiwanese children at 36(10.75%), 48(45.84%), and 60(54.16%) months increases with age, starting as early as 12 months. The highest proportion of skill learning occurs between 48 and 60 months, mainly in physical and artistic domains, with an average of 1 to 2 skills learned. There are no significant changes in skill types or quantity across the age groups.

2. Correlation analysis of 60-month-old children (N=1,638) reveals significant associations between child gender, family socioeconomic status, family income, and number of children with children's specialized skill learning. Girls show higher skill learning rates than boys. Higher family socioeconomic status correlates with more specialized skills learning and earlier skill acquisition.

3. Parental achievement expectations increase with children's age. Logistic regression analysis shows a negative correlation between parental expectations and children's skill learning, suggesting that higher expectations are associated with lower probabilities of skill learning. Additionally, parental expectations are positively correlated with the age at which children begin learning skills.

The study suggests Taiwan offer more opportunities for children from low socioeconomic backgrounds to learn extracurricular skills to support their future development.

P1-3L-08

Extracting the Factor Structure of Non-Cognitive Skills in Early Childhood

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Keywords: development of non-cognitive skills, factor structure, simultaneous multiple population analysis

Abstract

This study aimed to explore the determinants associated with the process of nurturing and developing non-cognitive skills in early childhood and the mechanisms that lead to their acquisition. This study examined the primary determinants of the development of non-cognitive skills in early childhood in terms of age-related differences.

According to the Organization for Economic Co-operation and Development (OECD,2015) and other sources, the quality of childcare and play influences the development of non-cognitive skills. However, little evidence exists on the determinants and mechanisms leading to the acquisition of such skills during the developmental process, and even less material is available to contribute to educational interventions. “Non” has been described as a “generic term for skills that cannot be quantified,” resulting in a conceptual overlap and semantic vacuum in the term “non-cognitive.” The present study was conceived in light of the ambiguity of “non” in research and practice. The study was approved by the Research Ethics Committee, and consent was obtained from the target teachers and parents to ensure the protection of their personal data, anonymity, and freedom to participate in and leave the study.

Research procedures: 1) A questionnaire was developed assuming “non”- cognitive skills; 2) A total of 862 homeroom teachers administered a questionnaire-based proxy assessment to 1,724 randomly selected young children from kindergartens, certified child garden admissions, and nurseries; 3) The factor structure was validated using exploratory factor analysis, simultaneous multiple population analysis, and covariance structure analysis.

Consequently, the following five factors and 28 items were extracted as “non-cognitive” skills. The components were named after prior research on noncognitive skills and were based on phrases that could be used to describe and observe children’s behavior as scenarios. Factor I: To be patient and compromise; Factor II: To actively engage in play with other children; Factor III: To challenge with a sense of anticipation; Factor IV: To confront and proceed to achieve the goal; Factor V: To put friends first and care about them;

Multiple simultaneous analyses were then conducted on the five-factor structure, which was determined to be generally satisfactory through structural equation modeling. The goodness-of-fit index was

generally good. This implies that the same factor structure can be assumed for different age groups. The factor structure of “non-cognitive” skills and age differences was clarified, explaining how “non-cognitive” skills transform through divergence and convergence with age.

A longitudinal study using this factor structure will be initiated in the future.

P1-3L-09

The Influence of Object Color Knowledge on Color Discrimination and Recognition in Early Childhood: Do Young Children See Red, or Do They Perceive the Red Hue of Apples?

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Keywords: color recognition, typical color, categorical color perception, preschooler, early childhood

Abstract

When it comes to memorizing colors in daily life, remembering what color an object was plays a crucial role in later color recognition. Not only perceptual color discrimination ability but also our knowledge of colors associated with objects is likely to influence the accuracy of tasks. Here, we devised an experiment to investigate color discrimination and memory abilities, employing a paradigm suitable for generations with empirical knowledge of object colors somewhat different from adults. 3-6-year-old children participated in the experiment, and their results were compared with those of adults.

The experiment was divided in two parts. In Session 1, memory task for the color of eight natural object drawings presented in a display was performed. The drawings were familiar for them. In Session 2, 10-minutes later, participants imagined the color of session1 stimuli and performed the color recognition task. Pointing for the drawings in a 3*5 matrix was performed and each of the 15 drawings was assigned one of 15 different colors. Selected colors were close to the typical chromaticities for natural objects.

Compared to conditions involving Object 1 and Object 2, the accuracy rate for geometric shapes conditions was significantly higher, closely aligning with the trend seen in adults. However, young children exhibited an even higher accuracy rate in the geometric shapes conditions than adults. Children are more realistic than adults and seem sensitive to the physical perceptual properties of objects. When examining errors in terms of hue deviation on the color wheel, while no directional bias in change was observed in the geometric shapes conditions, the influence of typical object colors was apparent in the object conditions.

The results of this study suggest that young children may live in a more nuanced world of color than adults, and the accumulation of daily experiences with color may be shifting their color

perception from a representation based solely on observation to one informed by knowledge.

P1-3L-10

The Impact of ECE Teacher Resiliency and Wellness Course for Asian Teachers

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Keywords: Teacher self-efficacy, teacher stress, stress coping strategies, professional development, Early Childhood Education

Abstract

Asian educators in the US comprise less than 2.5%, despite an 8.7% increase in Asian children in schools (De Brey et al., 2021), suggesting a potential misalignment risk that weakens children's learning outcomes (Dee, 2005). Furthermore, research on the wellbeing of Asian ECE teachers is limited (Sheets & Chew, 2022). Given the increased stress reported by ECE teachers (Soderberg et al., 2016), this study investigated the impact of a ECE teacher resiliency course by examining: 1) the changes in participants' stress, self-efficacy, and stress coping strategies after the course 2) the impact from predictors, including pretest scores, class types, and Asian races.

This study used a quantitative-method one-group, pretest-post-test research design. Participants included 21 volunteers from the ECE teacher well-being hybrid and online courses, with 10 self-identified as Asian. The 2022 ECE Teacher Well-being Course incorporated video lectures, weekly readings, discussion forums, and online tests. These resources were equally available to students in both hybrid and fully online courses. Correlation and regression were conducted through R and SPSS to analyze score changes on teachers' stress, self-efficacy, and stress coping strategies and how pre-survey scores, class types, and Asian races may influence the score changes. Survey measures included the Perceived Stress Scale (PSS: Cohen et al., 1983), the Teacher Self-efficacy Scale (Tschannen-Moran & Hoy, 2001), and the Brief-Coping Orientation to Problems Experienced (COPE: Carver, 1997). In this study, the internal consistency reliability coefficient ranged from 0.75 to 0.89 across the measures at the pretest and post-test.

Results revealed a positive correlation between Asian participants and classroom management efficacy as well as a significant increase in efficacy in classroom management predicted by Asian participants which explained 32% of the variance. A significant increase in all participants was found in efficacy in instructional strategies when controlling both class types and race. Teachers

with lower pre-survey scores in student engagement efficacy demonstrated significantly more growth. Participants who initially used less problem-focused coping or more avoidance coping gained increased problem-focused coping or used less avoidance coping after the program.

This study reveals the impacts of ECE teacher well-being interventions on ECE educators. The research highlighted the increased efficacy in classroom management observed among Asian participants. This study indicated the factors for the enhancement of Asian ECE teacher well-being through educational interventions. Findings provide a potential direction to handle demographic characteristics misalignment in the Asian ECE environment. Furthermore, both online and hybrid courses of the program showed participants' improvement in the self-efficacy and stress coping strategies of ECE teachers from multicultural backgrounds. Hence, this study presents a new insight into the enhancement of ECE teacher well-being through educational interventions.

P1-3L-11

**Japanese Preschool Teachers' Awareness Regarding Children's Rights:
Focusing on Preschool Teachers' Years of Childcare Experience**

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Keywords: children's rights, Convention on the Rights of the Child, physical violence against children, gender, right to be heard

Abstract

In recent years, Japan has made progress in developing legislation in the spirit of the Convention on the Rights of the Child, including the revision of the Child Welfare Act (2016) and the enactment of the Basic Act on the Child (2023). The Nursery Guidelines that stipulate matters concerning the content and operation of nursery schools in Japan also include a description of the Convention on the Rights of the Child. Thus, childcare providers of 0 to 6 year olds attending kindergartens, nursery schools, and childcare centers must understand children's rights and provide childcare that takes such rights into consideration. However, childcare providers in Japan do not have a sufficient understanding of children's rights. Less than 10% of childcare providers are familiar with the content of children's rights even if they are familiar with the term, and less than 20% know all four principles in the Convention on the Rights of the Child (Akeshiba, 2023). The same must be true for preschool teachers of 3 to 6 year olds attending kindergartens, nursery schools, and childcare centers. Although it would be desirable if awareness of children's rights could be heightened through childcare experience, the relationship between childcare experience and awareness is not clear. As childcare providers gain experience in childcare, they come to regard the relationship between children and childcare providers as a relationship of equals (Yokoyama et al., 2020). However, childcare providers, as they gain years of experience, may unilaterally impose what they want children to do on them (Mitani et al., 2007). Thus, how experience in childcare is related to childcare providers' awareness of children's rights is not clear. The purpose of this study is to determine the relationship between preschool teachers' awareness of children's rights and their experience in childcare.

A questionnaire was administered to 346 preschool teachers. Using a four-question method, the

questionnaire asked whether the respondents felt uncomfortable about the words and actions of preschool teachers who may infringe on children's rights. The questionnaire items cover three categories: physical violence against children, gender, and children's right to be heard. A two-way analysis of variance was conducted, which divided the respondents into four groups according to their experience in childcare: "young," "mid-career," "early skilled," and "late skilled."

The results revealed that all groups were highly uncomfortable with physical violence, and no significant differences were observed among them regarding this point. In the items related to gender, items with which younger preschool teachers felt significantly more uncomfortable were noted. On items related to children's right to be heard, those in late skilled felt discomfort significantly more strongly on 12 of the 19 items.

These results demonstrate that experience in childcare does not necessarily increase awareness of children's rights, indicating the need for training to ensure that childcare is conducted in a manner that respects children's rights.

P1-3L-12

Understanding Internal Dynamics of Children's Play: Perspectives From Kindergarten Educators

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Keywords: children's play dynamics, educator perspectives, internal changes, engrossed play experiences, childcare practices

Abstract

The Commentary on the National Curriculum Standard for Kindergartens emphasizes the pivotal role of kindergarten in providing ample opportunities for children's spontaneous play activities. Recognizing play as essential for children's proactive development and the cultivation of vitality, our kindergarten places a strong emphasis on play-centered childcare. However, articulating changes in children's internal states during play presents a significant challenge for childcare practitioners.

This study aims to depict children's experiences from the perspective of educators, specifically exploring the internal changes occurring in children while they are engrossed in play.

Through three open childcare research sessions conducted in the fiscal year 2023, approximately 120 kindergarten and nursery school educators participated in this investigation. Responding to the question "What is play?" on sticky notes, educators provided insights into their perceptions of play. Subsequently, utilizing the KJ method, three educators extracted keywords

related to children's engrossed play from these responses. Anecdotal records of play experiences shared during regular childcare sessions were analyzed, and examples of children engrossed in play were extracted based on the identified keywords. Through iterative discussions among educators, factors contributing to children's engrossed play were identified, culminating in the depiction of internal changes in children's experiences during play. Using examples from seven preschoolers, this study unveiled the internal dynamics of children's play.

Contributing to children's engrossed play were delineated as Harmony: integration of elements such as friends' playful behaviors, sounds, and tactile sensations into play, Immersion: deep engagement in selected activities derived from observations of the surrounding environment, and Circulation: interplay of motivational factors, interests, and materials, fostering the dynamic expansion of play, each comprising various elements that intertwine to expand play experiences. Furthermore, educators identified four phenomena representing internal changes in children during engrossed play: 1) blurring the boundaries between one's own world and others' worlds, 2) deepening experiences of encountering new worlds, 3) acknowledging one's own

P1-3L-13

**Gaze Patterns of ECEC Staffs During Mealtime Practices:
Focusing on Different Years of Experience of ECEC Staff and Child's Age**

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Keywords: gaze patterns, ECEC staff, wearable eye tracker, years of experience, mealtime practice.

Abstract

In day-care centers, ECEC staff are expected to facilitate enjoyable eating experiences for children, respecting their spontaneity and engaging with them empathetically. Mealtime interactions require staff to adapt their approach based on children's development and characteristics. Ishibashi et al. (2020) investigated ECEC staff's gaze behavior during snack time using a wearable eye tracker. They found that inexperienced staff tended to focus longer on the child's face, whereas experienced staff looked at other areas, indicating differences in information processing based on staff experience. However, research on mealtime practices mainly consists of observations and interviews, with no studies specifically examining visual processing by ECEC staff during meals at nurseries.

We examined the ECEC staffs' gaze patterns in mealtime practices to order to clarify the differences in years of experience of ECEC staff and child' age.

Hypothesis: Experienced staff, compared to inexperienced staff, are more likely to look children's eating behavior (mouth and hand/finger movements) then other face areas as it is because they formulate future nutrition education plans.

Participants

Two nursery ECEC staffs (both female) working at nursery in Tokyo were participated. A staff was working nursery for 22 years (Experienced staff) and the other staff was for 4 years (Inexperienced staff), both were in charge of a 0-year-old class. The study was conducted between 11:30 a.m. and 12:30 p.m. on January 15 2024 (the inexperienced staff assisted two children and the experienced staff assisted five children: categorizes as younger group) and February 16, 2024 (the inexperienced staff assisted four children and the experienced staff assisted three children: categorized as older group).

Procedure.

During the meal service of a 1-year-old child, two staffs wore a wearable eye tracker (Tobii Pro Glass 2). We categorized their gaze behaviors into five areas: (1) children's eyes, (2) children's

mouths, (3) children's faces (other than eyes and mouths), (4) Target; Objects associated with the child's eating behavior include the food being held, the cutlery used, utensils being reached for, and the hand attempting to take food from utensils, and (5) other areas (other than (1) through (4)).

Coding We extracted a time of 5 minutes when the staff began assisting the child. The coding was excluded when a staff left her seat or looked at another staff.

Both experienced and inexperienced staff showed longer gaze durations at children's mouths, particularly in the younger age group, likely due to adherence to guidelines emphasizing careful monitoring of infants' chewing and swallowing functions (MHLW, 2012). Experienced staff focused more on the mouths of younger children compared to other areas. Inexperienced staff paid more attention to eating utensils and children's hands and faces. Thus, selective gazing during mealtime appears to vary depending on the number and age of children and the staff's years of experience. These findings contribute to understanding the factors influencing ECEC staff when assisting children with eating.

P1-3L-14

How Engaged are Childcare Providers in Charge of 'Non-standard Time Childcare' in Japan?

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Keywords: non standard hours childcare, engagement of childcare providers, professional skills of childcare providers, childcare facilities in Japan, Japanese childcare providers

Abstract

The results of a survey in childcare centres (Ministry of Health, Labour and Welfare 2015) show that there is high demand in Japan for 'non-standard hour childcare', which goes beyond standard hour childcare. However, in the OECD survey in global working hours (OECD 2022), Japan ranked 31st out of 45 countries. Nevertheless, the high demand for childcare during 'non-standard hours' suggests that demand for childcare during these hours may be high outside Japan. As an example, it has been stated that in Finland, the increasing number of parents working irregular working hours has led to a demand for 24-hour childcare centres that are available in the evenings and at night (Jenni Tahvanainen 2015, Ju Gu 2022). In other words, it is necessary to examine the quality of this 'non-standard hours childcare'. In doing so, it was considered useful to focus on the engagement of childcare providers. From interviews with childcare providers in charge of 'non-standard hours childcare' in the Finnish study, it was mentioned that the expertise in childcare at different times of the day differs (Jenni Tahvanainen 2015). In Japan, research has also shown that caregivers in charge of 'non-standard hour childcare' have a different expertise in childcare at different times of the day.

Thus, while there are references to professional skills being demonstrated in 'non-standard hour childcare', the specific characteristics of how caregivers engage with the children have not been clarified.

This study aims to find out about the characteristics of childcare providers in charge of 'non-standard hour childcare' in Japan by identifying how they engage in this type of childcare.

The research method is based on childcare observations at a Japanese childcare facility, Garden A, and an episode analysis using the collected data as a case study. The observation period was from July 2023 to March 2024. The total number of observations was 24. The observation occasions are 'non-standard hour childcare' (the period between 4pm and closing of the school after standard hour childcare has finished). Cases are extracted from the data concerning scenes related

to 'child carers' engagement in non-standard hour childcare'. A total of 25 cases were extracted and analysed using the following procedure.

Describe and categorise the engagement of the childcare provider that could be read from the case studies. Each classified engagement is discussed in relation to the case studies to see what characteristics it has.

The analysis revealed that childcare providers in Japan focus on these five main types of engagement in 'non-standard hour childcare'. These are considered to be necessary childcare provider engagements and professional skills to help children recover from the day's work and transition their feelings to family life.

- Engaging in non-leading play.
- Engage in a multi-faceted relationship that simultaneously accepts sweetness and responds to play.
- Engage casually with children who are feeling insecure.
- Engaging in casual conversation.
- Engaging in a change of mindset towards family life.

P1-3L-15

A Study of The Preschool Teachers Develop An Aesthetic Theme Curriculum in Taiwan

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Keywords: preschool, aesthetic curriculum, theme curriculum development, aesthetic experience, curriculum practice

Abstract

The background of this research is a private preschool provided an empty classroom for a Japanese artist's workplace to show the Art Festival held by local government in Taoyuan County in Taiwan. Young children in preschool saw an art foreigner work and bring some questions about art. The purpose of this research is to study a private preschool teachers how to develop aesthetic theme curriculum practice about a foreigner art-making issue. And the researcher explored the preschool teachers would face some difficulties and confusion about art issues on theme curriculum developmental process to understand how possibility to increase aesthetic experience of preschools.

The researcher of this study adopted qualitative method and the data collection including curriculum development committee records, teacher's folio analysis, in-depth interview, and observations in one semester. This study process was from August to December in 2023. The subjects of the study are two classes including a junior class (4-5 years old, one teacher) and a senior class(5-6 years old, two teachers). The researcher explored three classroom teachers to develop thematic curriculum about art-making issue in a dynamic theme curriculum development process.

The findings of this research obtained the following conclusions :

1. To young children development:

The young children obtain collective aesthetic experience and develop their creation by art-making activity in the aesthetic theme curriculum practice. Furthermore the different young children have different development:

- (1) 5-6 years old young children learned to respect each other in curriculum discussion. And they have ability to solve a problem in art-making activity and create collaboratively the aesthetic weave.
- (2) 4-5 years old young children saw a Japanese artist how to use a line iron-wire to make a wiring-

child art and learned from concrete concept to develop abstracts in the Ferris wheel theme curriculum practice.

2. To curriculum development:

Research shows that offered a good learning-experienced opportunity and enabled young children collective creation in the aesthetic theme curriculum practice. Furthermore the different curriculum have different theme:

(1) The senior class develop aesthetic theme curriculum combined with environmental education to produce collective creation of caring their life environment.

(2) The junior class under aesthetic theme curriculum found young children first play personal art activities how to build a Ferris wheel paradise.

3. To classroom teacher curriculum development agency :

Research shows that classroom teacher utilized the “action wisdom” to develop a theme curriculum and designed to explore aesthetic activity. According to theme curriculum practice, the junior class teacher found young children were confused in the Ferris wheel theme curriculum. The classroom teacher could stop any curriculum implement by reflection. And teacher rethink and reconstruct new scaffolding learning activity to play for young children and to know two- and three-dimensional concept. Furthermore it enabled young children to build concrete Ferris wheel paradise.

P1-3L-16

An Investigation of Preschool Educators' Aesthetic Teaching in Indigenous Preschools in Taiwan

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Keywords: indigenous arts and culture, aesthetic teaching, aesthetic teaching difficulties, indigenous preschool educators

Abstract

As indigenous languages and cultural heritage are valued in indigenous preschools in Taiwan, aesthetics of indigenous arts and culture can also be reflected in aesthetic teaching. In order to understand the current situation of preschool educators' aesthetic teaching practices in mountain areas, we conducted this study in preschools in Taiwan.

The purpose of this study was to investigate preschool educators' aesthetic teaching in indigenous preschools in Taiwan. The research questions were as follows: (1) How did the preschool educators integrate indigenous arts and culture into the aesthetic domain curricula? (2) What difficulties did they encounter in their aesthetic teaching practices? How did they solve the problems?

The interview method was employed in this study. The participants were 18 indigenous preschool educators in the indigenous areas in the mountains of Taiwan. The researchers conducted semi-structured interviews with these educators either online or in person. Of the teachers, 11 were indigenous and seven were non-indigenous; 16 had individual one-hour interviews and two had 40-minute individual interviews. Data collection included interviews, along with pictures of teaching materials and children's artworks. The interviews were recorded and transcribed, and the qualitative data were analyzed by coding and categorizing according to the research questions.

The results were as follows: (1) The preschool educators integrated indigenous arts and culture into their aesthetic teaching. They guided the young children to explore the beauty of indigenous arts and culture in their surroundings and to perform and create artworks related to their cultures. (2) Their aesthetic teaching difficulties included insufficient resources of cultural teaching materials and problems of aesthetic teaching guidance and discussion. However, some educators shared their solutions of creating teaching materials, such as hand-made picture books of

indigenous myths and legends, recordings of indigenous songs, and so on. Some educators collaborated with local artists to guide young children to gain aesthetic experiences of learning arts in the tribal villages. In conclusion, this study provides us with a different perspective on aesthetic teaching in indigenous preschools in Taiwan. Recommendations for promoting indigenous aesthetic education for the future are discussed.

P1-3L-17

Enhancing Children's Aesthetic Explorations of the World: Insights from a Kindergarten Case Study

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(University of Illinois at Urbana-Champaign)

Keywords: aesthetic education, aesthetic experience, preschool, Dewey, instrumental case study

Abstract

Education in empathy, creativity, and aesthetic literacy is essential for innovation in a rapidly changing world. Such qualities can be fostered in the early years through arts and aesthetic education. Further, children use early aesthetic proclivities to become socialized into the culture around them. The connections between aesthetic education and general education have been identified, with the recognition that many skills acquired through aesthetic experiences support other forms of learning. The Education Ministry of Taiwan began national research on and implementation of aesthetic education in 1999. Extensive research has informed current practices in kindergarten. This study examines the case of Potential Kindergarten, which officially became an Aesthetic-Based Kindergarten in 2019 and 2020. Potential Kindergarten was tasked with incorporating the aesthetic goals that recognize the “complete” experience of art, as defined by Dewey (1934). This instrumental case study attempts to explore the impacts of aesthetically-based pedagogic practices on children's learning experiences. The research questions include: 1) How do teachers guide children to explore and express their aesthetic experiences? 2) How do children experience aesthetics in kindergarten? 3) What are the effects of integrating aesthetic experiences into kindergarten curricula on children's understanding of local cultures and communities? This study draws from interviews with teachers, written reflections by the teachers, photographs of children's work, videos of children working in the classroom and in the community, and children's artwork. Data were collected from 2022 to 2023. For the first research question, the results indicate that teachers provided opportunities for children to express their learning through different artistic media, rather than verbal languages. These media include loose parts, painting, drawing, shadow play, photography, and drama. Regarding the second question, the results indicate that starting at age three, children were guided to become aware of elements contributing to beauty and fostered their ability to perceive it. At four, the children explored the beauty of their campus, investigating

various plants as well as colors, forms, and textures, which, in this work, allowed space for the unexpected. At five, the children had expanded these investigations of beauty to the neighboring Qiao Tou Sugar Refinery. Finally, by integrating aesthetic experiences into kindergarten curricula, children developed skills with different artistic media over time. Consequently, children were able to use these skills during their explorations of the sugar refinery, primarily focusing on drawing and photography. Furthermore, children shared their work with classmates and reflected on the work of others. The experiences or exploration facilitated a “complete experience” in which children acted as both creators and critics of art, fostering a connection between children and their local history and culture. The findings of this study indicate that both teachers and children need to slow down their pace, becoming observers of life to better connect aesthetics, culture, and their communities.

P1-3L-18

Research on Applying Design Teaching Method to Improve Aesthetic Literacy of Learning Environment for Young Children

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(Shih Chien University)

Keywords: design thinking, design teaching method, aesthetic literacy of learning environment for young children

Abstract

The concept of literacy-oriented teaching is highly valued at all stages of education, especially cultivating students' abilities that they can take with them as an important goal of curriculum and teaching. Under the concept that the environment is the third teacher of young children, it is even more important to provide an age-appropriate and aesthetic learning environment.

The purposes of this research were to improve the aesthetic literacy and aesthetic ability of learning environment for young children among pre-service preschool educator.

Questions of this research were whether the application of design teaching method can improve the aesthetic literacy and aesthetic ability of learning environment for young children among college students?

34 college students engaged this research who take the course of learning environment planning and design and will be preschool educator. Questionnaire was developed and based on literature review of kindergarten's learning environment aesthetic literacy. Dimensions of this questionnaire were image of beauty, function of beauty, and connotation of beauty, as well as three abilities of aesthetic were exploration and awareness, response and appreciation, and performance and creation. The consistency analysis of Cronbach α was .965. Five stages of design teaching method during 18 weeks were : 1. In the purpose-determining stage was to make miniature of activity room and participated in public exhibition; 2.in the motivation stage was to arouse interests of students through environment awareness, video appreciation, renovation cases and lectures by architectural professors; 3.in the planning stage was to make floor plans and feedback by experts; 4.in the implementation stage completed the miniature of activity room according the floor plan; 5.in the evaluation stage was self-evaluation by team members, comments by experts and finally the works exhibited in public.

The results of the study found that the statistical analysis results of the T test of dependent

sample showed that the post-test mean of children's learning environment aesthetic literacy and aesthetic ability was significantly higher than the pre-test mean. Finally, the research puts forward relevant suggestions for future research in teaching design, research tools, and project schedule based on the results.

P1-3L-19

Analysis Study on Young Children's Drawing Representation Ability and Human Drawings

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Keywords: drawing representation ability, young children, human drawings

Abstract

This study examines children's drawing representation abilities and analyzes children's drawings of people. The research questions according to this research purpose are as follows. The subjects of this study were 208 children aged 3, 4, and 5 years. To measure children's drawing representation ability, the 'drawing representation ability' test tool developed by Ji Seong-ae (2001) was used. To analyze children's drawings of people, human (body) form, facial description, gender expression and clothing description, color and background expression, etc., which represent the person as a whole, were used as analysis criteria. Drawings were collected from April 8 to April 19, 2024, targeting children aged 3, 4, and 5 at a daycare center who agreed to the study. The collected data were statistically processed using SPSS 26.0 program. An independent samples t-test and analysis of variance (ANOVA). The results is among infants' gender-specific drawing representation abilities, the detailed description scores of girls were found to be statistically significantly higher than those of boys. Girls' average scores were higher than boys' in the sub-factors of children's drawing representation ability. As a result of analyzing children's drawings of people, 5-year-old children expressed all parts of the body in detail. 4-year-old children drew arms spread out only horizontally. 3-year-old children, most human (body) forms were expressed by drawing only the face.

P1-3L-20

The Reciprocal Relationship brought by The Preschool Visual Arts Program

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Keywords: reciprocal relationship, preschool, visual arts

Abstract

Participation in visual arts programs can facilitate language development, improve early mathematics and fine and gross motor skills (Hancock & Wright, 2018), and accelerate socioemotional development in preschool children (Theodotou, 2020). However, early childhood educators often lack the confidence, skills, and knowledge necessary for effectively supporting children's learning and engagement in visual arts (Lindsay, 2021). Thus, collaboration between experts in visual arts education and preschool teachers may result in improved learning outcomes in preschool children.

This study evaluated the efficacy of an emotion-themed visual arts education program in fostering reciprocal relationships among preschool children, teachers, and experts/researchers. This program was formulated through collaboration between experts and preschool teachers.

In this qualitative case study, the researcher partnered with preschool teachers to implement the aforementioned program in preschool classes. The program was delivered through 11 courses, each lasting 1–1.5 h. Data were collected through observations and interviews to capture the children and teachers' experiences, opinions, and feelings during the program and evaluate reciprocal relationships and program efficacy.

The findings revealed that the program enhanced the teachers' visual arts-related knowledge and skills. The researcher gained deeper insights into the abilities and experiences of preschool children; such knowledge is valuable for the preservice training of preschool teachers.

Preschool children participating in the program demonstrated increased confidence, knowledge, and skills in expressing their creativity through visual art. They exhibited improved fine motor skills, language skills, self-confidence. Furthermore, the children could use drawing as well as bodily and verbal expressions to communicate various emotions. Notably, some children used their experiences from the program to independently create artworks that reflected personal characteristics—for example, depicting individuals with unique body postures.

This study highlights that through the collaboration between experts and preschool teachers, a preschool visual arts program can foster a reciprocal relationship among experts,

preschool teachers, and young children. The program provides new experiences and learning opportunities for all participants, illustrating the benefits that cooperation between preschool and academic units bring to young children.

P1-3L-21

**Medium of Instruction Policy in Hong Kong:
Debates, Challenges, and Pathways for Enhancing Bilingual Education**

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Keywords: bilingual education, medium of instruction, language policy, content and language integrated learning, translanguaging, Hong Kong

Abstract

Despite English learning being a paramount aspect for every student in the competitive society and the era of globalization, a significant decline of English language standards has raised criticisms among students in Hong Kong (HK) as they struggle to attain a high level of English language proficiency. To address this issue, the HK government proposed a “Fine-tuning Medium of Instruction (MOI) Policy” in 2010. Such a policy provides more schools with higher flexibility to embrace the English-as-a-medium-of-instruction (EMI) curriculum, partial- English-medium curriculum, and/ or Chinese-as-a-medium-of-instruction (CMI) curriculum with the premise of fulfilling the specific criteria. Moreover, adopting content and language integrated learning (CLIL) to increase students’ exposure of English and to fulfil the expectation of parents has become popular in the recent years. Nevertheless, sizable discussions have emerged whether EMI setting is an effective approach for achieving both the learning of subject knowledge and the second language (L2) of students. The present study adopts literature review, theoretical analysis, and conceptual synthesis as methods. By reviewing the MOI language policy and employing theoretical framework like Bourdieu’s capital theory with Deleuzian theory to analyze the relationship between linguistic capital, cultural capital, and social capital. The language policy and planning framework are used to examine language ideologies, practices, management, and rights. This paper suggests that the approach of integrating the concepts of CLIL and translanguaging to create co-learning environment in the HK context would be a possible pathway to promote language learning of students. The findings sought to provide insights for curriculum developers, school principals, and teachers to enhance bilingual education and addresses challenges associated with the MOI policy in HK. It also underscores the significance of language proficiency in education, employment, and international communication. It contributes to the discourse on language policies, providing recommendations for

enhancing bilingual education in HK.

P1-3L-22

**The Perception of Early Childhood Teachers' Practices and Needs
in Bilingual Early Childhood Programs for Immigrant Children in South Korea**

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(Ewha Womans University)

Keywords: immigrant children, core vocabulary, bilingual early childhood programs, teachers' perception

Abstract

The purpose of this study is to investigate the practices and needs of early childhood teachers in bilingual early childhood programs for children who have migrated to South Korea. The participants of this study were four teachers working at a daycare center in Gyeonggi Province, South Korea, where children from immigrant backgrounds with foreign parents are enrolled. The participants had more than three years of teaching bilingual children experience, including past experience. Interview questions were developed based on the research of Lee (2023) and Honig (2023). Individual in-depth interviews were conducted twice per participant, totaling eight sessions. The results of this study are as follows: First, daycare teachers responded that the purpose of bilingual early childhood programs should be on Korean language acquisition for a long-term period, considering that foreign migrant parents would settle in Korea. Second, daycare teachers emphasized that the educational content of bilingual early childhood programs should be based on core vocabulary. Core vocabulary refers to words used in children's daily life with high frequency (Chang, Jeon, Shin & Kim, 2013). This is because teachers attributed bilingual children's communication difficulties not to cognitive issues but to their lack of vocabulary. They stressed the importance of core vocabulary as a foundation for children's language development and comprehension (Laubscher & Light, 2020; Wright & Neuman, 2013). Third, regarding the method for bilingual early childhood programs, daycare teachers highlighted the necessity of core vocabulary education which bilingual children can directly experience in their daily lives. They also emphasized the importance of continuous repetition of educational content in the children's daily routines. Fourth, daycare teachers were aware of the need to consider individual children's home environments when they implement bilingual early childhood programs. As most bilingual children's parents are busy with their economic activities, their children end up spending a long time in

institutions and experience limited interaction with their parents. These findings suggest that understanding bilingual children's experience in early childhood institutions would give insights for devising effective bilingual early childhood programs by examining daycare teachers' perspectives on current practices and needs through in depth interviews.

P1-3L-23

**Japanese Kindergarten Teachers' Attitudes
towards JRISTU (Selbstständigkeit: Autonomy/Independence):
Through Watching Videos of a German kindergarten**

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Keywords: teachers' attitudes, JRISTU (Selbstständigkeit: autonomy/independence), Japanese kindergarten, German kindergarten, early childhood education

Abstract

Selbstständigkeit (autonomy/independence) is an important concept in German early childhood education (e.g., Omichi 2023), and according to Renz-Polster (2010), the Selbstständigkeit of children in education is interrelated with anthropological and cultural influences. Cultural values, behavioral patterns, etc., they are only aware of when someone acts against them or when trying to teach them to a foreigner with a different cultural background (Sato 2013). Early childhood education in Japan developed under the influence of German early childhood education (e.g. Yukawa 2012). JRISTU (Selbstständigkeit: autonomy/independence) is also important in Japanese early childhood education. How does the attitude of Japanese kindergarten teachers toward JRISTU in culturally different Asia compare with that of the German Selbstständigkeit? König&Vander Aalsvoort (2009) describe the differences between Japanese and German Selbstständigkeit with a focus on such culture, pointing out the need for more research.

The purpose of this study is to clarify the attitude of Japanese kindergarten teachers toward JRISTU (Selbstständigkeit: autonomy and independence) through the viewing of German kindergarten videos.

The research methodology will be supported by Tobin, Wu & Davidson's (1989) polyvocal visual ethnography. This is because this research method is used as a research method to capture the invisibility of values, behaviors, and beliefs. The analysis method will also use the qualitative analysis method by SCAT (Steps for Coding and Theorization) (Otani 2019). Video Case Studies ((1)~(4)) : Breakfast (1), Morning Circle (2), Free play (3), and Changing clothes (4). Vide about 20 minutes (rely on Tobin 1989). Video selection: The video should not be disordered. The video was created after confirming with a German kindergarten teacher that it contains Selbstständigkeit scenes (September 2023).

The results reveal that Japanese kindergarten teachers who watched the German video

have some commonalities and differences with the German Selbständigkeit in early childhood education with regard to their attitudes toward JRISTU.

- Common Attitudes : The emergence of a collective awareness of others and agreement to form an independent opinion is perceived positively.

- Different Attitudes 1:

- German kindergarten teachers set clearer rules first

- Japanese kindergarten teachers use the "power of JRITSU"

(= intrinsic and independent self-determination). The rules emerge as a result.

- Different Attitudes 2:

- German kindergarten teachers support children sitting down while playing.

- Japanese kindergarten teachers move around to support the children.

P1-3L-24

Analysis of Early Childhood Multicultural Education Textbooks for Pre-service Teachers in Korea

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Keywords: early childhood multicultural education, multicultural education textbook, pre-service early childhood teacher

Abstract

This study aims to explore the direction of teacher education in early childhood multicultural education and provide foundational data by analyzing textbooks titled 'Early Childhood Multicultural Education' published for pre-service early childhood teachers in Korea. To achieve this, 12 textbooks published since the 2000s were selected for content analysis. The study found that, first, the textbooks varied in content and format. When evaluated in terms of Pedagogical Content Knowledge (PCK), each textbook contained different levels of knowledge content. Second, a higher emphasis was placed on practical aspects such as activity plans rather than on fundamental theories, with most textbooks minimally addressing or completely omitting essential theoretical underpinnings of multicultural education. Lastly, while the textbooks predominantly described the challenges and issues faced by multicultural families and their children, they seldom discussed the strengths of these groups. Recommendations for the future direction of teacher education in early childhood multicultural education are as follows. First, the essential and fundamental content of multicultural education for young children needs to be systematized. Second, a deeper exploration of the underlying theories that serve as the foundation for such education is crucial. This is because while practical content, such as activities that can be applied directly to the classroom, can be highly useful, it is not possible to provide flexible and desirable education without an understanding of the underlying multicultural theories. Third, it is essential that textbooks are developed based on an objective perception of multicultural families and their children. This study is significant as it provides direction and concrete data for the education of early childhood multicultural educators. In the future, textbooks that reflect these recommendations to be developed, and case studies should be conducted to examine the learning process and outcomes using these materials.

P1-3L-25

Cultural Differences in Parental Involvement and Participation in ECEC

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Keywords: ECEC, parental involvement, participation, cultural differences, Norway and Japan

Abstract

This study examines the differences in parental involvement and participation in ECEC in Japan through a comparison with its Norwegian counterpart. The OECD has emphasized the importance of parental involvement and participation in ECEC to improve the quality of ECEC (OECD 2019), and countries such as Norway have implemented a variety of strategies. It is necessary to examine how differences between countries and cultures affect the effectiveness of such initiatives and the cultivation of such awareness among parents. This study is based on the theoretical framework that the reproduction of culture through education plays an important role in the reproduction of the whole social system (Bourdieu & Passeron, 1990). In this qualitative study, semi-structured interviews were conducted with 3 parents in Norway and 3 parents in Japan in 2024. All participants were given a consent form and an information sheet and were free to withdraw from the study at any time. Using qualitative text analysis (Kuckartz, 2012), the study revealed cultural differences in Norwegian and Japanese parents' attitudes towards involvement in ECEC. Some Norwegian parents had a high level of awareness that parents are actively involved in the management of their children's ECEC. In contrast, Japanese parents lacked awareness of the importance of being actively involved in discussions about the management and content of ECEC and of trying to solve problems in ECEC. This study suggests the importance of parental involvement in ECEC and the need for policies and specific strategies that take into account cultural differences in the balance of responsibilities shared between society and the family about childcare. It has been shown that the mutual relationship and cooperation between parents and ECEC is meaningful for children when children are put at the center.

P1-3L-26

Demonstration of Emotional Responses by Listening to Maternal Heartbeat Sounds in Young Children with Auditory Sensory Problems

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Keywords: maternal heartbeat sounds, young children with auditory sensory problems, hearing, emotional responses, skin temperature

Abstract

Sounds and rhythms are said to be physiologically and psychologically effective, but which sounds and rhythms are easier for young children with sensory sensitivities to accept is often unclear. Tatemoto (2018, 2021) reported that maternal heartbeat sounds tend to decrease the heart rate. Therefore, the present study aimed to demonstrate the reaction of young children with auditory sensory problems to maternal heartbeat sounds using changes in skin temperature as an indicator, and to examine whether the sounds and rhythms are easily accepted.

A total of 21 young children (age range, 2–6 years) attending a child development support center participated in the study with parental consent. First, we calculated the section score for 「A. Auditory」 in the Japanese version of the Sensory Profile and the Infant/Toddler Sensory Profile (Tsuji et al, 2015) answered by parents. Next, we divided the participants into two groups: one with auditory sensory problems ($n = 9$) and another with average auditory filtering ($n = 12$).

To examine responses to the sound source, after a 1-minute baseline (no sound), skin temperature was measured using a thermography camera on another day while listening to maternal heartbeat and nursery environment sounds for 3 minutes. Data were created by outputting the temperature of the nose and forehead of each sound source every second from the thermal image. To extract fluctuations due to emotion, the difference in the temperature of the nose and forehead was calculated as “nose temperature – forehead temperature”. Then, statistical software was used to analyze the difference (variation value) between the average nose–forehead differential temperature of the young children in both groups and the baseline nose–forehead differential temperature.

As a result, the average and standard deviation fluctuation values when listening to maternal heartbeat sounds for 3 minutes was 9.36 (.327) in the group with auditory sensory

problems, and 7.66 (.037) when listening to childcare environment sounds. The average and standard deviation of the fluctuation values when listening to maternal heartbeat sounds was 1.51 (.610) in the group with average auditory filtering, and 1.29 (.275) when listening to childcare environment sounds. Next, we performed a two-factor (auditory \times sound source) analysis of variance to examine the difference between the average nose–forehead differential temperature of each group and the baseline nose–forehead differential temperature. No significant difference was observed. However, the main effect of the sound source was significant ($F(1,34) = 13.01, p = .001, \eta^2 = .383$). From the above, in both groups, listening to maternal heartbeat sounds increased nose–forehead differential temperature fluctuations more than listening to childcare environment sounds.

The skin temperature of the nose has been shown to increase when pleasurable emotions are aroused, and as a result of the sound and rhythm of the maternal heartbeat sounds, the parasympathetic nervous system was considered dominant, thereby activating pleasurable emotions. This study was approved by the University of Hyogo Research Ethics Review Committee (No. 21004). I would like to thank Professor Masayoshi Ogura and Associate Professor Saori Terazono for creating this research together.

P1-3L-27

Current Situation and Challenges of Inclusive Education in Early Childhood in South Korea: A Qualitative Study of Parents of Children with Disabilities

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Keywords: inclusive education, South Korea, M-GTA, qualitative Study

Abstract

Parents of children without disabilities tend to positively perceive inclusive education. In contrast, parents of children with disabilities tend to have a neutral perception of inclusive education. Parents' perceptions of inclusive education differ depending on the types of disability and whether they have experienced inclusive education (De Boer et al., 2010).

However, not many studies have been conducted on parents who have experienced inclusive education (Paseka & Schwab, 2020). For high-quality inclusive education in a symbiotic society, it is important to understand the needs of people with disabilities. Therefore, research targeting parents of children with disabilities are meaningful. Thus, this study aims to clarify the current situation and challenges of inclusive education in South Korea through interview surveys of parents of children with disabilities who have experiences with inclusive education.

Interviews were conducted with nine parents of children with disabilities whose own children had received inclusive education during their infancy. The interviews were conducted one-on-one via telephone and analyzed using M-GTA, a qualitative research method. All data were collected in October 2021. The results of the analysis based on the M-GTA methodology generated five major categories, 29 subcategories, and 58 concepts.

First, it was found that parents of children with disabilities chose preschools with inclusive education based on expectations for integrated childcare, such as support tailored to children with disabilities and growth through interaction with able-bodied children.

In addition, many parents expressed satisfaction with inclusive education in early childhood because they can engage in less prejudiced interactions with able-bodied children compared to interactions at school age. Other findings showed that preschool teachers and parents of children without disabilities also had no prejudice against children with disabilities, were satisfied with the environment and atmosphere of the day-care centers, and positively recognized the programs and therapeutic support.

Regarding issues in inclusive education, it was noted that when preschool teachers explain

children with disabilities to able-bodied children, the content is not sufficient, and there is insufficient education on understanding disabilities. It was also confirmed that in the case of South Korea, the inclusive education environment differs depending on the governing bodies of childcare and education and that a unified inclusive education environment needs to be guaranteed. Finally, parents of children with disabilities mentioned devising activities in which children with disabilities can participate and giving children with disabilities roles they can play indicating that they do not want disabled children to be treated specially because of their disabilities, but rather to be accepted as a member of the class, and that they want support for children with disabilities to feel a sense of belonging and for children with and without disabilities to deepen mutual understanding.

Based on these results, it is thought that providing appropriate support for children with disabilities in inclusive education will lead to a more positive change in the neutral perception of parents of children with disabilities toward inclusive education. In the future, more detailed studies on the challenges of inclusive education by disability category are warranted.

P1-3L-28

The Impact of Cooking Activities on Social Development of Children with Autism in Hong Kong Local Kindergarten

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Keywords: cooking, children with autism, social development, Hong Kong local kindergarten

Abstract

Autism Spectrum Disorder (ASD) is a neurodevelopmental disorder that globally affects an individual's verbal and social behavior. It can be recognized by the signs that occur in different degrees of seriousness from one person to another (Hodges et al., 2020). From the practicum local school, children with Autism in my class receive support through the Integrated Programme, which needs more frequent therapy sessions to improve the social skills. Structured yet flexible lessons that involve cooking activities can promote interaction between children with ASD and their peers. Interactive learning environment motivates students to engage in social interactions and productive conversations, which fosters a supportive and engaging atmosphere conducive to their growth. (Villardon G, 2018). This study examines the impact of cooking on social development in children with ASD, informing educators and policymakers about enhancing cooking activities in the local curriculum.

This study aims to investigate how cooking activities can impact the social development of children with Autism aged 3-4 and how play-based activities can be incorporated into the curriculum. Benefits include new skills and knowledge for children and an opportunity for educators to refine their teaching strategies toward positive educational reforms.

This action research study involved four K1 children in a Hong Kong kindergarten, including one child with Autism and an independent observer. The study used a mixed-method approach to analyze qualitative and quantitative data collected through checklists, anecdotal records, video, voice recordings, and interviews.

Baseline data was collected before cooking activities using checklists and anecdotal records to assess peer interaction in children with Autism during free play time. After baseline, a group of four children, including a child with Autism, participated in six cooking lessons over five weeks. Each lesson lasted 25-35 minutes and involved preparing ingredients with peers using different tools to develop social interaction skills. Every lesson was video recorded and observed by an independent observer to assess the impact of the cooking sessions. The educational

approach was adjusted to enhance children's social skills development, adopting strategies such as using different prompts (full physical, modeling, verbal prompt), visual aids (Pictures of steps), and strategic alterations to the physical environment (rearrangement of set up and ingredients). In addition, cooperative behavior is encouraged by helping each other, using play-based activities to stimulate participation, and developing social skills. Checklists were used after each cooking session by watching videos to track children's social skills and interactions with each other.

After four weeks of intervention, post-data were collected using the same assessment tool and setting. Lastly, the independent observer was interviewed to know their perceptions of the impact of cooking intervention on special needs children and the benefit of cooking activities.

The findings revealed that the child with autism had achieved the social development milestones during cooking activities. The interviews, anecdotal records, and checklist results stated that cooking interventions can be effectively integrated into local schools and help children with autism develop through a play-based and natural setting. These results indicated that cooking intervention can improve peer interaction skills for children with Autism and could be considered as a regular curriculum in local schools in Hong Kong.

P1-3L-29

The Role Performance of Early Childhood Special Education Itinerant Teachers in Taiwan

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Keywords: inclusive education, role performance, special education itinerant teacher

Abstract

Taiwan has been implementing inclusive education in preschool for many years, and in recent years, it has advocated the concept of full inclusion, allowing all children to attend regular classrooms. The special education itinerant teachers (SEITs) are expected to collaborate with regular class teachers to assist children with special needs in learning smoothly in regular classrooms. Therefore, the successful intervention of SEITs is a crucial part of promoting inclusive education (Ko, 2018).

The preschool itinerant support teachers are assigned multiple roles. However, how current SEITs perceive and enact their roles is the focus of this study. We ask questions such as: What role should SEITs play in inclusive preschool education? What qualities in an SEIT would make collaboration desirable? What role performance best embodies inclusive education in regular classroom settings?

Moreover, what factors influence SEITs' practical implementation of their professional roles?

In order to comprehend the self-perception of SEITs in preschool regarding their diverse professional roles, semi-structured interviews were conducted with six SEITs from New Taipei City. They possess varying teacher training backgrounds and years of experience in itinerant support teaching. Their facilitation of inclusive education in regular preschool classrooms was examined. Then, their responses were categorized and analyzed according to seven roles of SEITs: "coach, service coordinator, team member, consultant, assessor, lifelong learner, and direct service provider."

It was found that the SEITs demonstrated relatively rich and well-implemented practices in the roles of coach, service coordinator, and team member, while the role of direct service provider had the least content in terms of practical implementation. Their role practices closely aligned with the core values of inclusive education. Although the above three roles do not directly involve interactions with the children with special needs, they are achieved through assisting teaching staffs in enhancing their capabilities, improving the teaching environment and classroom management,

and providing and linking external resources, thereby achieving the goal of assisting children with special needs learning within regular classrooms.

The findings of the study could assist novice teachers in comprehending the roles and practices of SEITs, empower current SEITs to self-assess and adapt their counseling methods, and serve as valuable references for educational authorities, teacher training institutions, and future research endeavors.

P1-3L-30

Research on the Spatial Patterns of Educational Resources in Mainland China Since The 21st Century: A Review, Reflection, and Prospect

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Keywords: geography of education, educational resources, spatial patterns, CiteSpace

Abstract

With the "spatial turn" in social sciences and the "social science transformation" in geography, geography of education has emerged as a unique perspective. China has the world's largest education population, and with the accelerated modernization process and rapid socio-economic development, along with changes in population structure, it has shaped the most diverse and unique educational spatial patterns and ecological models. This paper utilizes the CiteSpace tool to conduct quantitative analysis of geography of education research (primarily on macro-level issues) in China since the 21st century.

The study found that research in China emerged relatively late, mainly after 2010. In terms of disciplinary distribution, it was mostly geographers and urban planners applying geographical knowledge and techniques to address educational issues, with little involvement from educational scholars. In terms of research paradigms, although there have been a number of "educational maps" and "spatial landscapes" of educational resources, the analysis often lacked explanations of spatial features and long-term tracking studies, thus not delving deeply into the significance of educational resource spatial patterns and the mechanisms of spatial formation. Finally, on the practical level, the mainstream paradigm of educational resource spatial research relies on mathematical models and other tools to discover spatial "patterns" and "laws," often resulting in overly mechanistic and idealized outcomes that overlook various dynamic factors shaping spatial order.

Drawing from the experience of international educational geography research and China's research progress, the study suggests that China's educational geography should focus on several aspects: firstly, surpassing technical rationality to explore multidimensional understanding and interpretation of space; secondly, clarifying the educational perspective and value orientation of research on educational resource spatial patterns; thirdly, emphasizing the processes and mechanisms of spatial formation from a "relational" and "process" perspective; and fourthly, exploring operational methods for spatial policy interventions to achieve a close integration of academic research and practice.

P1-3L-31

A Comprehensive Study of Planning and Current Utilization Practices in Cooperative Educare Service Centers in Taiwan

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Ou, Chih-Hsiu

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Keywords: Cooperative Educare Service Center, childcare space, environmental planning

Abstract

The implementation of Cooperative Educare Service Centers (CESCs) in Taiwan, following regulatory adjustments since 2019, has revolutionized childcare provisions within enterprises and public sectors. This abstract encapsulates key aspects of CESCs' environmental planning and usage observations:

The relaxation of space standards has allowed for flexible setups, encompassing indoor activity rooms, washrooms, and meal preparation spaces. With each CESC accommodating 20 to 60 children aged 2-6, design considerations emphasize functionality over elaborate decor, promoting open-plan layouts and adaptable furniture arrangements.

Observations from over 150 CESCs established since 2021 shed light on practical considerations post-implementation:

1. Flexibility in administrative spaces is crucial, necessitating the integration of multifunctional furniture for parent reception and child safety.
2. Open-plan washrooms, once met with skepticism, have proven effective with proper ventilation, promoting hygiene and facilitating children's toilet services.
3. The necessity of diaper changing tables is questioned, with some centers opting for soft ground spaces due to limited table space and children's mobility.
4. Kitchen facilities must cater to varying enrollment capacities, with ventilation planning essential for maintaining air quality and meeting children's dietary needs.

As CESCs continue to serve as vital childcare hubs, future planning should prioritize child health and safety while balancing educational and administrative requirements. Insights from initial planning to post-usage offer guidance for creating aesthetically pleasing and functional childcare spaces aligned with the vision of integrating childcare with workplace environments.

P1-3L-32

Exploring Work-Life Balance among Preschool Teachers in Taiwan: An Analysis of Various Background Factors

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Keywords: preschool teachers, work-life balance, job satisfaction, work-family conflict

Abstract

This research adds to the expanding body of literature concerning work-life balance, with a specific focus on teachers of young children in Taiwan. Its objective is to illuminate the dynamics of work-life balance within this demographic. The findings hold potential significance for preschool educators, administrative personnel, and policymakers, offering insights to facilitate the attainment of equilibrium between their professional responsibilities and personal lives.

The study aims to examine the work-life balance of preschool teachers in Taiwan. Its research questions seek to uncover the correlations between preschool teachers' work-life balance and various variables.

The study surveyed 963 Taiwanese preschool teachers to explore how they balance their work and family responsibilities. Data was collected via online questionnaires distributed through various channels, including online teacher groups and social media platforms. The questionnaire measured work-life balance using five items from the Satisfaction With Life Scale, which was developed by Pavot and Diener (1993) and adapted into Mandarin Chinese. Participants rated responses on a 7-point Likert scale. Descriptive analysis and one-way ANOVA with Scheffé's method were employed for data analysis.

Based on the statistical analysis, the following conclusions can be drawn from the study:

1. The relationship between preschool teachers' work-life balance and marital status is only partially relevant.
2. A significant relationship exists between preschool teachers' work-life balance and the types of preschools they work in.
3. There is only a partial correlation between preschool teachers' work-life balance and their age.
4. No significant relationships were found between preschool teachers' work-life balance and their seniority, educational background, or average working hours.
5. A significant relationship was observed between preschool teachers' work-life balance and the support they receive from their families regarding their job.

6. Additionally, there is a significant relationship between preschool teachers' work-life balance and their salary.

The implications of these findings suggest that factors such as the type of preschool, family support, and salary play a crucial role in determining the work-life balance of preschool teachers in Taiwan. Policymakers and educational administrators can use this information to create supportive work environments that promote a healthier balance between professional responsibilities and personal life for preschool educators.

P1-3L-33

Current Status in Day Care Centers Regional Differences in Minimum Standard of Nursery Workers Staffing Situation and Working Conditions

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(Meijo University)

Keywords: Nursery Workers Staffing Situation, minimum staffing ratio, the regional differences of minimum standard, Nursery Workers Working Conditions

Abstract

The study aimed to investigate several municipalities in Japan to elucidate the current status of minimum standards and staffing situation of nursery workers in each municipality. Efforts have been made to understand the quality of early childhood education and care since the turn of the century. In addition, the presence of certified nursing workers and working conditions were identified as factors defining the quality of nursing practice during the study(OECD, 2018, 2019). In Japan, studies of nursing quality have been conducted, mainly under the influence of the OECD report's viewpoint (Akita, 2020).

Licensed daycare centers operate according to the Child Welfare Act (1948) and the Act on Support for Childcare (2015). The Government set the minimum standard regarding the staffing status of nursery workers in these daycare centers, requiring them to allocate enough nursery workers to satisfy the minimum staffing ratio for the number of children they attend to and provide them with a subsidy to cover the hiring cost in collaboration with the local municipalities. However, several municipalities set their own standard regarding the number of children per nursery worker, requiring daycare centers to allocate more nursing workers than the number set by the Government standard. In such cases, the exceeding costs to hire more workers than the Government standard are subsidized by the municipalities so that the day care centers can allocate more workers than the number set in the Government minimum standard.

Although there are different minimum standards from municipality to municipality, the details of these standards have not been investigated in any previous studies. The preceding studies mentioned earlier did not refer to the regional differences regarding the minimum standards of nursery worker staffing.

However, the differences in nursing worker allocation standards in municipalities can lead

to differences in staffing status and working conditions among nursery workers; understanding these is a fundamental step in the process of nursing quality evaluation in Japan.

Therefore, the minimum standards regarding nursing worker staffing in daycare centers in Asahikawa-shi in Hokkaido, Amagasaki-shi in Hyogo, Yokohama-shi in Kanagawa, and Nagoya-shi in Aichi were investigated, along with the actual number of allocated workers and their working conditions in facilities located in each municipality. The investigation included examining each municipality's administrative documents, a series of semi-structured interview sessions with facility directors, and questionnaire surveys. The results showed differences in minimum standards regarding nursing worker staffing among municipalities, leading to differences in the staffing status of nursery workers and their working conditions in each facility.

P1-3L-34

Factors Affecting the Characteristics of Professional Learning Communities in Early Childhood Education

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Yu-Pei Chou

(National Pingtung University)

Keywords: professional learning community, public preschool, teacher professional development

Abstract

Professional learning communities are understood as effective ways for teachers learning and students' achievement within the schooling sector but research in early childhood education contexts is rare. This paper reports initial findings of a questionnaire investigation related to the key factors of developing effective professional learning communities within the public preschools context in a PLC initiating project in Taiwan.

This research aimed to investigate the key factors of developing effective professional learning communities (PLCs) within the public preschools' context in Taiwan. Two research questions guided the study including:

1. What factors would benefit the establishment of professional development communities for public preschool teachers?
2. What factors would affect the characteristics of the professional development communities for public preschool teachers?

The respondents (principals, directors, and teachers) in this study were from public preschools locating in different regions of Taiwan. In total, 371 teachers, principals and directors from 124 communities completed the questionnaire survey. An anonymous online survey was developed based on Hipp and Huffman's (2010) revised professional learning community survey, and was sent out in July 2023. The survey was kept as similar as possible to those of the original, although the terminology was changed to ensure the relevance of the questions to teachers in the ECE sector in Taiwan. The survey required responses to questions grouped in the following five characteristics: shared and supportive leadership; shared values and vision; collective learning and application; shared personal practice; and supportive conditions. The latter is divided into conditions relating to relationships and those relating to structures. The final version of the questionnaire had 25 items with a 5-point Likert-type scale. Using t-test, one-way analysis of covariance and Scheffe's

test to analyze the differences between the community's types and characteristics of PLC.

The study found that there are significant differences between communities without external facilitator and communities with external facilitator in the characteristics of shared vision along with supportive and shared leadership. The results also show that the teacher leaders received more supportive conditions than the teachers. Moreover, the communities that were constructed by several preschools' members have higher satisfaction in five characteristics of PLC than the communities consisted of one single preschool members.

The results suggest that initiative project of PLC should provide multiple choices for preschool to establish learning communities and promote more motivation for the development of the communities. The design of the PLC for public preschools should encourage teachers to lead the learning communities by themselves rather than depending on the external facilitators.

P1-3L-35

Reflective Childcare Practice: Fostering Diversity of Perspectives through Cooperative Learning

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Keywords: reflection, childcare interns, views on childcare, cooperative learning

Abstract

Donald Schoen emphasizes the significance of “reflection in action,” asserting that it enhances professionalism. Korthagen’s ALACT model has been proposed as an effective framework for reflection, but while Murai applied the ALACT model to childcare interns, most studies have focused on individual reflections, neglecting collaborative discussions among students. However, it is important to incorporate diverse perspectives into childcare practice reflection, because individual frameworks may limit understanding. Therefore, providing opportunities for students to engage in discussions while reflecting on their childcare practices can facilitate the exploration of evolving perspectives in childcare.

This study investigates two main questions, what students think about sharing diverse perspectives on childcare with their peers, and how this interaction influences the development of students’ self-awareness of their views on childcare. The purpose of this study is to explore the process through which students who aspire to become nursery teachers cultivate self-awareness of their childcare perspectives by reflecting on their individual childcare practices and engaging in discussions with their peers.

Participants: 20 four-year college students who had completed their first childcare training program.

Recording: Student interviews and group activities. Video recording of group activities to distinguish between speakers. Verbatim transcripts were generated from the recordings.

Research Methods: Interviews were conducted using the “9 areas” proposed by Korthagen, based on episodes of individual student childcare practice. In groups of approximately 5 people, students answered questions about the “9 areas” framework, envisioning themselves experiencing the episodes of two students, and then discussed them collectively. Before and after the discussion,

the students were asked to rank five “things they value in childcare.”

Analysis Method: Verbatim transcripts of group activities were analyzed using SCAT. The students ranked five “things they value in childcare,” and we analyzed the changes in their answers before and after the discussion in comparison with the results of the SCAT analysis.

The study revealed that students offered diverse perspectives during discussions, recognizing the varied viewpoints of the same childcare episodes. These discussions allowed students to organize their values in childcare, whereby their opinions based on their own experiences changed. Additionally, by exchanging their opinions with others, students were prompted to reflect on childcare and incorporate ideas from a variety of perspectives. Moreover, sharing narratives with peers facilitated learning and transformation among students. Reflecting on their childcare practices and engaging in discussions with peers holds potential value for students’ future roles as nursery teachers, fostering continuous learning and professional development.

P1-3L-36

**A Study of Taiwan Junior College Students
Taking Childcare Provider Technician Certificate Examination
during the COVID-19 Pandemic**

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Keywords: class unitary technician certificate of childcare provider, childcare certificate passing rate, Childcare Strengthening Courses, COVID-19 pandemic

Abstract

Purposes and research question(s) of the study

1. Explore whether "Childcare Technician course" (compulsory courses for fifth majors and elective courses for second majors) and subsequent "Childcare Strengthening Courses" can help students obtain childcare technician certificate.
2. Whether the epidemic will affect students' ability to obtain childcare technician certificates and the response strategies.

Methods used

This study used survey methods, questionnaires and interviews

1. Compare the differences between the questions in the epidemic prevention version of the childcare certificate and the normal version.
2. Questionnaires and interviews:
 - (1) The researcher investigate the number of childcare provider certificates obtained by students from 2020 to 2023.
 - (2) Researchers investigate the opening status of childcare license-enhancing classes during the epidemic.
 - (3) The researcher used questionnaires and interviews with students about their needs and problems in obtaining childcare provider certificates.

Findings and implications

1. The test questions for the epidemic prevention version for childcare provider are less difficult than the normal version from 2020 to 2023. During the epidemic prevention period, for the two technical tests of infant CPR and infant Hemlich, candidates have [oral] instead of [blow 2 breaths]. Infant CPR lung insufflation (ventilation ratio) scores are not calculated, and it is easier to score in safe medical areas. There are no changes to the test questions for the epidemic prevention version in the

game learning area, food preparation area, and cleaning area.

According to the website of the Ministry of Labor, the national childcare certificate passing rate increased from 53.41% in 2019 to 56.65% in 2020, 56.59% in 2021, 56.40% in 2022, and 58.22% in 2023. The overall passing rate increased by 3-6 percentage points.

2. Students lack confidence in passing the exams. During the epidemic, classes are taught online, and students are not sure about the correctness of learning childcare Technician.

In 2020, the school has an enhanced 9-hour course for childcare, and medical and childcare teachers collaborate. In 2020, 13 students obtained certificates.

In 2021, the school stopped offering intensive childcare enhanced courses. There was a lack of practical exercises and no one dared to take the exam. In 2021, four students obtained certificates.

In 2022, students privately requested online childcare video courses, and in 2022, 17 students obtained certificates.

In 2023, the school curriculum will not be coordinated by medical and nursing teachers, and there will be only a three-hour childcare intensive class. In 2023, five students obtained certificates.

3. The "Enhanced Childcare course" for students helps prepare for the student certificate examination. The childcare technician certificate requires co-teaching by childcare and medical teachers in order to meet the needs of students for the examination.

P1-3L-37

The Self-Assessment Scale for Nursery Teachers to Conduct Practical Nursery Training in JAPAN

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Keywords: nursery training, nursery teacher conducting nursery training, self-assessment scale, professional development

Abstract

All Japanese universities that train nursery professionals must provide students with a certain period of practical training in nursery teacher. However, the content and methods of practical training are currently left to individual day-nursery schools and individual supervisors. Nursery teachers supervising trainee students have little opportunity or experience in learning the content and methods of practical training and rely on the skills and knowledge they have acquired in their own childcare. Nursery teachers provide guidance without any way to look back on what effective practical training guidance should be and whether they were able to provide fulfilling practical training guidance.

Therefore, in this study, we developed a self-assessment scale for nursery teachers who provide nursery training to improve the training quality. In Study I, we first selected 60 candidate factors on the basis of a free-response questionnaire administered to 298 nursery teachers concerning anxieties and difficulties during nursery training. In Study II, we conducted a factor analysis to create a self-assessment scale for teachers of nursery training comprised of 34 items and 5 factors “respectful relationships with trainees,” “understanding nursery training principles and ideals,” “instruction utilizing nursery competency,” “ensuring time for lesson plans and training records,” and “teacher’s attitude toward nurseries.” This scale was then assessed for reliability and validity. Finally in Study III, we evaluated the association between the mastery level of teachers of nursery training and the five factors. Development process of this scale revealed challenges for nursery training and implications for their resolution. It was suggested that using this scale will contribute to the career development of nursery teachers. In this study, a self-assessment scale was developed for childcare teachers in order to improve the quality of childcare practice.

In the process of developing this scale, challenges in nursery training and suggestions for their resolution were identified. It was suggested that the use of this scale may contribute to the career development of nursery training and to improving the quality of nursery training.

P1-3L-38

Effectiveness of Continuous Professional Development for Novice Childcare Teachers: Enhancing Knowledge, Skills, and Confidence Levels

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Keywords: continuous professional development, childcare teachers, in-service training

Abstract

In response to the changing socio-economic and demographic landscape in Hong Kong, the government aims to promote fertility and create a supportive environment for childbearing. The policy outline plans to establish 10 additional aided standalone Childcare centers over the next three years, starting from 2024, to offer nearly 900 more places for day Childcare services.

A comparative study of childcare services has revealed several areas where Hong Kong's early childhood education and care (ECEC) sector lags behind international standards that have evolved significantly over the past two decades.

Currently, there is a significant variation in the content and quality of pre-service education for practitioners in Hong Kong. Only a few tertiary education institutes offer courses specifically focusing on working with young children under the age of three. Furthermore, there is inadequate support for Childcare services to implement in-service training programs for continuous professional development. The lack of professional engagement makes it challenging to enhance the capacity of Childcare centers to provide high-quality educare.

Continuous professional development is essential for maintaining a skilled workforce in early childhood education, offering opportunities for skill enhancement, career progression, and staying abreast of best practices (OECD, 2022). Recent study also pointed out that novice staff report a strong need for additional professional development in several areas, including “classroom management” and “working with parents or families”. Supporting novice staff to engage in ongoing professional development, and clarifying how novice staff can progress professionally are essential for their performance in provide the Childcare service.

With preparation meetings, co-teachings, demonstrations, peer sharing and debriefing, a set of in-service training programs were conducted in a newly opened centre to improve the quality of educare. To support educarers in implementing effective practices, it is vital to provide coaching

and technical assistance, as well as to enhance their observational skills and knowledge of child development.

This research study aims to investigate the effectiveness of in-service training programs for novice Childcare teachers in enhancing their knowledge, skills, and confidence levels in working with young children. The evolving landscape of early childhood education underscores the importance of specialized competencies among Childcare center staff to meet the increasing demand for high-quality services.

Through a mixed-methods approach involving surveys, interviews, and observations, this study aims to evaluate the impact of in-service training on the competencies and confidence levels of novice Childcare teachers. The findings offer valuable insights into the effectiveness of in-service training programs in fostering the professional growth and skill development of novice staff, ultimately enhancing the quality of care and education for young children in Childcare settings.

P1-3L-39

A Pioneering Study on The Application of Online Inquiry-Based Learning Materials for Pre-Service Teachers: A Survey on Pedagogical Content Knowledge and Usage Satisfaction

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(National Taitung University)

Keywords: inquiry-based Learning, online learning materials, use and gratification

Abstract

The purpose of this study is to investigate the impact of online inquiry-based learning materials on pre-service teachers' understanding of pedagogical content knowledge and their usage satisfaction. The participants are 36 fourth-year pre-service teachers from a national university in eastern Taiwan, including 9 male and 27 female students. The online inquiry-based learning materials consist of three parts: one from the "Kindergarten Fun" series provided by the National Early Childhood Education and Care Information Network of the Taiwan Ministry of Education, and two from the "Early Childhood Inquiry-Based Learning Series" produced by the Austin Parks and Recreation Department in the United States. The components of material include observation recording, interpretive thinking, planning action, initiating inquiry-based learning projects, setting up environments to facilitate play, and reflective assessment. The tools used are the inquiry-based learning pedagogical content knowledge test and the usage and satisfaction questionnaire. The data analysis method used is repeated measures within-subjects analysis. The results are as follows: 1. The participants' mean scores in three sessions of professional knowledge in inquiry-based learning were 5.00 (SD=1.31), 3.64 (SD=1.27), and 4.14 (SD=1.42), respectively. The within-group analysis showed $F(2,34)=7.442$, $p\text{-value}=0.001<0.05$, indicating significant differences in the participants' professional knowledge across the three sessions. 2. The participants' scores in three sessions of usage and satisfaction with inquiry-based learning were 13.86 (SD=1.51), 13.28 (SD=1.43), and 12.2 (SD=3.48), respectively. The within-group analysis showed $F(2,34)=3.938$, $p\text{-value}=0.024<0.05$, indicating significant differences in the participants' usage and satisfaction with the online materials across the three sessions. This suggests that participants have a positive attitude towards the usage experience and satisfaction with the online materials and are also satisfied with the content and features of the materials. Future research suggests further

adjustments to the online materials' support and navigation features to meet user needs.

P1-3L-40

Strengthening Parent-Child Interactions through STEM Learning: Lessons and Directions

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Keywords: parent-child interactions, home-school partnership, STEM learning, loose-parts play

Abstract

Parental engagement, in both home-based and school-based experiences, has been recognised as one of the most critical factors impacting children's academic performance and overall well-being (Hoover-Dempsey et al., 2005). Studies have shown that parents' participation in STEM-related activities can facilitate a child's learning of process skills in science such as observation, classification and measurement (Salvatierra & Cabello, 2022). Unplugged STEM learning activities using everyday materials and loose parts play allow parents to engage in problem-solving with their children, enhancing the quality of parent-children interactions (Gunning et al., 2016) and children's self-efficacy, confidence and motivation, thus contributing to young children's overall wellbeing. Using loose parts materials found at home makes the learning experience accessible, particularly for young children from disadvantaged backgrounds, enabling a sustainable approach to strengthening young children's problem-solving skills and parent engagement in their children's school related learning experiences (Salvatierra & Cabello, 2022).

In this paper, we present our reflections on how the use of unplugged STEM activities with everyday materials can be conducted in community-based settings while providing insights into strengthening reciprocal home-school collaborative opportunities (Thomas et al., 2020) based on the implementation of the Discovery Play pilot project. The paper seeks to add value to the limited body of knowledge in this area of research on using STEM activities to strengthen parent-child interactions, especially in the Asia-pacific context. The study was guided by the following research questions:

- How can we facilitate STEM learning for young children using everyday materials to promote parent-child interactions?
- What lessons can be learnt from the implementation of the Discovery Play pilot project in order to strengthen reciprocal home-school collaborative opportunities?

The pilot Discovery Play project was carried out in collaboration with a non-profit community partner that works with disadvantaged families. Three parent-child dyads participated in the pilot project, which involved a construction play activity using loose parts facilitated by a research team member. Data was collected through observation, questionnaire, and focus group interviews before and after the construction activity.

Key learnings from this pilot project include the effectiveness of using tools such as cue cards as tools to strengthen parents' facilitation skills. This also served as a pathway for parents to establish conversations that promote quality parent-child interactions. Such parent engagement and education can potentially encourage parents to carry over STEM activities in school to the home setting, thus enhancing both reciprocal relationships between school and home and strengthening parent-child interactions and children's well-being. This is especially important for making STEM learning accessible to children from disadvantaged home backgrounds.

Such interactions, using everyday materials found in home environments, also create opportunities for quality parent-child interactions by incorporating family traditions and practices, forming authentic connections between the parent and the child. Thus, considering the cultural assets that families bring with them in planning for such experiences aligns with an inclusive approach to engaging families in the learning and development of young children.

P1-3L-41

Eco Heroes: Practical Implementation of Guiding Preschoolers and Communities to Establish Reciprocal Relationship through Local Cultural Curriculum

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Keywords: project-based learning, localized curriculum, environmental education, parental involvement, teacher professionalism

Abstract

In everyone's hometown, there is always one river that silently accompanies us through every stage of life's scenery. The stream brings communication, discovery, and exploration between children and the community, weaving emotional connections and stories of growth between them.

Based on the ecological systems theory proposed by the renowned American psychologist Bronfenbrenner (1979), the community environment, along with neighboring areas, families, and schools are the closest microsystems to preschoolers. Individuals continually interact with their surrounding environment throughout their growth and development. According to the Ministry of Education (2022), curriculum activities in kindergartens should be closely connected with families and communities. The teaching of local culture requires interactive and experiential learning through various environments to cultivate an identification with the local culture, while simultaneously promoting community development and achieving mutual integration.

In this study, researchers collaborated with a kindergarten teacher to lead mixed-aged preschoolers in exploring their learning process, including discovery, problem-solving, and guidance on establishing reciprocal relationships through the local cultural curriculum. The study also investigates challenges faced by teachers in implementing this curriculum and their coping strategies.

The "Green Action Ambassadors" curriculum covers three main areas: "Community Life," "Stream Exploration," and "Action Ambassadors." Over four months, preschoolers progress through the "Exploration and Awareness," "Understanding and Investigation," and "Care and Action" stages. Research sources include observations, recordings, journals, and worksheets, allowing for qualitative analysis of preschoolers' learning behaviors, teacher guidance, and reflections across varied situations.

Key findings from the research include:

1. Teachers faced challenges guiding preschoolers and communities to establish reciprocal relationships through local cultural curriculum, including insufficient local expertise, varied preschoolers' prior knowledge, and age restrictions on community participation.
2. Coping strategies and their effectiveness in implementing local cultural curriculum to guide preschoolers and communities to establish reciprocal relationships include:
 - Encouraging preschoolers to explore their community with teachers strengthens their bond with the environment. Enriching teaching resources and fostering curiosity about the community enhances perceptual abilities, curiosity, and learning interest. This expands learning experiences and fosters shared experiences between teachers and students.
 - Assisting preschoolers connect with community professionals fosters communication and encourages them to address environmental needs actively. Increasing preschoolers' social responsibility awareness enhances community identity and promotes positive interactions among them. Encouraging parents and children to participate in community activities together leads to strengthened emotional connections between parents and children.
 - Expanding preschoolers' social networks bridges the gap between kindergarten, families, and the community, and deepens preschoolers' and stakeholders' identification with local culture.
 - Emphasizing reflective learning and application while leveraging the expertise of public service organizations and community college service teams to collaboratively implement course teaching objectives to allow preschoolers to apply acquired knowledge and skills to real-life situations, including participating in or initiating environmental conservation volunteer services, designing promotional materials, creating environmental education skits to promote green living, among other initiatives, to actively contribute to the community environment. This allows preschoolers not only to be learners but also to have the opportunity to become agents of change.

P1-3L-42

What Sparks Discovery in A Toddler's Play? Microanalysis of The Hand's Tinkering

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Keywords: exploration, toddler, play, STEAM, tinkering

Abstract

"Exploration" is becoming an important part of education for early childhood and beyond. Kotani (2021) defines exploration as the act of solving problems by making hypotheses and conducting verification through experiments and observations for particular questions, which were created based on one's interests and inquiry related to certain materials and phenomena. Ochanomizu University Kodomo-en Lab (2019) examined activities of exploration among 0 to 5-year-olds from the perspective of STEAM education. They captured how children actively engage with mysterious events, how "children get interested in scientific phenomena (Science), engage through trial and error (Engineering), combine different materials to make tools (Technology), feel the beauty of the materials (Art), and classify them (Mathematics)" (p.4). As you can see from these references, there is some kind of inquiry or question at the beginning of children's exploration. These initial questions can be developed with the act of tinkering (Heroman, 2017). We will focus on the moment of the toddler's discovery in her play with objects to examine what triggers the exploration.

This study aims to investigate what happens when a toddler discovers something in a play. We analyzed videos of a 12-month-old girl recorded by her mother over several days as she interacted with objects at home. Our analysis focused on the movements of the girl's hands. We conducted microanalysis on scenes where her hand movements or the object movements changed or were repeated, examining what occurred before and after those pivotal moments.

The results showed that the act of tinkering, along with the awkwardness of the toddler's movements, invited discoveries during her play. There were two types of scenes that demonstrated how her exploration began. In one type of scene, her initially random hand movements during tinkering transitioned into repetitive hand movements. In the other type, her repeated hand movements turned into different motions. From the repeated movements, we inferred her intention of wanting to perform a specific action. Conversely, the random movements suggested she was appreciating and enjoying the objects without particular intentions.

Moreover, the awkwardness of the toddler's movements was found to cause unexpected movements of her body and the objects, which in turn invited more discoveries. As the toddler's movements changed, the movements of objects changed as well, and vice versa. The tinkering and awkwardness of the toddler's gestures were thought to precipitate these unanticipated movements, ultimately bringing new discoveries into the toddler's play and sparking the start of her exploration.

P1-3L-43

Benefits of Building A “Biotope” in Outdoor Playgrounds of Early Childhood Services for Pre-Service Teachers

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Keywords: biotope, early childhood teacher training, ecology, environmental education

Abstract

The ecological balance on the planet has been destroyed by urbanization brought about by rapid economic growth in modern society. The deterioration of the global environment has put many living species at risk of extinction. Raising people's awareness of ecosystems and biodiversity is one of the roles of environmental education.

In Japan, various forms of “biotopes”, which are defined as "nature spaces where wild living species can live", have been developed since the 1980s to preserve the local ecosystem. The Ministry of Education, Culture, Sports, Science and Technology also recognized their importance as a learning environment in schools and published “The Guidelines for Designing Kindergarten Facilities” (2022) which states "it is also effective to plan a biotope that uses the local natural environment" in playgrounds of kindergartens. The nonprofit organization Ecosystem Conservation Society-Japan supports the building of biotopes in educational facilities and organizes a national schoolyard and early childhood center playground biotope contest every two years. Since 1990, more than 700 projects from early childhood services to universities have participated in the contest. In response to the above background, some early childhood services have recently built biotopes in playgrounds as natural spaces for children.

However, Inoue (2017) reported that early childhood teachers still do not have an accurate understanding of the basics of biotopes and do not fully use them in terms of learning ecology. Additionally, young pre-service early childhood teachers lack sufficient experience of nature-based activities and seem to have a limited understanding of ecosystems and biodiversity. Therefore, the experience of building biotopes in playgrounds appears to be beneficial not only for children but also for pre-service teachers, as it allows them to learn how to build a small ecosystem in playgrounds and develop skills to create a learning environment that is rich in nature and supports children's learning about ecology.

Pre-service teachers at the author's university have had the opportunity to participate in the building of biotopes in local ECE services in Osaka. These centers have built biotopes in their playgrounds not by professional builders with machines but by the human labor of children, teachers, parents, community members. They dig the ground to create a water environment, and then transplant local indigenous plants and spread soil mixed with seeds of local grass plants. The children observe the wild species that live in the biotope on a daily basis and learn about the relationship between the natural environment and the living organism or food web through everyday experiences.

In this study, we report on what pre-service teachers learned from their participation in building biotopes with children, in-service teachers, parents, and local community members, through interviews and examine whether this can be evaluated from an environmental education perspective.

P1-3L-44

Ecological Education and Technology: A Case Study From Korea

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Keywords: ecological education, technology, case study

Abstract

As today's children face various environmental challenges from climate change, ecological education focused on early childhood years is becoming more important (Ardoin & Bowers, 2020). With the rapid development of digital technology, there is increasing interest in integration of ecological education and technology. Digital technologies can greatly benefit ecological education by providing access to diverse information and through enhancing problem-solving skills (Willis, Weiser, & Kirkwood, 2014).

The purpose of this research was to understand the early childhood ecological education pedagogical practices and issues.

We conducted a case study (Stake, 1995) of one kindergarten class project focusing on urban ecological education and technology. The research participants included 16 children (age group 5) and one teacher of D laboratory school, in Seoul, Korea. The research was conducted from April 2023 to May 2023.

The research findings indicate the following:

First, children are active learners of their own environment. During the project, children demonstrated active engagement with their environment, emphasizing the importance of hands-on experiences in ecological education. By observing and researching their surroundings, they developed a deeper understanding of their environment.

Second, children are creative collaborators of technology and their environment. Integrating digital technology into ecological education provides children with new avenues for exploration and learning. Through the use of tools like CCTV with sensors, digital cameras, and iPads, children were able to document and study their environment in innovative ways, showcasing their creative potential in leveraging technology for ecological understanding.

Third, children are researchers and problem solver of their own environment. By engaging in activities such as creating animal habitats and addressing environmental challenges, children developed critical thinking and problem-solving skills. Their collaboration with the teacher illustrates the importance of guided inquiry in fostering these skills.

This case study not only highlights the capabilities of young children in ecological education but also suggests that integrating technology can enhance their learning experiences. However, it is crucial to ensure that technology is used as a tool to supplement hands-on experiences rather than replace them, and that it is integrated in a thoughtful and age- appropriate manner.

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P1-3L-45

Integrating Local Ecological Conservation and SDGs Education: Methods and Practices

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Keywords: SDGs, environmental education, ecological conservation, local teaching

Abstract

Due to the changing times, many natural ecosystems are gradually disappearing, and children have vague concepts about environmental protection. They only understand the need for environmental conservation measures such as recycling, saving electricity, and saving water, but they do not understand the importance and significance of these measures for environmental protection, nor do they understand the connection between the environment and their own local lives. Therefore, we need to use examples that are closer to life and more concrete to understand the connection between environmental conservation and personal environment, as well as the current international trends in environmental issues. This ensures that environmental education learned by children is concrete rather than abstract concepts and outcomes.

A. Purposes

- a. Understanding local environmental issues and crises
- b. Familiarizing with local protected species
- c. Concretizing the concept of ecological conservation
- d. Understanding the International Trends and Issues of SDGs

B. Research question(s)

- a. What are the current local environmental issues and crises?
- b. What is the ecological significance of local protected species?
- c. How to concretize the concept of ecological conservation?
- d. What are the key principles of the environment in SDGs?

Curriculum Implementation

- A. Information Collection: Watch current environmental news to understand the needs and uniqueness of conservation animals, while highlighting local environmental issues.
- B. Production of Merchandise (Concretizing the Image of Conservation Animals): Create peripheral products related to conservation animals through observation, aiming to enhance learners' affinity with the environment.

C. Reflection and Summary of Conservation Animal Crises and International Efforts: Reflect on and summarize the crises facing conservation animals, considering international efforts being made to mitigate these crises.

Learners can enhance their affinity with conservation animals through concretized production, thereby increasing their enthusiasm and awareness for environmental protection. Additionally, they can track international trends in ecological issues.

P1-3L-46

Creating Children's Well-Being through Reciprocal Relationship: Playing Digital Puzzles with Peers

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Keywords: well-being in children, reciprocal relationship, digital puzzles, peers relationship

Abstract

The importance of reciprocal relationships was on the agenda around the Early Childhood Education and Care (ECEC) Center for creating children's well-being. Peer relationships are thought to play an important role in creating children's well-being. They offer unique opportunities for getting acquainted with the social norms and processes involved in interpersonal relationships. Unfortunately, peer relationships are not always beneficial to children. Children experience chronic peer relationship difficulties, such as peer rejection and peer harassment. In this article, we begin by discussing the impact of peer relationship issues towards creating children's well-being. Specifically, we examine the challenges of conducting a literature review on creating children's well-being through reciprocal relationships. The four sections categorize the children's well-being literature into the following themes: (1) defining well-being in children, (2) what are the consequences of peer relationship difficulties? (3) benefit reciprocal relationship with peers in playing digital puzzles, (4) digital puzzle for well-being: the case of early childhood classrooms in Indonesia. Each of the four themes is presented with a narrative whose content is current, followed by a literature consensus. The article ends with changes to create well-being in children through reciprocal relationships using digital puzzles. Digital puzzles as media for play support children in creating a feeling of companionship, friendship, or solidarity and helps children behave well towards one another. In turn, children can become individuals who successfully face daily hardships to reconstruct themselves after experiencing bad conditions due to the relationship difficulties with peers.

P1-3L-47

The Impact of Soil Exploration Activities on Preschool Children

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Keywords: mud, soil, play, preschool children

Abstract

The study is based on exploring "mud play" and conducting action research in a preschool class taught by the researcher. The research focuses on four-year-old children in the class, with a twelve-week duration for the study. The research methodology includes interviews and observations to understand the children's cognitive responses to soil. Following this, a series of exploratory lessons were conducted to observe the children's feelings and emotional responses to soil, along with gathering feedback from their parents. The researcher also outlines the challenges encountered in the study and proposes solutions, serving as a reference for future soil-related curriculum development.

The conclusions drawn from the study are as follows:

1. It was found that when preschoolers played and explored together with their peers, they experienced the diversity and fun of soil. They transitioned from sensory experiences to artistic creations, further advancing to soil planting, and felt a sense of accomplishment and spiritual satisfaction from their interaction with soil.
2. Based on feedback from parents, children expressed a desire to play with soil outdoors, including activities such as stomping in rice fields, making mud balls, and catching mudskippers.
3. In the initial stages of the soil exploration activities, some preschoolers still had mild concerns and were hesitant to touch soil. To address this, teachers first provided clay for those reluctant to touch soil to try playing with. They also continuously invited children who were willing to play with soil to participate in related activities. As children who initially avoided touching soil became accustomed to clay and observed others playing with soil, they gradually became more comfortable and eventually joined in soil play, enjoying the experience together.

In conclusion, the study synthesizes its findings and offers recommendations for future

teaching and subsequent research. These suggestions are intended to serve as a reference for preschool educators and childcare service providers, as well as for future researchers.

P2-3K-01

**Developing a Learning Organization in a Nursery School:
ECERS as a Catalyst**

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Keywords: ECERS, positive education, professional development

Abstract

The establishment of a learning organization within a school is imperative for the attainment of professional learning and development, as well as the provision of quality education and care for young children. There is no doubt that early childhood education practitioners play a pivotal role in creating a nurturing environment for the positive development for children, especially those from disadvantaged backgrounds. In 2019, a non-profit-making nursery school, where the majority of families received government subsidies for their children's schooling and daily living expenses, introduced a new initiative in curriculum planning and implementation, aiming to further enhance the learning environment for children.

In the new initiative, both the principal and teachers were exposed to the Early Childhood Environment Rating Scale (ECERS) and positive education in different professional development programs. They attended workshops and field studies to develop a deeper understanding of the ECERS. They also attended training sessions to develop professional knowledge on positive education and explore strategies for incorporating positive elements such as emotion, engagement, relationship, and growth mindset into their curriculum and daily activities. The school made efforts to integrate the principles of the ECERS and positive education, creating a developmentally appropriate physical and psychological environment for their children. Meanwhile, the utilization of the ECERS served as a platform for the school to self-evaluate the provision of a high-quality environment and the implementation of positive education, with a particular emphasis on teacher-child interactions and their relationship. Formal meetings, debriefing sessions, sharing activities, and even informal discussions held after each ECERS assessment provided opportunities for the teachers to adopt a reflective mindset in reviewing and making suggestions to enhance their practices.

The professional learning and development journey undertaken in this school illustrated the emergence of a developing learning organization within their team. The teachers highly valued and actively involved in every moment of professional exchange on the ECERS and positive education, whether internally among the school team or externally with different stakeholders such as academia and professional bodies. They also demonstrated receptiveness to feedback and eagerness to make changes in order to optimize a beneficial environment and teaching practice for children in their nursery school. It is conceivable that the nursery school principal's leadership approach contributed to the professional growth and development of the teachers. Through consistently heartfelt encouragement and support, the principal cultivated a positive and constructive atmosphere among the team, empowering the teachers to be competent in managing different opportunities and challenges encountered in the new initiative. Within this respectful and collegial environment, not only was the teachers' positive mindset fostered, but also their sense of belonging and commitment to the school were also nurtured and reinforced. Further studies are encouraged to explore the impacts of this learning organization dynamics within the school on the children's outcomes and development.

P2-3K-02

**The Power of Free Play:
A Professional Development Journey through the Use of ECERS**

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Keywords: ECERS, free play, professional development

Abstract

In early childhood stage, play is not only an essence for children's life but also serves as their primary means to explore and develop different concepts about the world. The importance of play for children has also been established in international research. In 2017, the free play was highly advocated in the latest official curriculum guide. It is indispensable that the successful implementation of free play depends on the quality of environment provided for children. In this regard, the evidence-based Early Childhood Environment Rating Scale (ECERS) seamlessly aligns with the standards of a high-quality environment that schools should create, fostering an enriching atmosphere for children's play and learning.

This poster documented a professional development journey in a nursery school serving children aged 2 to 6 in Hong Kong. In 2021, the school had their initial exposure to ECERS and embarked on a learning journey of using it to scrutinize the school environment, with a goal of creating a more authentic and enriching free play experience for their children. From self-studying each subscale and item of the ECERS, to attending an official introduction session, and participating in a professional development program about the ECERS, the school demonstrated their progressive professional development in the use of ECERS and the implementation of free play.

Throughout their learning journey, the school team displayed their collective commitment and were invigorated to review the existing circumstances, engage in professional dialogues, and formulate constructive ideas. Guided by the ECERS standards, they aimed to make impactful changes to the indoor and outdoor play areas, the provision of materials, the interactions among peers and between teachers and children. Qualitative data collected from teacher questionnaires revealed that teachers perceived the use of ECERS with their implementation of free play as a positive experience, providing them with (1) clear criteria of a high standard of free play environment,

(2) a platform for self-assessing their free play practices, (3) practical strategies for enhancing their free play practices, and (4) an opportunity to further develop their reflective practices.

In conclusion, the school team in this study demonstrated their dedication to continuously improving the high-quality environment provided for children. Their shared learning experiences and efforts further facilitated their competence in the implementation of free play in their school setting. The experience of this nursery school highlighted the importance of teacher professional learning, not only in enhancing teacher capabilities but also in contributing to overall school development and ultimately supporting the growth and development of children. Further studies exploring the use of ECERS as a catalyst for teacher professional development in the field are encouraged.

P2-3K-03

The Meaning of Outdoor Play Spaces as Children Want to Play

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Keywords: children, outdoor play spaces, qualitative research

Abstract

In the field of early childhood education, spaces are often regulated by laws and regulations, organized into formal spaces that emphasize safety, and traditional, fixed playgrounds that do not encourage children to play in a diverse way (Jeon, 2016; Kwon, Jung, & Park, 2017). As children interact in the outside space, they experience a sense of attachment and belonging to a place through their feelings, thoughts, and experiences of the outside world, and this sense of place can influence the formation of a child's sense of self (Park, & Nam, 2017). Children are competent beings (Beltzig, 2015) and agents who are capable of constructing the spaces in which they play, not just playing in spaces created by adults; therefore, there is a need to expand our understanding of the outside world from a child's perspective, rather than an adult's, so that children can perceive space and recreate its meaning in their own way.

This study explores the meaning of what kind of outdoor space children want to play in from the perspective of children. In doing so, it is hoped to provide practical suggestions for improvements that can be made to environments that support children's play.

Research question. What kind of outdoor play spaces do children want to play in?

The subjects of the study are 42 children aged 5 years old from Kindergarten A in Chungcheongnam-do. In this study, drawings and interviews were conducted to understand the meaning of 'outdoor play spaces where children want to play'. The reason for selecting 5-year-olds for the study is that they are able to describe their thoughts and feelings through sensory and metaphorical expressions in various ways due to their developmental characteristics (Cho, & Kim, 2020), and are able to speak based on logical thinking skills due to the development of their cognitive and language abilities (Lee, 2011; Park, 2017).

All data were analyzed and results were drawn by following the 'inductive content analysis' method (Dey, 1993) through the steps of open coding, category formation, and abstraction.

As an ethical consideration, the informed consent form was used to inform the parents of the children's participation in the study and data collection, and to obtain their voluntary approval to participate in the study and provide data. If they no longer wanted to participate in the study, they were informed that they could withdraw at any time and their data could be deleted.

The study found that the outdoor play spaces that children want to play in are: 1) "a place where I can do the things I like to do"; 2) "a place with a physical environment I like"; 3) it had the meaning of 'a space with people I like'.

This study will provide implications for considering educational practices related to the management of outdoor play by finding out what kind of outdoor space children want to play in from the perspective of children.

P2-3K-04

Exploring Oracy Skills in the Early Years: A Children's Digital Storytelling Workshop

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Keywords: digital storytelling, oracy skills, drama play, English as a second language, early childhood education

Abstract

Digital storytelling is widely applied in school settings ranging from kindergarten to college. Previous research has demonstrated the positive impact of digital storytelling on children's development. It is employed to enhance children's language, social and emotional, cognitive skills, and digital literacy. Particularly, digital storytelling is beneficial for children as it enables them to plan, organize, and express their thoughts, emotions, and knowledge by conveying information and messages through stories. By applying digital storytelling, children are encouraged to create their own stories and connect their experiences, developing their narratives and engaging in play, which also fosters collaboration and communication among their peers. Spoken language plays a crucial role in generating new ideas and knowledge during the digital storytelling process. Therefore, children's oral communication skills are essential for their thinking and learning. This study proposed two research questions:

(1) What are the oracy skills of children in digital storytelling? (2) How can their oracy skills be facilitated during digital storytelling? We introduce an implementation of digital storytelling as a teaching method to support children's oracy skills. A one-day workshop was held titled "1, 2, 3 Action! Digital Storytelling through Drama". Ten K3 children (aged 5-6) who were studying at a local kindergarten in Hong Kong joined this workshop in English as their second language. We recorded videos and took field notes for a total of 180 minutes, capturing the children's dialogues and performances throughout the workshop. Analysis of the dialogues between the drama teachers and the children revealed that the children were able to imagine the story context, assign roles for their acting, recall the script and actions, and reflect on their drama performances during video screenings. With the guidance and support of the drama teachers, the children employed their oracy skills in

drama play by creating narratives and scripts with their peers, engaging in role-playing, and improvising in English. This chapter aims to contribute to the existing literature by exploring how digital storytelling can facilitate the development of oracy skills in young learners.

P2-3K-05

Parental Emotion Socialization in Emotion Talk Within Parents and Their Children

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Keywords: emotion socialization, parent-child interaction, emotion regulation, early childhood

Abstract

Emotion socialization is a dynamic process that occurs in both the school setting and the family context. Socializers, as agents like parents and educators, play such a vital role in the emotion socialization process. Early-age children learn their emotions and social competences mainly through daily interactions between peers, parents, and educators. According to the emotion socialization model created by Eisenberg and her colleagues in 1998, the emotion-related socialization behaviors of parents (ERSB) can impact on child's arousal and then indirectly influence their outcome. Currently, researchers have found many pieces of evidence to prove the model. Parental emotion-related socialization behaviors (such as reactions to emotion, discussion of emotions, and emotion coaching) have two categories: supportive (emotion-focused and problem-focused responses, expressive encouragement) and non-supportive (minimization and punitive responses). Emotion socialization is always shown as parent-child talk. Some research has shown that high-frequency positive emotion talk and emotion discussion in families will promote parent-child relationships. Hence, establishing a healthy and supportive parental style and enhancing social and emotional competence for parents are essential. In this research, we are interested in investigating parent-child emotion talk. By coding and summarizing the emotion talk process, this research provides parents with a guide to talking with their children.

Q1: New findings of the pathways through ERSB and child outcomes.

Q2: How is parent-child interaction in the emotion socialization process, especially in emotion discussion?

Participants:

Children from two kindergartens and their parents from northeast China participated in this study.

Measures:

1. Questionnaires: Parental Assistance with Child Emotion Regulation (PACER)

Coping with Children's Negative Emotions Scale (CCNES)

2. Experiment: Disappointment Task: Set parents and their children in a room, and they will be given an unpleasant gift. The observers will videotape the process and evaluate the emotion expression and the emotion talk.

3.Observation: Observers code the interaction from videos, the code will focus on emotion words, postures, face expressions, and important dialogue.

4.Intervention: Six lectures focus on parents' emotion awareness and regulation, beliefs about emotion, and emotion coaching skills.

5.Data analysis: Use M plus to do the regression test.

Expected outcomes:

The emotion talk intervention could help parents with emotional regulation.

Anticipated contribution of the research:

This research investigates parent-child interactions in emotion context. When they are facing a tough situation, how will the parent and children make the emotional discussion really essential. This study aims to provide a construct guide for parents who are willing to promote the relationship with their children.

P2-3K-06

The Impact of Caregiver Mask-Wearing on Infants' Language Development in Childcare Settings during the COVID-19 Pandemic

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Keywords: caregiver mask-wearing, childcare settings, COVID-19 pandemic, infants, language development

Abstract

The necessity of this study arises from the unprecedented impact of the COVID-19 pandemic, which has mandated widespread mask-wearing as a preventive measure. Research has highlighted the crucial role of visual and auditory cues from caregivers' faces in infants' language development (Kuhl & Meltzoff, 1982; Patterson & Werker, 2003). However, the constant use of masks by caregivers in childcare settings may potentially impede infants' ability to access these vital cues, thereby affecting their language acquisition process. Existing literature has indicated a gap in understanding the specific impact of caregiver mask-wearing on infants' language development (Galusca et al., 2022; Carnevali et al., 2022; Green et al., 2021; Klass, 2020; Moon et al., 2022). Thus, this study aims to address this gap and contribute to our understanding of the effects of mask-wearing on infants' language abilities in childcare settings.

The primary purpose of this study is to investigate the influence of constant mask-wearing by caregivers on infants' language development in childcare environments. The research questions guiding this study include:

1. How does the consistent use of masks by caregivers affect infants' language development in childcare settings?
2. Is there a correlation between the duration of infants' exposure to mask-wearing caregivers and their language abilities?
3. Do background variables such as infant gender, duration of enrollment in childcare, duration of infant mask-wearing, class size, maternal education level, and family income moderate the impact of caregiver mask-wearing on infants' language abilities?

Infants aged 16 to 18 months and their primary caregivers from Taipei City and New Taipei City were recruited for this study. Participants completed the "Chinese Infant-Toddler Communicative Development Inventory" (Liu Huimei & Cao Fengming, 2010), providing data on

infants' language abilities. The sample included 123 valid responses after excluding missing values. Statistical analysis, utilizing SPSS 25 for Windows, was conducted to examine the relationships between variables and explore potential differences in language development based on various factors.

The study revealed that both male and female infants exhibited language abilities below the average developmental level, particularly in vocabulary expression.

Additionally, longer exposure to mask-wearing caregivers was associated with poorer language use and complexity among infants. Notably, female infants demonstrated superior vocabulary expression compared to their male counterparts. These findings underscore the significance of considering the impact of caregiver mask-wearing on infants' language development. Consequently, recommendations include minimizing mask-wearing during interactions and promoting clear, face-to-face communication between caregivers and infants to support optimal language acquisition.

P2-3K-07

Investigating Hong Kong Pre-service Teachers' Perceptions on Children's Play and the Play Pedagogy

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Keywords: pre-service teachers, learning through play, play-based curriculum, early childhood education.

Abstract

In the 21st century, people value play as a driving force towards children's growth and their all-round development. The concepts of learning through play and a play-based curriculum have garnered widespread recognition and attained immense popularity on a global scale. Nevertheless, under the specific context in Hong Kong (HK), parents, teachers, and other relevant stakeholders still persist a prevailing dearth of confidence and proficiency in adopting these play notions to facilitate children's personal growth, academic learning and even to practically utilize in the field of early childhood education (ECE). Furthermore, the extent to which ECE pre-service teachers understand and internalize these concepts remains largely unexplored. To address this issue, the present research set out to 1). explore the perceptions of HK pre-service teachers on implementing a play-based curriculum and 2). understand the associated challenges they encounter within the ECE context in HK. This study employed a mixed-method approach, integrating the use of the Play Belief Scale and a qualitative focus group interview. A total of 180 survey responses and 90 minutes of interview data were collected from a group of pre-service ECE teachers enrolled in recognized teacher education institutes in HK. The findings of the study revealed a notable contradiction and concern among pre-service teachers. On one hand, they expressed positive beliefs about the effectiveness of implementing play-based curriculum in the ECE setting. However, on the other hand, they encountered significant challenges and inadequate support when it came to the practical implementation. The findings shed light on pressing the needs to closely examine play-based curriculum within the ECE landscape in HK. In addition, the broader implications of this research for the Asia-Pacific region are discussed.

P2-3K-08

**The Relationship between the Development of Lifelong Education and Lifelong Learning Theories and Early Childhood Education in Japan:
Focusing on the Period from 1945-2024**

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Keywords: early childhood education policy, Japan, lifelong education, lifelong learning, foundations of learning

Abstract

The theory of lifelong education was first articulated by Paul Langrand at the UNESCO headquarters in Paris in 1965, and subsequently debated upon at a global scale. This theory of lifelong education (and later lifelong learning) has significantly impacted Japanese educational policy. Prior studies have demonstrated that the development of lifelong education and lifelong learning theories has influenced early childhood education (ECE) policy in Japan (Mochida, 1979; Kono, 1989; Fujitani, 2021, 2022, 2023). However, it is not clear how the relationship between ECE and lifelong education/learning has been discussed in public documents related to ECE in Japan, since the late 1960s, when the lifelong education theory was developed, to the 2020s, a span of approximately 60 years. Furthermore, it is not clear how the introduction of the theory of lifelong education has modified the manner in which ECE is discussed in Japan.

Therefore, this study focuses on the post-World War II period, from 1945 to 2024. It aims to clarify the actual situation and changes in the discussion of ECE, in relation to lifelong education and lifelong learning theories, in major public documents and national curricula related to ECE in Japan.

Qualitative research methods are adopted for the study. Primary sources, such as Japanese public documents, are used to interpret and analyze the relationship between lifelong education, lifelong learning policies, and ECE policies (Merriam, 1998/2004). Although this study is based on publicly available literature sources, ethical matters are considered to ensure a fair representation, including the collection of a wide range of materials.

In Japan, from 1945 to the 1960s, ECE was positioned as the foundation for building 'character'. Influenced by theories of lifelong education and lifelong learning, it has become clear that, especially since the 1980s, ECE has been emphasized as the foundation for 'learning' in accordance with the view that 'play' is 'important learning that cultivates the foundation for harmonious physical and mental development'. Clarifying the Japanese case in this study can also

contribute to explaining the relationship between the development of ECE policies worldwide and theories of lifelong education and lifelong learning.

P2-3K-09

Activity Transitions as Resources for Learning and Development: Longitudinal Observation in a Daycare Center in Japan

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Keywords: activity transition, toddlers, environment, affordance, slow pedagogy

Abstract

Our daily lives are composed of various activities, such as sleeping, eating, changing clothes, and moving to different locations. In daycare centers and nurseries, where many children are present, transitioning from one activity to another necessitates multiple children engaging in the same activity simultaneously. Such transitions have been investigated in studies of children requiring special support, being identified as a form of difficulty in daily life. However, transitions are phenomena that emerge amidst the dynamic changes in the possibilities of many activities. We propose, instead, to consider transitions as opportunities for learning in daily life and as resources for the cognitive and behavioral development of young children.

The current study aims to investigate the structure of activity transitions in daycare centers from the perspective of interaction between the environment and people, and affordance perception. We focus on what kind of information young children can pick up to perceive ongoing changes in events, and how caretakers highlight the occurrence of transitions for children.

We conducted a longitudinal observation for toddlers aged 1 to 2 years old at a daycare center in Tokyo. Scenes involving activity transitions were analyzed at multiple points, focusing on both the environmental aspects related to the arrangement of objects and the behaviors of children and caretakers. Analyzed elements included the sequence of the transitions, the start and end of children's play, putting toys in and taking them out of containers, preparing and changing clothes, organizing objects by caretakers, and social interactions.

The results suggest that young children engage in various activities, and the timing of these activities ending varies. Not all children in the class participated in the same activity from the beginning; instead, they gradually joined the next activities. Children carried and organized objects during transitions. Organizing objects by caretakers may serve as information for toddlers to perceive the transition to the next activities. The development of event perception is discussed in relation to Slow Pedagogy.

P2-3K-10

How Do ECEC Teachers Perceive Children's "Difficulties" and Implement Practices to Nurture Their Resilience?: Results of Interview Surveys Conducted on ECEC Teachers in Eight Asian Countries

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Keywords: ECEC teachers, children aged 4-6, resilience, practice, eight Asian countries

Abstract

Previous studies have shown that the COVID-19 pandemic has negatively affected the mental health of children (Tull et al., 2020; Mochida et al., 2021). Hence, we conducted a survey in 2021 using questionnaires aimed at mothers in eight different Asian countries. Our analysis confirmed that children's resilience (capacity to adapt and bounce back from difficulties) is associated with their well-being (Ogawa et al., 2024). Based on these findings, we identified the next research topic as considering childcare practices on how to nurture children's resilience.

This study aims to investigate the actual practices of ECEC teachers in fostering children's resilience. It is based on an interview survey conducted across eight Asian countries to obtain the overall and country-specific results. Additionally, we intend to understand how ECEC teachers perceive children's difficulties and adversities as underlying factors.

Our survey was conducted through semi-structured online interviews between December 2023 and February 2024. Approximately ten ECEC teachers responsible for children aged 4-6 in eight Asian countries (approx. 80 in sum) were interviewed, using the same set of question items for all countries.

Case reports were compiled in each country based on the survey results. After extracting the answers of each ECEC teacher to specific question items such as "Difficulties or adversities for children aged 4-6" and "Childcare approach you and your colleagues take / specific settings or situations / developmental programs or materials to nurture the concept of resilience in children," we compiled a list of these extracted answers for each country and performed a comparison analysis.

Across eight Asian countries, all ECEC teachers agreed that children's difficulties and adversities are related to "problems in interacting/communicating with friends" and "struggling to

adapt to environmental changes while attending childcare facilities.” However, for country-specific factors, ECEC teachers in Asian countries except Japan identified “family problems” as a factor for children’s difficulties. In Japan, ECEC teachers were more likely to emphasize “difficulty in challenging something new or not good at” as the factor for children’s difficulties and adversities instead of “family problems.”

Childcare facilities in some countries have implemented programs that include activities that foster children’s resilience, which results in making ECEC teachers aware of the concept of resilience. However, it has been confirmed that ECEC teachers across all eight Asian countries are aware of the significance of resilience, even without such programs or the recognition of resilience as a term. These teachers make conscious efforts to enhance children’s traits and competencies related to the concept of resilience in their childcare practices.

In sum, this study revealed common factors and country-specific differences in the way ECEC teachers perceive children's difficulties and adversities, as well as in their childcare practices to promote resilience - the ability to overcome such difficulties. In this article, we will discuss these common factors and differences to gain insight into the childcare practices of ECEC teachers across different countries.

P2-3K-11

A Survey of Resilience Development in Japanese Early Childhood Education: Teachers' Practices and Perceptions.

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Keywords: Resilience, children, ECEC, Japan

Abstract

This study aimed to clarify how resilience (the ability to cope with and recover from difficult situations) is fostered in early childhood education settings, as well as the background ideas of caregivers. This study is a follow-up study to "Survey on Children's Daily Life Among Eight Asian Countries 2021," and focuses on Japan.

In Japan, ECEC positions early childhood education as the foundation for character development. The current guidelines take into account the characteristics of early childhood and emphasize individualized education and independent activities. Although the concept of "resilience" is not explicitly mentioned, there is an emphasis on developing young children's self-control, respect for others, and ability to work cooperatively. In addition, the educational focus, the qualities and skills to be fostered, and the vision for the end of early childhood include elements related to resilience.

What are the specific child care practices that promote "resilience" in Japanese ECEC, and what are the ideas and strategies of caregivers/teachers behind these practices? To find out, we conducted semi-structured interviews with 11 Japanese caregivers/teachers. The demographics included 2 males and 9 females, 8 responsible for older children and 3 for younger children, 5 with more than 10 years of work experience and 6 with less than 10 years. Questions consisted of eight items related to awareness of terminology, child care practices, and background beliefs. The interviews were conducted remotely and lasted approximately one hour per person. All utterances were transcribed and classified by question.

The results of the classification showed that many teachers were unfamiliar with the

terminology, but recognized it as an important skill and were committed to implementing it in their classrooms. Specifically, they mentioned managing the stress of new situations, managing the stress of not being able to meet new challenges, and managing play while coming to terms with friends. Other experiences that differed according to age were mentioned: at the time of entering preschool, the patience felt when separating from parents and starting group life; as children get older, the experience of not being able to carry out activities they had planned for themselves; comparing themselves with other children in the group; and difficulties in the process of understanding their own roles and abilities when cooperating with each other.

To "adapt well" to these difficulties and adversities, respondents indicated that children need to use objects to calm themselves, build on their successes, take small steps, and gain confidence. They also mentioned that in order to "bounce back," they need to learn from their mistakes and challenges, find their own way, and adapt by trying again and again. In the process of bouncing back, asking for help, solving problems with the help of others, and working with friends to achieve goals were also mentioned as important elements.

This study was conducted in Japan as part of the CRNA 8-country survey and was approved by an ethics review board at Aichi Shukutoku University (Ethics Review No. 2023-004).

P2-3K-12

Does the Involvement of Caregivers Affect Infants' Object Play?

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Keywords: infant, object, involvement of caregivers, event, duration

Abstract

Environment is important in childcare. For example, in Japan, emphasis is placed on preparing the environment so that infants voluntarily can engage in the environment (Ministry of Health and Welfare, 2017). On the other hand, developmental research has pointed out that object play provides infants with a rich learning opportunities (Gibson, 1988). In recent years, many studies have been accumulated on the involvement of caregivers with infant's object playing in everyday situations (Tamis-LeMonda et al., 2023). It has been suggested that object play may facilitate linguistic and social development (West et al., 2022; Karasik, et al., 2014; Suarez, et al.). Findings that maternal involvement affects the duration of object play have also been reported (Schatz et al., 2022). Then, whether does the involvement of caregivers in daycare center influence infants' object play, and what kind of interactions with the caregivers do infants experience during object play?

This study focused on infant object play in the 0-year-old class. What do infants touch in the nursery? How do caregivers interact with them? And what are the effects of the involvement of the caregiver?

Six infants (3 boys, 5-12 months), 2 caregivers, and several nursery assistants were observed on video; from the data of 7 video data (approximately 10 hours) from April to May 2022, I identified onsets and offsets of infants touching objects and analyzed objects touched, the duration of object touching and the involvement of the caregivers. In addition, case studies were conducted on the specific involvement of the caregivers to depict the variations.

Analyses are based on coding of 406 object bouts across 6 infants. In 205 of these cases, the involvement of a caregiver was observed, the duration of object play for all six infants were longer when there were caregivers involvement (103.6s) than when there were not (51.0s). This result may indicate that the infants were playing with objects for longer periods of time so that the caregivers had an opportunity to be involved. Therefore, I determined the difference between the start time the infant touched the object and the start time of caregivers involvement. The results showed that caregiver involvement occurred at the onset of infant contact with objects in approximately 66% of the cases. Furthermore, the mean contact duration only in the cases where caregiver involvement

was occurring at the time the infant came into contact with the object (95.6s) was longer than in the cases where there was no caregiver involvement.

In the case analysis, the following behaviors were observed: the caregiver adjusting the placement of objects around the infant, sitting and holding the infant or supporting the infant in a sitting position, and playing with the infant while presenting objects to the infant.

P2-3K-13

**The Cross-Class Mixed-Age Play Experiences: Special Children's Day Gifts
Promote Sibling-Like Interactions Among Young Children**

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Keywords : mixed-age play, children interaction, sibling-like relationship, social skill.

Abstract

Every April 4th is Children's Day in Taiwan, and most preschools will give gifts to young children to celebrate. Considering the increasing number of only children, Tianyuan Preschool has prepared a special Children's Day gift for children since 2021: a cross-class and mixed-age game carnival. Heather and Lynn (2021) indicate that mix-age play will help children to build friendship and develop social skill, and the research also find out that the older children becomes the role models to younger children. This study observed and compared the interactive behaviors of children before and after Children's Day activities to find out whether the preschool could increase the social skills by holding the mixed-age activities or not. This study conducts to analyses activities content and process of the activities holding for all age children in the preschool from 2021 to 2024 to understand if mixed-age activities can enhance the social skill in different age. According to the aim of this study, there are four major findings: 1. We can see that older children providing helps when they see the younger ones facing troubles or challenges during the activities; 2.the older children will adjust language to be more suitable for younger children when talking; 3.younger children will imitate older one behaves during the activities; 4. children are more familiar and closer after the activities, we can see the differences from playground and outside the classrooms. The study found out that the social skill, social interaction abilities and communication skill were improved after the mixed-age activities.

P2-3K-14

Parental Strategies for Using Traditional Play to Stimulate Early Childhood Growth and Development

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Keywords: parental strategies, traditional play, local wisdom, growth and development, ECE

Abstract

Parents who are having children at a young age at this time tend to be those belonging to Gen Y and Gen Z. It's assumed that this generation belongs to the technologically literate generation. In reality, however, many parents still believe and apply beliefs or myths considered local wisdom in raising their children. Even though they belong to a sophisticated generation and are technology users, many of them still use the beliefs of previous generations in raising their children. One of these beliefs is traditional games. This research aims to investigate how millennial parents stimulate their children's growth and development through the use of local wisdom, especially traditional games. The research sample consisted of 150 millennial parents in the area of Jakarta - Bogor - Tangerang - Bekasi (Jabodetabek), Indonesia. This research uses a survey method. The 6-question questionnaire was distributed through G- form platform. The data was analysed qualitatively through grouping on the basis of similarity of responses and simple quantification with percentages. The research findings indicate that:

- 1) there are still parents who use local wisdom, especially traditional games, as a strategy to stimulate some of their children's growth and development;
- 2) the local wisdom that is applied is mostly the experience of their parents;
- 3) the strategy implemented through trial is flexible;
- 4) each parent has different strategies for the same local wisdom;
- 5) the main obstacle is the interference of other family members in the application of local wisdom to children. The implication of using local wisdom, especially traditional games, is that parents and other family members need to cooperate and agree when using traditional games to stimulate early childhood development.

P2-3K-15

Research Trends in Childhood Empathy Education for Sustainable Early Childhood Empathy Program

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Keywords: early childhood education, education for sustainable development(ESD), empathy, play-centered education curriculum, research trends

Abstract

In order for people to feel fulfilled, they should belong to a group and engage meaningfully with each other. Empathy is the capacity to understand other people, wherein the best method for people to thrive in the sustainable future is the development of empathy for one another.

However, since the start of the COVID-19 pandemic in 2019, people who are vulnerable to social crises such as children have become further isolated. Given that children are the most important members of society, an analysis of research trends in empathy education in early childhood is imperative.

Consequently, we sought to uncover guidelines and assignments of sustainable education by analyzing the trends of empathy education research conducted in the field of early childhood education.

The research questions are as follows:

First, what is the research trends related to early childhood empathy education? Second, what is the direction for a sustainable early childhood empathy program?

In order to investigate the research trends of early childhood empathy education, thirty academic papers from 2012 to 2024 were selected.

The research results and implications are as follows: First, early childhood empathy education studies have increased since COVID-19, meaning further research in related fields is needed. Second, there is a need to revitalize qualitative research in early childhood empathy education.

Third, early childhood empathy education studies should focus more on the process of children's development regarding empathy. A potential pathway for a sustainable early childhood empathy program are as follows: First, research related to empathy in conjunction with children's lives should be carried out. Second, qualitative research which can have an impact on children's

learning and practice should be carried out. Third, it is necessary to actively practice early childhood education among field members to cultivate children's empathy skills. Since COVID-19, interest in empathy has been growing in society, with numerous voices suggesting empathy should be further expanded in early childhood education. It is crucial to support children by allowing them to experience empathy through play. Therefore, constant efforts on the part of members of the field are required to better understand and practice play-centered curriculum.

P2-3K-16

Promoting Moral Development in Young Children Using the PEER Technique

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Keywords: promoting moral development, young children, moral education, empathy

Abstract

Promoting moral development in young children is crucial for fostering positive social behavior, emotional well-being, and overall success in life. However, while there is a considerable body of research on moral development, there remains a need for effective and practical techniques that can be easily implemented in various settings such as schools, homes, and communities.

This study investigates the effectiveness of the PEER technique in promoting moral development in young children and its impact on moral reasoning, empathy, and prosocial behavior. Drawing from Piaget, Kohlberg, and Gilligan's theories of moral development, the study aims to bridge the gap between theoretical insights and practical strategies.

The PEER technique consists of four key steps: Presenting the moral concept, Ensuring understanding, Executing acts of kindness, and Reflecting on good deeds performed. Various teaching methods, including Explanation, Role Play, Question-Answer, Video, Song, and Storytelling, are utilized to present moral concepts effectively.

In the "Present concept" step, teachers introduce moral concepts like honesty, empathy, or kindness to children. Using different methods such as storytelling, videos, or songs, children are engaged to understand these concepts.

Following this, in the "Ensure understanding" step, teachers ensure children comprehend the moral concepts presented. Through discussions, question-answer sessions, or role-plays, educators assess children's understanding and address any misconceptions.

The "Execute acts of kindness" step encourages children to actively engage in acts of kindness. Teachers provide opportunities for children to practice moral concepts through sharing, helping others, or expressing empathy.

Finally, in the "Reflect on the good deeds performed" step children reflect on their actions and the positive impact of their kindness. Facilitated discussions allow children to share their experiences and feelings, reinforcing the moral concepts learned.

Results indicate that the PEER technique significantly improves children's understanding of moral concepts, empathy, and engagement in prosocial behavior. Children exhibit increased acts of kindness, sharing, and empathy towards others after participating in the intervention.

The findings suggest that integrating the PEER technique into educational practices fosters a positive learning environment where moral values are valued. This structured approach can be applied in classrooms, homes, and communities to promote moral development in young children, thus contributing to their overall well-being and success in life.

P2-3K-17

A Phototypological Approach to Understanding the Nursery Room as a Habitat Based on Children's Awareness

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Keywords: nursery room, habitat, developmental environment, awareness, place

Abstract

This study considers the developmental resources embedded in the environment in terms of the use of room layouts in a Center for Early Childhood Education and Care. The core of the environment for human living in populations is the "habitat," where many tasks with hierarchical and sequential relationships are performed and people interact with a great variety of events and objects in various ways, and as they perform these tasks in their daily lives, they modify their habitat by assembling and rearranging events and objects.

Children develop by carefully observing such structured environments and finding themselves within them (Reed, 1994/2000). The daily routine of an early childhood facility involves various types of places, objects, and events, such as playing, eating, napping, and wearing clothes. Inevitably, these are embedded in human life and are complex but highly structured. If these are resources that promote development, how are children aware of and how do they interact with them? This study approaches this question by focusing on the relationship between children and the structure of a place.

We collected photographic data on activities in the rooms of a Center for Early Childhood Education and Care over a period of six months. All photographs were taken at eye level (90 cm from the floor) and as close as possible to the child's point of view. These data were classified with reference to the typology of environments in the field of architectural planning and analyzed in terms of habitat structure. We then discuss the dynamic properties of living, in which not only teachers

but also children modify the living space together.

P2-3K-18

Patterns, Difficulties, and Needs of Early Childhood Problem Behavior Guidance Experienced by Early Childhood Teachers

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Keywords: children, teachers, problem behavior, pattern, difficulties, needs

Abstract

In early childhood, problem behavior begins to appear, so early signs of problem behavior can be detected and mediated before it becomes fixed. If the problem behavior is severe and intervention is not made early, it has a negative impact after early childhood.

To guide problem behavior, early childhood teachers use a variety of methods. but they are under a lot of stress due to difficulties in reducing and preventing problem behavior in young children. Teachers felt difficult when children's behavior did not improve despite providing guidance on problem behavior and when parents did not acknowledge problem behavior (Kim, Lee, & Cho, 2016). For this reason, it is necessary to analyze the aspects, difficulties, and demands for guiding problem behavior used by early childhood teachers in the actual educational field. This study attempts to analyze how early childhood teachers guide children's problem behavior and what difficulties and demands they face while giving guidance. Through this, we intend to present a desirable direction for guidance on problem behavior.

For this purpose, this study conducted interviews with teachers who were giving guidance on problem behavior to children. Data analysis consisted of data organization, reading and coding, and categorization. The research problems for this study are as follows.

1. What are the aspects of guidance on early childhood problem behavior experienced by teachers?
2. What are the difficulties and demands of teachers in guiding early childhood problem behavior?

The research findings indicate that, firstly, the pattern of problematic behaviors in children begins with teachers discerning whether a child's behavior is problematic, highlighting the importance of understanding the underlying causes of behavior based on individual situations such as unmet needs, temperament, and lack of experience. Furthermore, it is essential to grasp the emotional context underlying children's behavior and make efforts in emotional guidance to understand their emotions. Collaborative problem-solving approaches with children, focusing on discussing the context and causes of problematic behavior and the solutions or ideas proposed by children, are being implemented. Additionally, given that changes in children's behavior and emotions are closely linked to the home environment, collaboration with families is crucial,

necessitating efforts in collaborative guidance with families.

Secondly, difficulties in guiding problematic behaviors in children stem from structural issues in children's education settings, demanding a reduction in the teacher-child ratio and additional staffing support. When teachers face educational limitations in guiding problematic behaviors, collaboration with specialists from local treatment centers, medical institutions, etc., becomes necessary. Moreover, as there may be communication difficulties with parents regarding problematic behaviors, support is needed to build mutual trust between teachers and parents. Finally, considering that teachers may experience emotional and physical exhaustion during the guidance process, there is a need for regional and national policies and systems to support them.

P2-3K-19

Designing Outdoor Play Area From Children's Perspective

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Keywords: outdoor play area, design, physical development

Abstract

Children require sustained opportunities to play outdoors and learn to use their bodies in open spaces. Outdoor space plays a central role in Developmentally Appropriate Practice (Steiner, Karabon, & Litz, 2023). Outdoor spaces play a crucial role in promoting children's physical development, including activities such as climbing, crawling, running, and jumping. These activities are essential for children's overall health and well-being (Pawlowski et al., 2023). However, existing playground designs may not adequately reflect the changing needs and interests of children (Winder, 2023). Therefore, there is a need to redesign outdoor play areas to better suit children's developmental needs and interests. Children have a natural curiosity about their environment and thrive in environments that offer opportunities for constructive play. By engaging children in the design process, educators can tap into their interests and creativity.

The present study aimed to investigate the procedure of two kindergarten classes redesigning their outdoor play area as part of the integrated project. This study highlights the significance of outdoor play areas in children's development and underscores the importance of involving children in the design process.

The researchers implemented a case study (Stake, 1995), observing the class project as a participant observer. The two kindergarten classes were a mixed age group (3-5) with a total of 43 children (22 & 21 each). The research was conducted from April 2023 to October 2023. The study followed a structured approach to redesigning outdoor play areas, involving children in various stages of the process. This approach allowed children to become aware of the issue, explore different options, and actively participate in the design process.

Based on the learning cycle of Bredekamp and Tosegrant (1995), children first became aware of the issue of outdoor play area. Then they made their own explorations of different outdoor play area locations, including nature parks with challenging environments. This was followed by a

more formal and conventional inquiry into the outdoor play area design, with the support of teachers, designers, and environmental education professionals. At the final stage of the project, children utilized their ideas of outdoor play areas, setting up various rope play areas and structures.

The results of the case study demonstrate that children have the competence to contribute to the design of their own play spaces. By collaborating on different ideas and actively engaging in the process, children can create play areas that meet their needs and interests. Overall, this study highlights the importance of involving children in their environment and emphasizes their competency in contributing to the process.

P2-3K-20

Preliminary Investigation into Toilet Training in Private Daycare Centers in Taiwan

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Keywords: toilet training program, toilet training for young children, private daycare center

Abstract

The researcher has spent many years in the practical field of daycare, observing that childcare providers hold varying opinions on the appropriate timing for initiating toilet training in young children. Most rely on past experiences, while a few act based on parents' expectations. However, within the broader context of early childhood education, toilet training is just one aspect of a range of self-care skills for young children, yet it is seldom the focus of in-depth study, and related literature is notably scarce. This gap in knowledge has motivated the researcher to delve deeper into this issue. Through this preliminary investigation, the aim is to understand the current practices of toilet training in daycare centers and to develop a set of standard procedural guidelines suited for these centers. This initiative seeks to boost children's confidence and sense of achievement during the toilet training process, thereby alleviating the psychological stress experienced by caregivers, parents, and children alike.

The purpose of this study is to understand the current status of toilet training for young children in private daycare centers in Taiwan.

This study employed a self-developed "Toilet Training Schedule" and "Childcare Providers' Toilet Training Concept Survey" as research tools. Data were collected from three private chain daycare institutions in Taiwan, encompassing records of 125 children who had completed toilet training from September 2019 to 2023, along with interviews from 18 childcare providers.

(I) The age at which childcare providers typically initiate toilet training at this institution ranges from 25 to 30 months, with most children successfully discontinuing diapers during the day between the ages of 31 and 36 months. The majority of children complete toilet training within six months; (II) Childcare providers exhibit varied opinions on the behavioral signs that indicate readiness for toilet training in children. Finally, based on the results of this study, reflections and recommendations are proposed: (I) Enhance the understanding of toilet training among childcare providers and parents; (II) Reevaluate the appropriateness of the Toilet Training Schedule; (III) Regularly review the implementation of toilet training and provide timely assistance and supervision. This preliminary study aims to offer guidance to daycare center staff on the process of

implementing toilet training for young children.

P2-3K-21

The Impact of Christian Early Childhood Spiritual Education Curriculum on Teachers and Students

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Keywords: christianity, spirituality, early childhood

Abstract

The ever-changing technology and material abundance have led to the rise of materialism and a loss of life's meaning. Julia (1992) defines spirituality as life and relationships; without it, life loses its essence, resulting in endless material pursuit. Bartel (2004) states that unmet spiritual needs cause suffering such as alienation and despair, necessitating love, faith, and hope. Studies show that Christian faith provides comfort, hope, and strength. Therefore, this study was conducted to find out whether Christianity would have the same effect on preschoolers.

Research Objectives:

- I. Implementation methods of Christian spiritual education curriculum.
- II. Impact of Christian spiritual education curriculum on teachers and preschoolers.

Research Questions:

- I. What are the implementation methods of Christian spiritual education curriculum?
- II. What is the impact of Christian spiritual education curriculum on teachers and preschoolers?

Methods used

This study adopts qualitative research methods including observation and interview. The researcher enters the classroom in a non-participant observation role, conducting unstructured observations to document the implementation process of the Christian spiritual education curriculum. Based on these observations, interview outlines are designed to conduct semi-structured interviews with the principal, teachers, and three kindergarten students to understand the impact of the Christian spiritual education curriculum on teachers and preschoolers.

Findings and implications

- I. Little Lamb Character Education Program Activities The Little Lamb Character Education Program delivers its curriculum content primarily through Bible stories, hymns, prayers, and experiential activities. It integrates core Christian beliefs of hope, love, and Bible stories with character education.
- II. Impact of Christian Spiritual Education Curriculum on Teachers:
 - Teachers find lesson preparation challenging.

- The curriculum needs to avoid sensitive themes such as ghosts and sacrifices.

III. Impact of Christian Spiritual Education Curriculum on Preschoolers:

- Preschoolers learn to respect others through experiential activities and Bible stories in the Little Lamb Character Education program.
- At bedtime, preschoolers feel loved by God as they believe prayers help them sleep well and feel protected from nightmares. They also experience God's love when classmates apologize after accidentally bumping into them.
- After school, when preschoolers' backpacks fall, kind people help them, reinforcing their sense of God's love.
- Some feel loved by God when traveling abroad, believing He keeps them safe.

Research concludes that under the influence of Christian early childhood spiritual education, preschoolers share their lives with God through prayer. They seek His help before traveling or sleeping, learn gratitude, and feel His love.

P2-3K-22

Childcare Workers' Perceptions of Risks and Preventive Factors for Maltreatment in the Process of Building Relationships with Children

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Keywords: childcare workers, building relationship, maltreatment

Abstract

The experience of acceptance by others early in life expands the child's trust in others later in life. Childcare workers are the first significant others a child encounters outside the home.

Recently, maltreatment by childcare workers who disrespect children's rights has been reported in Japan. Previous studies have examined the acts, frequency of occurrence, the consequences for children and parents, and factors of maltreatment by childcare workers. However, less is known about childcare workers' perceptions of the risk factors for maltreatment in the process of building relationships.

The purpose of this study was to identify childcare workers' awareness of the process of building trusting relationships with children and their perceptions of the risks and preventive factors of maltreatment in daycare settings.

Six childcare workers were divided into two groups according to their positions, and focus group interviews were conducted. Childcare workers discussed (1) their awareness of building relationships with children, (2) the state in which they felt they had established a relationship with children, (3) their experiences of engaging in or seeing inappropriate involvement that resulted in the loss of the relationship, and (4) the reasons or possible reasons for inappropriate involvement.

The narratives were then qualitatively analyzed. Childcare worker narratives were interpreted and coded as primary codes, and more abstract secondary codes were generated from the relationships between the primary codes. A code matrix was created by arranging the secondary codes in vertical columns and the segment summaries for each group in horizontal columns. Comparisons were made between multiple codes and between the groups. A conceptual model was constructed, and a conceptual diagram was presented. NVivo 14 was used for the analysis.

Consequently, a model was identified consisting of the following conceptual categories: "basic attitudes and involvement," "emotionally responsive involvement with each child," "social and emotional development," "trust from parents," "perceived maltreatment," "risk factors for maltreatment," "preventive factors in childcare workers," and "organizational preventive factors". The group with the most narratives about perceptions of inappropriate involvement had fewer

narratives about childcare workers and organizational preventive factors. Although childcare workers were aware of their responsive involvement with each child in building trusting relationships, they did not rule out the possibility of maltreatment due to dysfunctional preventive factors or a combination of multiple risks. Organizational structures that enable childcare workers to implement alternative skills for inappropriate involvement are discussed.

P2-3K-23

A Historical Study of the Collaboration between Early Childhood Education and Child Health in New Zealand

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Keywords: New Zealand, the plunket society, historical study, early childhood education and care, child Health

Abstract

Across OECD countries, 12.8% of children live in relative income poverty (OECD, 2021). In Japan, the number of children with socioeconomic needs is increasing, and the state has a responsibility to address the welfare and health of all children, promoting coordination of each section related to children's matters. However, although governments recognize collaboration between education and health is important (, research has identified several barriers to effective collaboration (Otsuka et al., 2018; Kanefuji et al., 2011). As an example of effective collaboration, the case of New Zealand offers unique insight into the benefits of partnerships between education and health through their organization of maternal and child health called "the Plunket Society."

The purpose of this study was to provide a chronological overview of the history of the collaboration between early childhood education and care (ECEC) and child health in New Zealand and examine significant events.

A literature review on the history of ECEC services in New Zealand and the Plunket Society was conducted to provide a chronological overview of their development. A total of 36 relevant research papers were identified through a keyword search with the terms "New Zealand" and "early childhood education" with the CiNii database (<https://cir.nii.ac.jp/>). In this research, these research papers, Bryder (2003), and Matsukawa (1983a~c: 1984a, b) were examined.

The review indicated the Plunket Society and ECEC organizations emerged around 1900. Both groups focused on professional development from the beginning and flexibly responded to the changing needs of parents and children due to the increase of women entering the workforce. Overall, four significant events related to the collaboration between these organizations were identified: the presence of several individuals who participated in both groups in the early years of the movement, the establishment of a preschool by the Plunket Society under the auspices of the Frei Kindergarten Society, the participation of the Department of Health and the Plunket Society in the Council on

Educational Affairs in 1944, and the offering of an educational program by the Plunket Society for the training of ECEC teachers.

Thus, New Zealand has been practicing a cross-disciplinary approach to services since 1900. This may be one of the weak points of Japanese system in which ECEC are separated into 2 jurisdictions. In future studies, we would also like to focus on the background behind the realization of the cross- disciplinary approach in New Zealand in order to realize it also in Japan.

P2-3K-24

The Impact of Friendly and Open Learning Environments on Children's Social Interaction Abilities

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Keywords: social interaction abilities, open spaces, learning through play, preschool children's emotions.

Abstract

In this study, we explore the impact of a friendly and open learning environment on the social development abilities of preschool children. The research was conducted over one year at a preschool where the researcher teaches children aged 2 to 6 years old. Given the increasing number of only children in Taiwan and the rapid changes in family structures and living arrangements, the socialization abilities of preschoolers to integrate and learn from peers and the community have weakened.

The study employed observational and experimental methods to observe and validate the interactions and relationship-building processes among children of different ages and school workers in an open space during various activities.

Creating a child-centered approach in designing a 6000 m² friendly preschool learning campus:

1. Outdoor Entrance and Transition Spaces

- ✓ Outdoor Corridor: Children can freely interact with parents, school staff, and peers in full view upon entering the campus, establishing basic interaction patterns.
- ✓ Indoor-Outdoor Transition Space: Replace walls with full-length windows, retaining a 450m² lobby area with semi-transparent fish tanks and open polygonal shoe cabinets. This space allows children to transition into the school environment and guides them to engage in campus activities.

2. Building Spaces

- ✓ Breaking the Classroom Boundaries: Shared corridors, balconies, and outdoor lawns between classrooms allow activities to span across groups, increasing opportunities for school staff to build relationships with each child.
- ✓ Seamless Indoor-Outdoor Experience: Ground-floor windows can fully open, merging indoor

and outdoor activities instantly. This setup enables children to observe each other and experience seasonal changes, encouraging them to ask questions and discuss with teachers.

3. Outdoor Spaces:

- ✓ **Circular Platforms, Sandboxes, and Water Pools:** Use low-level steps to allow children to freely sit or engage in activities during outdoor play. The circular design enables children to see each other's expressions and body movements, fostering more interactions.
- ✓ **Wide Sloped Grass Areas:** Create grassy slopes with varying heights to encourage children to develop their own games and discuss rules with others during outdoor activities. Through natural interactions, children learn skills like respect, sharing, and conflict resolution.

Based on the findings of this study, designing preschool architecture with open spaces has a positive impact on the development of children's socialization abilities. Within such environments, children have opportunities to interact with peers of different ages and backgrounds, as well as school staff. Through these interactions, they learn important social development skills such as respect, sharing, communication, and conflict resolution. This lays a crucial foundation for the development of their socialization abilities.

P2-3K-25

Developing Positioning Systems in Early Childhood Classroom

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Keywords: positioning system, ICT

Abstract

In Japan, the number of children per caregiver is high. The current allocation standard is 30 children per caregiver. This is an extremely high number compared to the international standard of 1:15 (e.g., UNICEF, 2008). However on the other hand, in today's globalized, information-oriented, and artificially intelligent society, it is important to realize individualized and optimized education, in other words, to nurture the growth and learning of young children who are proactive and creative. Currently, there is a need to reform the way we work. In this context, ICT should be used to support teachers and improve work efficiency.

The purpose of this study was to develop a method to contribute to teachers' understanding and assistance of young children and to confirm and deepen their early childhood education practices by using ICT to collect and analyze objective data, and to propose the use of this method. Most of the previous studies used manpower recording as the main data; some previous studies have attempted to use ICT for sensing video, audio, temperature, and lines of movement in play and daily life scenes, but these studies are limited in their targets and time.

This study attempted to (1) develop a method for sensing play and life situations using ICT and (2) develop a method for supporting teachers using ICT.

In addition to video and audio data collection using video and IC recorders, we attempted to develop a comprehensive sensing method that utilizes a positioning system. The positioning system developed in this study made it possible to collect indoor positioning data for all toddlers in the class from the time they arrived at school to the time they left.

Data of all 39 5-year-olds children in two classes in A kindergarten and classroom teachers are collected from December, 2019 for 3 months, and analyzed.

In this study, it was possible to objectively grasp the actual conditions of young children's play and life situations using ICT. Using the system, it could improve the understanding of individual and comprehensive objective data of each child, and visualize the actual state of the teachers' educational practice such as teachers' movements and relationships with young children. From our data it also become clear that during the child centered, play-based practice, when children think, choose, and play by themselves, children's movements are more diverse, complex, and highly individualized compared from teacher oriented simultaneous activities.

P2-3K-26

**Parental Perceptions of Outdoor Play in Nature:
Opportunities and Challenges for Children's Development in Malaysia**

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Keywords: parental attitude, outdoor play in nature, nature-based activities, challenges, Malaysia

Abstract

Young children play a pivotal role in shaping future environmental sustainability, benefiting greatly from early exposure to natural environments that foster deep connections with nature and enhance physical, emotional, and cognitive development. Parents are crucial facilitators in promoting their children's engagement in outdoor play within natural settings, yet understanding parental perceptions in Malaysian settings remains under-theorized. This study aims to fill this gap by investigating parental attitudes towards outdoor activities and the challenges they face in Malaysia. A survey of 132 Malaysian parents was conducted using an adapted instrument from McFarland et al. (2011), supplemented by semi-structured interviews. The research explores parental attitudes towards nature and their children's weekly outdoor playtime in natural settings. While parental attitudes significantly influence children's outdoor play, the study reveals they are not the sole determinants. Urbanization, time constraints, unsafe environments, and lack of partner support pose significant challenges to promoting outdoor play in Malaysia. Overcoming these obstacles is crucial for maximizing the developmental benefits of outdoor play for children. This study recommends several strategies, including implementing educational campaigns, creating safe outdoor spaces, and integrating nature-based learning programs in curriculum. These initiatives capitalize on the safe and conducive school environment where children spend substantial time daily, aiming to foster greater engagement in outdoor play in nature.

P2-3K-27

Discussing the Implementation Process of Kindergarten Cultural Festival Curriculum: A Case Study of the Taiwanese Lunar New Year.

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Keywords: preschool, cultural curriculum, real-life experience, traditional culture

Abstract

According to the "Kindergarten Curriculum Guidelines for Educational and Care Activities" issued by the Ministry of Education in Taiwan, the basic idea is to cultivate children's core competencies based on interactions with individuals and their living environment, and to emphasize the importance of social and cultural aspects more. When implementing cultural curriculum, the aim is to help children better understand their growing environment and cultivate respect and acceptance for diverse cultures. According to the glossary of the curriculum guidelines, culture is the common norms of spiritual, institutional, and material activities that humans develop to adapt to their living environment and achieve harmonious interaction with others. The living environment is a social and cultural entity, and children also develop their own unique culture through interactions with their environment. Therefore, one of the important contents of kindergarten cultural activities curriculum is the interactive experiences between children and their environment.

The activities planned in this study are based on what children already know and involve resources from the local community. They include hands-on experiences that children can directly engage in to choose appropriate activities and materials. Teachers consciously include the curriculum content as they guide the activities, creating real experiences for children to interact with the cultural environment. It's through these genuine experiences that children develop an interest and emotional connection to traditional cultural customs, making them more willing to carry on the culture and understand its significance for future generations.

This study selected the researcher's own operated kindergarten as the implementation target for the curriculum. Suitable customary activities for preschool children were chosen, such as writing spring couplets, thorough cleaning, and New Year's Eve dinner. A five-day themed curriculum was designed to provide children with opportunities for experiences, sharing, integration, and re-practicing of culture.

The teachers selected the Lunar New Year as the curriculum theme, clarifying the most relevant cultural significance for the children. They extended the planning to include activities related to the Taiwanese Lunar New Year, providing children with rich life experiences. Next, the teachers considered the kindergarten's semester plan and daily routines. Based on their understanding of the children's experiences and backgrounds, they analyzed the differences between their own experiences, problems, and thoughts, and those of the children. From there, they designed feasible curriculum activities.

Throughout the course, the researcher observed curriculum implementation, aiming to deepen children's understanding of Taiwanese New Year customs. The goal was for children to share these experiences with their families, enhancing parent-child interactions positively. Feedback from children and parents affirmed the effectiveness of hands-on teaching methods. However, the diverse backgrounds of children necessitate careful consideration of curriculum content diversity and thoroughness.

P2-3K-28

Building Home – School Relationship Within School Community through Jolly Phonics Program in Kawakibi School - Indonesia

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Keywords: home-school relationship, school community, reading program.

Abstract

One of the essential steps in promoting young children's well being and their academic success in early childhood setting is purposefully establishing positive and trusted relationship for families and schools through a shared partnership. By facilitating an on going approach to sustain family engagement practices both in and out of the classroom, schools can help to build parents' capacity to effectively support their children's academic development, especially in reading and writing. This article provides an overview of the experimental research conducted over the last five years at Kawakibi School in Tangerang Selatan, Indonesia, using Jolly Phonics to teach reading and writing.

The research focused on the effects of home-school partnerships and family involvement on students' academic achievement, particularly in reading and writing. The home-school partnership is divided into four sections, each of which focuses on a different theme: (1) positive home and school partnership; (2) effects of family involvement; (3) engaging families; and (4) the successful Jolly Phonics reading program, which standardizes methods for teaching kids to read and write together.

It discusses the sociocultural ramifications of forming home and school partnerships and offers pedagogical suggestions for the entire school to help kindergarten teachers and children from a variety of family situations in enhancing their pre-reading and pre-writing skills development. It also explains the steps taken by school to provide more learning opportunities for parents, grandparents or care takers at home to learn be aware of the children's needs to learn in fun and effective ways.

This article explains and provides examples of how the Jolly Phonics reading program at Kawakibi School has actively involved all families in a paradigm shift away from teaching children to read and write by memorization or drill. Instead, they are able to use the program's effectiveness to support their kids' learning at home with more enjoyable, stimulating activities and successful outcomes.

P2-3K-29

Enhancing Teachers' Support for Children's Perception of Chinese Culture through "Chinese Mengxue Children's Stories"

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Keywords: Chinese cultural, pedagogical strategies, Mengxue Children's Stories

Abstract

“Chinese culture” refers everything that Chinese people are used to depending on in life, in which written Proverbs and old-saying and Chinese children’s primers were a historical testimony of Chinese culture stretching for thousands of years(Xu & Rebecca, et al., 2018).Other studies have shown that early childhood education is a crucial stage for developing cultural identity and understanding(Shih & Huang,2022), which should commence with their daily life experiences.

However, some research indicate that the children classical prime education practice doesn’t fit the children’s developmental characters and the pedagogical strategies employed are teacher-led (Duan,2011). These may not be congruent with the contemporary educational philosophy that places emphasis on child-centered learning and learning through play.

Particularly in international schools, there is an increased emphasis on fostering intercultural understanding (Hayden, et al.,2002). Some international schools in China place emphasis on integrating Chinese and Western cultures, while also emphasizing the preservation and respect of traditional Chinese culture(Sanders-Smith, et al.,2023). Therefore, strategically incorporating Chinese culture into the daily lives of children presents significant challenges for educators in this context.

Based on these, This study has developed a series of picture books titled "Chinese Mengxue Children's Stories", which are presented in bilingual. These books are designed to connect traditional Chinese culture with modern-day life by selecting content from traditional

Chinese primers that is relevant to children today. However, how teachers could use this set of stories in their practice with a child-centered approach becomes a practical challenge.

The purpose of this study is to explore pedagogical strategies that emphasizes the cultivation of relationships and interactive learning, and is developmentally appropriate to support young children's perception and appreciation of Chinese culture. The research questions are as follows:

What developmentally appropriate strategies can teachers use to support children's perception of Chinese culture through the use of "Chinese Mengxue Children's Stories"?

How does the use of "Chinese Mengxue Children's Stories" influence teachers' attitudes, knowledge, and confidence in supporting young children's perception of Chinese culture.

We adopted an action research approach, which involved two cycles of choosing to changes, developing plans, taking action, reflecting on experiences, and sharing results. Participants were 10 teachers from 5 classes in one international educational foundation, and data was collected through classroom observation, teacher interviews, and surveys. This approach allowed us to engage in a collaborative process that emphasized practical application and continuous improvement.

The findings indicated that teachers have gained more strategies in using “Mengxue children’s stories” to support children's perception of Chinese culture. They have become better equipped to integrate Chinese cultural elements into their teaching practices. The stories were found to positively influence teacher attitudes, beliefs, and practices towards to support for Children's Perception of Chinese culture. Specifically, it increased teachers' knowledge and confidence in supporting children’s perception of Chinese culture.

Additionally, this research offers practical insights into how to conduct Chinese cultural education in a way that is developmentally appropriate for young children in the context of international education and multiculturalism.

P2-3K-30

How Has the Concept of "Understanding Children" Been Interpreted throughout the History of Early Childhood Education in Japan?

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Keywords: understanding children, understanding young children, research transition

Abstract

The phrase “understanding children” is widely used in the field of early childhood care and education in Japan. It is often seen as fundamental to childcare specialization, reflecting the belief that “understanding young children is the starting point for effective childcare.” However, the term’s meaning can be ambiguous, depending on the interpretation and context in which it is used. While ambiguity can offer versatility, there has been insufficient focus on the importance and expertise of “understanding children,” and the term has become intuitively convenient for researchers and childcare providers.

The study examines how the phrase “understanding children” has been regarded in the field of early childhood care and education in Japan by analyzing relevant previous literature and identifying issues posed by the phrase. The goal is to reinterpret it to ensure it remains a meaningful term and a substantive concept.

The National Institute of Informatics’ CiNii Articles Database was used to identify previous studies with clearly stated research objectives, methods, and results. The trends in research were then analyzed based on the interpretation of the use of “understanding children” in each study.

The search identified 203 papers, which were classified into eight interpretations and three trends. The first trend focused on positioning “understanding children” in terms of actions and consisted of two interpretations. Studies of this type tended to parse teachers’ methods for “understanding children,” examined acquisition and transformation processes, and attempted to provide insights into professionalism and practice. The second trend featured studies that approached “understanding children” conceptually and consisted of four interpretations. These studies tended to define “understanding children” by focusing on the embodiment of the term’s characteristics. The third trend featured studies that used “understanding children” in a self-evident

manner and consisted of two interpretations. These studies tended to use “understanding children” as a predefined phrase without providing a specific definition of their own, while analyzing problems related to childcare practices and providers.

The results indicated that the generalization of the term “understanding children” was due to its use as a substitute for teachers’ actions. In addition, research on “understanding children” itself has encouraged the phrase’s self-evident usage, bolstering its perception as conventional wisdom in childcare and early childhood education. Furthermore, the study showed that the difficulty in defining “understanding children” lies in the fact that its meaning can inherently change depending on the specific context surrounding a particular childcare activity. Hence, it is left to the user themselves to define it, and depends on the reciprocity between the child and childcare provider.

P2-3K-31

Parental Depressive Symptoms and Parenting Outcomes: Testing Dyadic Dynamics Using Actor– Partner Interdependence Model

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Keywords: parental depressive symptoms, responsiveness, parent-child bonding, family dynamic, actor– partner interdependence model

Abstract

Parental depressive symptoms, beginning in the early years of a child's life, can have negative and enduring effects on child development (Korhonen et al., 2012). Parents experiencing postnatal depressive symptoms often exhibit low mood and fatigue, which may cause challenges in being responsive and developing emotional bonding with infants (Cheung & Theule, 2019; Lau et al., 2024). Based on family system theory, fathers and mothers are closely interdependent, and their depressive symptoms may influence their own parenting outcomes (actor effects) and their partner's parenting outcomes (partner effects) (Marrs et al., 2014). However, there is a limited studies that have comprehensively examined both mothers and fathers, taking into account simultaneous assessment of variables to understand their dynamics. Existing studies have yielded inconsistent results. For example, one study reported actor effects for both fathers and mothers but only maternal partner effect in the association between postnatal depressive symptoms and bonding (Fentz et al., 2023), while another study have found only actor effects (Seefeld et al., 2023).

This study aimed to examine actor and partner effects in the association between parental depressive symptoms and parenting outcomes with the aim of contributing further evidence to enhance our understanding of family dynamics.

Research question: Are there any actor and partner effects in the association between parental depressive symptoms and parenting outcomes (i.e., responsiveness and parent-child bonding impairment)?

This study included 188 pairs of heterosexual married first-time mothers and fathers from Hong Kong. Both of them reported their levels of depressive symptoms and parenting outcomes (i.e., responsiveness and parent-child bonding impairment) at 4 months postpartum. Actor– Partner Interdependence Model analyses were used to assess actor and partner effects in the relations between parental depressive symptoms and 1) responsiveness and 2) parent-child bonding impairment, respectively.

In this study, significant actor and partner effects were identified (Figure 1 & 2). Both fathers' and mothers' depressive symptoms were associated with their own and their partners' parenting outcomes. Besides the same magnitude of partner effects, the actor effects, specifically the association between their depressive symptoms and their own parenting outcomes, were stronger for fathers compared to mothers. This difference could potentially be attributed to the traditional perception of mothers as primary caregivers within a family, which may result in them being more responsible for maintaining quality parenting and less influenced by their own depressive symptoms in their parenting behaviors (Christopher et al., 2015).

Parental mental health and early parenting can exert long-term effects on child development, extending even into adolescence and adulthood. The findings underscore the importance of early child care providers and family education practitioners in paying attention to the mental health of both fathers and mothers, as it can have an impact on both their own parenting outcomes and those of their partners. Given the enduring nature of depressive symptoms, it is essential to implement early prevention and intervention to enhance the welfare of both parents and children.

P2-3K-32

Exploring the Association Between Perceived ECEC Quality and Parents' Positive Emotions Towards Parenting Children Under 3 Years of Age

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(Kyoto University of Education)

Keywords: parental positive emotions, ECEC settings, parenting support, ECEC quality, hierarchical multiple regression analysis

Abstract

The importance of supporting parents to experience the joy of child rearing is emphasized in Japan's day nursery care and education guidelines. Empirical evidence suggests that positive parenting emotions significantly influence parent-child relationships and child development (Dix, 1991). Studies have shown that high-quality ECEC positively impacts parent-child relationships (e.g., NICHD ECCERN, 1999; Owen et al., 2000). However, the specific contribution of ECEC quality to parents' positive emotions about parenting remains inadequately explored. In high-quality ECEC settings, parents may perceive practitioners' sensitivity and responsiveness towards their children, fostering a sense of security and well-being of children. Furthermore, there is a possibility that parents themselves can gain a sense of reassurance through a trusting relationship with practitioners. Through these perceptions, parents' positive emotions towards their child and child rearing may be enhanced.

This study aims to investigate the association between parents' perceived ECEC quality and their positive emotions towards child rearing. The research question is: Does parents' perception of ECEC quality encourage positive emotions towards child rearing?

We conducted an online questionnaire survey. Quantitative analysis was performed on the responses of 886 Japanese parents who are registered monitors of a survey company and are raising preschool children, specifically those with the youngest child aged 0 to 2 years old. Those who agreed to a written explanation of the purpose and protection of personal information were included in the survey. Additionally, the survey underwent ethical review by the affiliated

institution. Survey items included parent and child demographics, emotions about parenting, social support, and perceived quality of ECEC.

Firstly, we conducted an analysis of variance to examine whether attending ECEC settings influences positive emotions towards parenting. Positive emotions towards parenting were set as the dependent variable, while the child attending ECEC settings and the child's age were considered as the two factors. The results showed that the attendance of children at ECEC settings was not statistically significant. Next, for cases where the child attends ECEC settings ($n=286$), hierarchical multiple regression analysis was conducted with positive parenting emotions as the dependent variable. Independent variables included child factors (gender, age), parent factors (gender, education level, household income, perception of caregiving responsibility), social support (support from spouse, relatives, friends, support obtained from information media), and perceived quality of ECEC. Among child and parent factors and social support, spousal support was significant ($p<.001$), while other variables were not significant. After controlling for these variables, parents' perception of ECEC quality was significant ($p<.01$). Regarding negative emotions, the perception of ECEC quality by parents did not show statistical significance. In supporting parents' positive emotions towards parenting, it is suggested that enhancing the quality of ECEC, which includes the quality of practitioner-child interaction and the quality of relationship with parents through effective communication to parents, may be essential.

P2-3K-33

Parental Involvement, Marital Satisfaction, and Their Associations with Children's Emotional Abilities: National Longitudinal Study of Child Development and Care

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Keywords: parental involvement, marital satisfaction, emotional abilities, longitudinal study

Abstract

Chen, Lin, Lu, & Chang (2022) found that parental involvement is crucial for children's development, and higher marital satisfaction leads to better co-parenting. However, data from the Ministry of the Interior in Taiwan (2024) indicated that over 30% of divorces occur within the first 5 years of marriage in recent years.

Understanding the impact of changes in marital relationships after the birth of a child on children's emotional development is a topic of interest for researchers.

This study utilized data from the "National Longitudinal Study of Child Development and Care." collected by National Taiwan Normal University, focusing on data from the first wave at 3 months old (T1) and the sixth wave at 36 months old (T2). The study analyzed dimensions such as parental involvement, marital satisfaction, and emotional abilities based on questionnaire responses. The research aimed to examine changes in parental involvement and marital satisfaction from 3 months to 3 years after a child's birth and their impact on children's emotional abilities. By combining the two waves of data, a sample of 5,409 biological parents of children aged 3 was selected for descriptive statistics, paired sample t-tests, independent sample t-tests, Pearson correlations, and regression analysis to gain insights into the current situation.

1. Marital satisfaction decreased significantly while parental involvement increased significantly from 3 months to 3 years after the child's birth.
2. After dividing marital satisfaction into high and low groups, it was found that children in the high marital satisfaction group demonstrated significantly better emotional abilities than those in the low satisfaction group.
3. Paternal involvement could predict marital satisfaction, especially paternal involvement at the age of 3 was more critical.

Based on the above results, enhancing parental involvement and increasing marital satisfaction can promote children's emotional development. The findings highlight the significance of parental involvement and marital satisfaction in children's emotional development, emphasizing

the importance for relevant educational institutions to focus on strengthening parenting skills and enhancing marital satisfaction.

P2-3K-34

Reflecting on How to Approach the Cultural and Language Barriers of Preschoolers: Redirecting Attention or Nourishing Sense of Belonging

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Keywords: sense of belonging, togetherness, reflection, class management.

Abstract

Every August is the first month of non-profit preschools in Taiwan. Facing a class of 30 crying 3-year-old new preschooler, how to reduce separation anxiety and adapt to the new environment is a big challenge for most teachers. Especially when there is a girl among the new preschooler ~ Qingqing who has just returned to Taiwan from Japan and can only speak Japanese and English. In the second week of August 2022, when Qingqing entered the classroom for the first time, due to language barriers and fear of unfamiliar environments, all kinds of insecurity and anxiety turned into loud cries. When a new child enter preschool, separation anxiety is a major test for communication and trust between teachers and children. Teachers usually use language that children can understand to make children feel that their emotions are empathized and their worries are seen, resulting in a sense of security. However, when teachers and children cannot communicate directly in language and cannot feel the warmth of language, how can we make children feel at ease in the unfamiliar environment and be able to be themselves freely? In addition to accompanying and listening, teachers have tried many other ways and found out that create a common atmosphere of the group, including encouraging children to chat together, laugh together, and learn together is a very effective way to help new preschoolers relax and feel at ease, not only Qingqing but also the other children.

This study interviewed teachers about their thoughts on class management at the beginning of the preschool year, and reviewed Qingqing's integration into preschool life in Taiwan for one and half years. All interview recordings were translated into narrative scripts for analysis. Results showed that at first teachers must help the new preschooler identify and belong to their group, so that they can be more engaged in various curriculum activities. The following are the key points of our revised plan for the beginning of preschool: (1) Listen and feel the psychological needs behind children's language and body language (2) Intentionally accompany children one-on-one in daily routines. (3) Safe and comfortable classroom environment (4) Consciously create a common atmosphere among children. In conclusion, this study found that children's insecurity when they first enter school leads to maladaptive behaviors. It is very normal for teachers to feel anxious and

exhausted when facing a group of unfamiliar children at the beginning of the school year. However, when teachers open hearts, listen to the voices of children, respond to their appeals and bravely face this group of children, they will become a harmonious and happy class.

P2-3K-35

The Positive Gestures in Determining the Success of Reciprocal Relationships between Teacher, Parent, and Young Children

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Keywords: positive gesture, reciprocal relationships, parents, teacher, and children

Abstract

Children are excellent and reliable researchers, everything that adults display will always be a concern and examples that will be imitated including gestures or what we often call body language. Therefore, what is always displayed by adults around him such as teachers and parents must be true and make him feel comfortable so that the mutual relationship between the two becomes good and smooth. In this article in general we will discuss what is meant by body language and what are the types. In particular, it will examine whether body language has an impact on the child's response and what kind of gestures will have an impact on the child's response. This article aims to determine the influence of adult body language in determining the success of the reciprocal relationship between teachers / parents and children by conducting mini review techniques. Make a study using the latest literature that has been used before, which will be divided into sub-themes, including: (1) Defining gestures (2) Explaining the types of gestures (3) The impact of gestures on children's responses (4) Positive body language produces a positive reciprocal relationship between parents / teachers and children. Gestures are an intellectual resource in this process. The results of this article describe body language "as a window into the child's mind" which shows the importance of body language in determining the success of the reciprocal relationship between teacher and children.

P2-3K-36

KEEPing the Spark: Nurturing English Language Proficiency in Hong Kong Local Kindergartens

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Keywords: professional development, English as a second language, whole-school approach

Abstract

English's role as a universal language has contributed to the global trend of teaching English as a second language (ESL) to young learners, notably in Asian regions like Taiwan, Hong Kong, and mainland China (Ng, 2013). In Hong Kong's unique biliterate and trilingual environment, English proficiency is essential for a child's future success (Leung, 2021). Still, challenges arise from the insufficient professional training for English teachers, inadequate curriculum support, and students' limited exposure to a second language (Ng & Rao, 2013). This study addresses these issues to better inform educators and policymakers about enhancing English teaching and learning, particularly in early childhood education (ECE) in Hong Kong.

The Kindergarten Early English Project (KEEP) was launched in 2022 to enhance Hong Kong local kindergarten English teachers' efficacy and capacity in teaching English and develop a suitable curriculum for teaching ESL in local schools. This project also aims to cultivate kindergarten students' interest and ability in learning and using English.

This study adopts a mixed-method approach to analyse the qualitative and quantitative data collected from document reviews, field observations, interviews, focus groups, performance assessments, and questionnaires.

Participants:

Five kindergartens under the same charitable organisation participated, involving five kindergarten principals and ten K2 and K3 teachers responsible for English teaching and curriculum development. Additionally, each participating school chose five classes of K2 students (about 20 students on average per class) for participation.

Research Procedure:

The project consists of two stages (see Appendix 1). In Stage 1, five themed workshops were organized to enhance teachers' pedagogical competency across various aspects. Tasks were assigned after each workshop, where teachers videotaped their classroom practice and received individual feedback from workshop lecturers. To assess the impact of these workshops, classroom observations were conducted, and teachers were asked to complete the Early Literacy and Language Self-rating Survey (ELLSS, Polk, 2013) before and after attending the workshops.

In Stage 2, a coach was assigned to each of the five K3 teachers who participated in the workshops at Stage 1. Monthly in-class coaching and continuous mentoring was provided to the teachers to support their pedagogical practice throughout the semester. Four classroom observations were documented using field observation notes, an evaluation checklist (Ng, 2013) In Stage 2, a coach was assigned to each of the five K3 teachers who participated in the workshops at Stage 1. Monthly in-class coaching and continuous mentoring was provided to the teachers to support their pedagogical practice throughout the semester. Four classroom observations were documented using field observation notes, an evaluation checklist (Ng, 2013) and the Input Quality Observation Scheme (IQOS, Lai-Reeve et al., 2018) before, during and after the coaching sessions. Meanwhile, we also assessed students' English literacy skills using the International Development and Early Learning Assessment (IDELA) and classroom English environment using the IDELA-Classroom Environment (IDELA-CE) tool before and after coaching. Following the coaching period, the project team worked collaboratively with the schools to review and enhance their whole-school English curriculum.

Finally, focus group interviews were conducted with five school principals and five in-service English teachers to collect information about their experiences and perceptions of the project.

Current practices and implications gained from Hong Kong local kindergarten's ESL teaching were shown from its unique education environment, dynamic learning context, pedagogical practices, and the L2 users' motivation and linguistic confidence. Professional development, coaching and curriculum enhancement improved kindergarten teachers' self-efficacy and ESL pedagogical skills, enhanced classroom English environment, and effectively fostered the students' overall English language proficiency and communicative competence.

P2-3K-37

Research on the Planning Process of the Mixed-Age Institutional Childcare Environment for 0 to 3-Year-Old Infants and Toddlers

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Keywords: institutional childcare, daycare center, mixed-age childcare, environmental planning, action research

Abstract

This study uses action research to conduct environmental planning and renovation in a public daycare center in New Taipei City that wants to transform from age-specific childcare to mixed-age childcare that implements the "home" concept. The center has 4 activity rooms, each of which accommodates 15 to 20 infants and young children aged 0-3.

The researcher led the child care center director, 16 childcare caregivers and staff in a fully participatory manner to design this study based on education and care concepts, environmental planning principles, infants and young children's needs, and the childcare caregivers' perspectives.

Although this study is conducted with limited funds and space, we try to apply the action strategies, discover problems, then develop strategies and implement them. It is expected to create a "home" atmosphere, facilitate and promote social interaction and healthy development of infants and young children, and provide the professional knowledge of age-specific care and mixed-age collaborative education and care to the caregivers.

This research process lasted for three years. Through the analysis of qualitative data such as observation records, educational care records, meeting records, training feedback and interviews, the findings of the research are:

- (1) The value, and belief, professional competence, and problem-solving abilities of institutional managers and caregivers affect the effectiveness the environmental planning.
- (2) The planning of a mixed-age childcare environment with the concept of "home" can facilitate the adaptation and learning of infants and toddlers, and provide childcare caregivers with educational and care needs.
- (3) With limited funds and insufficient space, there can be corresponding strategies to meet the needs of infants and young children's growth and development and the work needs of childcare caregivers, such as using recycled materials.
- (4) Other problems and challenges faced by environmental transformation, such as parent

opinions.

Finally, following the research process and findings, suggestions are made to the government, childcare institutions, and caregivers.

P2-3K-38

The Effectiveness of Ecoparenting to Improve Environmental Literacy in Early Childhood

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Keywords: Ecoparenting, environmental literacy, early childhood

Abstract

Environmental literacy is the ability to recognize that one's choices have an impact on the environment, to identify the most sustainable solution to a problem, and to be able to act in the most environmentally friendly way on that solution (E. Wu, J. Cheng, and J. Zhang , 2020). Environmental literacy is not only about knowledge but also about how to convey messages about the importance of encouraging awareness and motivating people to take action to protect the environment (S. Y. Liu, S. C. Yeh, S. W. Liang, W. T. Fang, and H. M. Tsai , 2015). Environmental literacy is the unity of a person's knowledge, attitudes, and behavior towards the environment and how he solves environmental problems. Parents have a significant responsibility in educating children to become individuals who care about the environment. Empowering parents to become environmental literacy agents has important implications for increasing children's awareness of environmental problems, how environmental literacy influences children's attitudes and behavior, and developing their knowledge and skills. We have conducted previous research on developing an Ecoparenting model to increase environmental literacy in early childhood. It involves teaching children about environmental awareness and encouraging them to adopt a sustainable lifestyle. This involves parents' awareness of the environmental impact of their decisions and actions on children and efforts to teach children sustainable environmental values.

This study aims to see the effectiveness of the implementation Ecoparenting model to increase environmental literacy in early childhood.

This study used a quantitative approach by testing the effectiveness of the Ecoparenting model through a quasi-experimental design. The effectiveness test was carried out to see whether there was an increase in environmental literacy in early childhood before and after parents implemented the Ecoparenting model. Data collected from three kindergartens in three provinces (P) in Indonesia.

The results of the t-test : paired two samples for means in three provinces showed that because the value are 0.00 was smaller than the significance of α 0.05 . They showed that

ecoparenting interventions has a significant effect on increasing children's environmental literacy. The results of calculating the N-Gain Score are 0.81 (P1); 0.70 (P2); and 0.82 (P3). They showed that there are significant difference between children's environmental literacy before and after being given the Ecoparenting model intervention. The results explains that ecoparenting can improve environmental literacy in early childhood effectively.

P2-3K-39

Examining Simile and Metaphor Comprehension in Young Children: From Derivation of Scalar Implicatures to Awareness of Interpretation Authenticity

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Keywords: simile comprehension, metaphor comprehension, scalar implicature, interpretation authenticity

Abstract

The comprehension of figurative language is an important tool of the mind in everyday communication and learning. The ability to comprehend figurative language starts to develop in early childhood, and similes and metaphors are suitable materials for observing the development of figurative language comprehension in young children. Similes and metaphors differ in their semantic content. The ability to comprehend similes or metaphors depends on various factors. Deriving scalar implicatures affects simile comprehension performance, whereas awareness of interpretation authenticity contributes to metaphor understanding. Accordingly, this study explored simile and metaphor comprehension in young children aged 3–6 years, investigating the roles of scalar implicature derivation and interpretation authenticity awareness to enhance understanding of figurative language development in preschoolers.

The aim of this study explores the differences in comprehension of similes and metaphors among children aged 3-6 years old and to explain how the development of figurative language comprehension in young children changes with age. This study explored the effects of the ability to derive scalar implicature in young children's simile comprehension and examined the roles of awareness of interpretation authenticity in their metaphor understanding.

This study recruited 132 children between the ages of 3 and 6 and adopted a between-subjects age group design. A graphic-based choice test was administered to the participants individually to explore their comprehension of similes and metaphors. The research instrument was a figurative language comprehension test for young children, focusing on the perception of the figurative language form and the types of answers in comprehension results to clarify the effects of scalar implicature derivation and the awareness of interpretation authenticity.

The findings demonstrated differences in simile and metaphor comprehension among 4-year-old preschoolers, and these differences became less pronounced starting at age five. For simile comprehension, 4-year-old preschoolers showed a considerable decrease in literal answers compared with 3-year-old preschoolers. Four-year-old preschoolers selected more appropriate

figurative meaning answers, beginning to understand “X is like Y” and commenting “X is not Y.” Regarding metaphors, 5-year-old preschoolers selected more answers conforming to world operation rules and significantly outperformed 4-year-old preschoolers in selecting figurative meaning answers. These findings imply: 1) Children experience rapid growth in simile comprehension at age four; deriving semantic content influences early simile comprehension outcomes. Children at this age should possess skills for understanding similarity and deriving scalar implicatures. 2) At age five, children rapidly increase their metaphor comprehension ability, becoming sensitive to interpretation authenticity and selecting answers that align with world operation rules. Because the present study used familiar concrete figures and animals as tenors and vehicles and employed the simplest forms of similes and metaphors, children exhibited early maturity in comprehending this type of figurative language. Future studies should use similes and metaphors of varying difficulty to understand children’s evolving comprehension patterns.

P2-3K-40

Progressive Practice During Pandemic-Era eLearning

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Keywords: COVID-19, progressive education, child inquiry, eLearning

Abstract

In the late winter of 2020, the world was struck by a worldwide pandemic. Against this background, this presentation explores the experiences of teachers and preschool children in a progressive preschool, Yew Chung International School (YCIS), as they attempted to translate their face-to-face practices to a virtual learning environment. Our examination focuses on how teachers strove to maintain inquiry-based learning and an emergent curriculum when adapting to their new educational circumstances. Hence, this study explores the limits and possibilities of progressive practices.

Two overarching questions guide this study: 1) How did teachers attempt to use progressive practices in a preschool classroom during online learning? 2) How did teachers work with families to create inquiries and social experiences for children at home?

Methods

This intrinsic case study (Stake, 1995) explores practices in a single classroom of three-year-olds at YCIS. Data were collected from August 2020 through May 2021. Data sources include lesson plans (February - June 2020), documentation collected by parents in collaboration with the teachers, and hour-long semi-structured interviews with two teachers (Ms. Yu and Ms. Maeve).

Ms. Yu and Ms. Maeve struggled with the lack of inherent child-centeredness the virtual learning platform offered and looked for ways to continue to support children's active learning. Through experimentation, they found avenues for investigation, primarily through the use of suggested home learning activities to be facilitated by adults at home. For example, children explored concepts of size and measurement by using different household items to measure objects. They found it was in children's at-home distance learning activities, rather than during group Zoom sessions, that children had opportunities to go through the inquiry cycle of noticing, questioning, investigating, and taking action (Murdoch, 2019).

Lack of socialization between the children was a significant concern for the teachers.

While teachers tried to facilitate socialization between the children and create opportunities for one-on-one meetings that allowed teachers and children to socialize together, true collaborative work was not possible.

The attempts by Ms. Yu and Ms. Maeve to maintain the tenets of a progressive school philosophy that includes an emergent curriculum and inquiry-based pedagogy may reveal some non-negotiable elements of progressive practice that are important for teachers in other progressive and/or child-led contexts to be aware of. The teachers attempted to maintain child-centered practices like observing and noting possible interests as part of carrying out an emergent curriculum. Adults at home cooperated by sending teachers documentation, therefore helping to bridge home and school. Yet, they were not a part of the full collaborative process that includes collection, reflection, and planning that is advanced by many early childhood educators engaged with progressive practices (e.g., Helm & Katz, 2016; Stacey, 2009). Most significantly, children could not collaborate together or with their teachers in inquiry work. We are left with the question: When does the practice cease to be inquiry from a socio-constructivist perspective? Is it enough that children have opportunities for investigation even when they cannot collaborate with other children and their teacher?

P2-3L-01

How are New Physical Movements Created from Children?: Through the Analysis of Vaulting Box Activity in Preschool

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Keywords: preschool, creativity, body, physical sensation

Abstract

Early childhood education facilities may offer physical activities to strengthen the body. In the past, most attention in early childhood education has focused on how children acquire motor skills. However, it is thought that children may find enjoyment and engage in physical activities using exercise equipment from a unique perspective that differs from that of adults. Regarding children's engagement with their environment, it has been shown that atypical and unusual uses that deviate from the standard uses assumed by adults are observed, leading to the development of play (Matsui 2017). In other words, it is believed that children are seen to enjoy themselves creatively beyond the framework based on the content presented by adults.

Regarding creativity, Suwa (2018) emphasizes the importance of immersing oneself in the world one is engaged in, confronting the physical sensations it evokes, and offering one's unique interpretation. We believe that one part of the idea generation process can be clarified by focusing on the physical sensations felt in the body and what kind of unique interpretations are produced. Therefore, this study focuses on children's creativity in exercise situations using gymnastics equipment.

This paper focuses on the process by which new movements are generated from children and clarifies the process of idea generation through the body. Specifically, first, it clarifies aspects of the body by focusing on children's bodily experiences in their direct relationships with things.

Second, based on the depiction of the aspects of ideas that are generated in relationships, the process of idea generation will be considered.

Participant observation was conducted once a week in a preschool. In this paper, the vaulting activity during gymnastics time was the subject of the analysis. The study was approved

by the Research Ethics Review Committee.

Based on the shape and characteristics of the vaulting board, we examined what kind of movements were elicited in direct engagement with the vaulting board and what kind of bodily sensations were generated in the process. As a result, we found that the children repeatedly tensed and relaxed their hands and feet as they moved on the vaulting board. It is thought that the children were skillfully adjusting their bodies, repeating tension and relaxation as they moved their bodies and engaged with the vaulting board.

In the vaulting box activity, movements such as penguins and frogs were produced by the children. These movements were similar to those specific to the shape of the vaulting box, and were thought to be related to the physical sensation of the characteristics of the objects involved. In addition, because the movements were different from those of daily activities, it is thought that the children were triggered by "unusual physical sensations", and that the physical sensations and movements were connected to the images, which in turn generated new ideas.

P2-3L-02

Exploring the Impact of Dietary Education in Taiwan and Japan on Food Selectivity Behaviors in Children with Autism Spectrum Disorder: An Initial Investigation

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Keywords: dietary education, autism spectrum disorder, food selectivity behaviors

Abstract

This study aims to compare the effects of dietary education in Taiwan and Japan on food selectivity behaviors in children with Autism Spectrum Disorder (ASD). With the reform of early childhood education policies in Taiwan, inclusive education has become mainstream in Taiwan's preschool special education. The food selectivity behaviors of children with ASD have attracted researchers' attention.

This study serves as an initial investigation aiming to explore the impact of differences in dietary education between Taiwan and Japan on the eating fixation behavior of children with ASD. The findings of this study are intended to guide the direction of our future research endeavors. The research questions include: (1) Does dietary education among preschool educators in Taiwan influence the eating fixation behavior of children with ASD? (2) Does dietary education among preschool educators/caregivers in Japan influence the eating fixation behavior of children with ASD?

This study collected data through non-participatory observation, anecdotal records, and interviews. We documented the dining situations and event handling of children in five preschools in Taiwan and Japan for comparison and analysis. Additionally, employing a semi-structured format, we conducted face-to-face or online interviews with four preschool educators from Taiwan and two from Japan. The interviews were recorded, transcribed, and qualitatively analyzed through coding and categorization based on the research questions.

The results show preschools in Taiwan usually provide lunches, while in Japan, parents prepare lunch boxes themselves. Therefore, Japanese parents can prepare lunches that meet the special dietary needs of ASD children, whereas this is not possible in Taiwan. Furthermore,

Taiwanese preschool teachers typically emphasize ensuring that children finish their lunches within the specified time, which may lead to conflicts with ASD children if they exhibit food selectivity behaviours. On the other hand, Japanese caregivers focus more on children enjoying the dining process rather than emphasizing the time limits of meals. In Taiwan, preschool teachers often encourage children to try new foods for ASD children with food selectivity behaviors, which may be a significant challenge, while Japanese caregivers encourage children to finish their lunch boxes. Finally, the researchers suggest that we can learn from the dietary education practices of both sides and integrate effective strategies into Individualized Education Plans for children with ASD, providing education services that better meet their special needs.

P2-3L-03

Support for Young Kindergarten Teachers Regarding Education of Children with Special Needs: A Case Study on Practice by a Kindergarten Counselor in Japan

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Keywords: support for young kindergarten teachers, children with special needs, in-service training, clinical psychologists, consultation

Abstract

Although many kindergartens in Japan are attended by children with diagnoses of or tendencies toward developmental disabilities, there are limited opportunities for pre-service kindergarten teachers to learn to teach these children practically. Therefore, young teachers must learn how to teach such children during in-service training. To assist these teachers, there are clinical psychologists called “kindergarten counselors” (KC) in several prefectures in Japan, such as Kyoto and Osaka.

The purpose of this study is to examine effective in-service training for young teachers to teach children with special needs through a case study of KC practices.

This case study used qualitative research methods. Data were obtained from consultations (including observations of the children) with one teacher and interview transcripts. The teacher was in her third year of teaching and was in charge of a three-year-old’s class. KC (1st author) visited the kindergarten every other month, observing five to six children each time and consulting with their teachers. Five consultations were conducted with the teacher throughout the year.

During the initial consultation at the beginning of the school year, regarding the subject child, the teacher said, “I feel like I don’t even know what I don’t know about the child.” She expressed concerns about many aspects of the child. However, the KC offered advice only on the following points: (1) prioritizing getting the child accustomed to their new class and the teacher, and (2) communicating with the child in a language that would be used with children one year younger than this child’s actual age. Two months later, the child was able to form an attachment with the

teacher, and the teacher was became aware of the child's development. In November, the teacher and KC discussed the child's anxiety when the teacher left the child. The KC observed teachers holding hands with this child and explained that teachers needed to consciously stay away from the child. When the teachers practiced this, she reported that the child was able to do more things on their own. During the last consultation of the year, they were able to discuss the transition from individualized to group-oriented care for the child.

Subsequently, a short interview was conducted with the teacher, during which she was asked about the significance of the KC. She stated that when she had questions about the child, she would ask them at the next consultation. She also said that talking to the KC made her feel better and inspired her to practice the following day.

It was suggested that regular visits and consultations with a clinical psychologist can help young teachers answer their questions, feel better, and motivate them to teach children with special needs. This provides educational opportunities for young teachers who lack knowledge and experience. The use of external resources in kindergarten teachers' in-service training was also discussed.

P2-3L-04

Exploring Reciprocal Relationships Among Children with Special Needs, Teachers, and Peers in an Inclusive Preschool Environment in Taiwan

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Keywords: children with special needs, Inclusive practice in preschool, reciprocal relationships, early childhood education, relationship with teachers and peers.

Abstract

Inclusive preschool environments play a crucial role in fostering positive reciprocal relationships among children with special needs, teachers, and peers. The beneficial effects of inclusive classrooms, where children with disabilities have the opportunity to learn alongside their peers, have been extensively discussed by Diamond and Carpenter (2000) and Bartos (2023). Their research endeavors to deepen our understanding of inclusive practices in early childhood education. Strategies such as peer modeling, peer-mediated support, and helping behavior are utilized to facilitate the establishment of reciprocal relationships between children with special needs and their peers. Diamond and Carpenter's study highlights young children's capacity for empathy and cooperation towards peers with disabilities. Bartos' research further explores the reciprocity in relationships between children with and without disabilities, emphasizing the holistic development fostered in inclusive classrooms. Insights from UNESCO's theme report (2024) underscore the global significance of quality inclusion in early childhood education and advocate for transnational frameworks to support its implementation. Conducted in an inclusive preschool environment in Taiwan, this study aims to identify types of reciprocal relationships, explore their development, and propose strategies for their promotion. By addressing these objectives, the research aims to enhance inclusive experiences for all children and inform policy implications for early childhood education worldwide.

Using observation and focus group methods, three inclusive preschool settings in Taiwan were observed, each comprising 4-6 teachers in three separate focus groups. The observation period facilitated an exploration of the evolving dynamics of reciprocal relationships across various contexts within the inclusive preschool environment.

The findings reveal that reciprocal relationships in inclusive preschool settings undergo a developmental trajectory, often transitioning from negative to positive reciprocity. Establishing positive reciprocal relationships necessitates the creation of secure, accepting, and respectful learning environments. Key strategies for fostering positive reciprocal relationships include open communication, empathy through active listening techniques, the "I-method" (identifying, expressing, and empathizing with feelings), and the "no-loses method" (seeking solutions that benefit all parties involved).

Various types of reciprocal relationships were observed, including peer support, teacher-student collaboration, and cooperative learning activities. Positive reciprocal relationships were characterized by mutual respect, empathy, and a sense of belonging among all participants.

To promote positive reciprocal relationships, it is imperative to prioritize the creation of inclusive and supportive learning environments where every child feels valued and included. This entails implementing inclusive practices, fostering open communication channels, and providing ongoing professional development for teachers to enhance their relationship-building skills with children with special needs.

In conclusion, this study underscores the significance of reciprocal relationships in inclusive preschool environments and offers insights into their types, development, and promotion. By cultivating positive reciprocal relationships, inclusive preschool settings can establish a supportive and enriching learning environment for all children, irrespective of their abilities.

P2-3L-05

The Impact of Cooking on Social Development of Children with ASD: An Action Research

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Keywords: children with ASD, cooking, social development

Abstract

The DSM-5 criteria, as outlined by the CDC (2022), necessitated continuous behavioural support to improve the social skills of children with ASD due to persistent deficits in social communication and repetitive behaviour. Individual observations from the practicum centre I was involved with, which applied structured ABA(discrete trials), highlighted that children exhibited lower enjoyment and limited skills generalization in the training sessions. This observation prompted an exploration of play-based interventions in this study. Cooking intervention might be a naturalistic approach to enhancing social skills; it supported by the findings of Malik (2019), who revealed a positive outcome for children with an autism spectrum disorder in improving their social communication skills by using cooking interventions in a school setting. Inspired by the findings, I was motivated to incorporate cooking at my practicum centre to examine its impact on the social skills and skill generalization of children with ASD.

The purpose of this study was to investigate how cooking affects the social communication skills of children with autism in a special childcare center in Hong Kong. This study explored two questions: 1) what is the impact of cooking intervention on the social communication skills of children with autism in a special childcare center in Hong Kong? and 2) how can the social skills cultivated through cooking interventions be effectively applied and transferred to various contexts?

This study was action research focused on two 4-6-year-old children with autism enrolled in this researcher's practicum special childcare centre and attended the center at least once weekly. Additionally, it included two therapists who served as the children's primary trainers.

First, baseline data were collected before the cooking lessons using an assessment tool developed by my practicum center. The assessment tool recorded children's performance in every trial when assessing their IEP.

After baseline, the two children participated in four weekly cooking sessions, each lasting 30 minutes. The educational approach was adjusted to enhance children's social skills, adopting strategies such as using visual aids, modification of verbal instructions, and strategic alterations to the physical environment. Moreover, social skills were fostered through peer assistance to encourage cooperative behaviour and the application of open-ended questions to stimulate engagement. Observation checklists were used during each cooking session to track children's social skills and interactions with each other.

After the 4-week intervention, post-data were collected using the same assessment tool developed by the center. Lastly, the two therapists were interviewed to explore their perceptions on the impact of the cooking intervention and the potential for skill generalization.

The finding revealed that both participants achieved social communication goals during cooking activities. Besides, the interview results stated that the cooking intervention offers a more naturalistic and playful approach for generalizing social communication skills in children with ASD, promoting high engagement and enthusiasm in the activities. These results indicated the potential of cooking interventions to improve social communication skills for children with ASD in the long term.

P2-3L-06

Teacher Support State in Chinese Early Inclusive Classroom Based on the Quality Evaluation Dimension of ICP

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Keywords: teacher support, early inclusive classroom, China

Abstract

Aim

This research intends to find out the current status of teacher support in Chinese preschool-inclusive classrooms and explore the environmental and perceptual factors that influence teachers' practices.

Background

Teacher support plays an important role in preschool-inclusive education. High-quality support creates better learning environments for children with special educational needs and can be beneficial to the development of them.

Method

26 classrooms from 7 different areas, including both urban and rural areas, which provide inclusive education services participated in this research. Inclusive Classroom Profile (ICP) was used in this research to evaluate teacher support behavior. After observation, an interview would be taken for each teacher of the classrooms (n=26) about the difficulties in inclusive classroom, their teaching philosophy and their perceptions of the dimensions of supportive behavior involved in ICP.

Result

- A) The overall level of teacher support in Chinese preschool-inclusive classrooms is low, but in several dimensions, like Adaptions of Space, Materials and Equipment and Family-Professional Partnership and Cooperation, Chinese teachers' support was highly scored.
- B) All three subjects - kindergartens, teachers and children - involved in inclusive education practices have an impact on the quality of teacher support. For kindergarten, the quality of support was affected by both activity structure and directors' training. For teacher, teachers' own

experiences, inclusive philosophy and the competency towards early intervention have an impact on teachers' support. Child's different type and degree of disability can also have an impact on the quality of support.

C) There were some similarities between urban and rural teachers' perceptions of difficulties with inclusive practices. Both urban and rural teachers perceived the lack as being more difficult for improving the quality of inclusion (e.g., lack of assessment systems, learning objectives cannot be set flexibly, lack of intervention strategies for problematic behavioral strategies), and they commended that family kindergarten co-operation causes problems for teachers. However, fewer opportunities of professional support for rural area made the rural inclusive education more vulnerable than urban area.

Conclusion

The results of the study on the current state of teacher support show the impact of the lack of assessment tools for development and practice, the lack of systems for professionals, and insufficient training for inclusive teachers on the quality improvement of teachers' inclusive practice. Some insights for practitioners, policy decision makers and further research are provided: assessment tools were required by inclusive education teachers; teacher training should be provided, especially for rural kindergarten teachers, to develop teachers' philosophy of inclusive education and competency for early intervention; activities and materials should be adapted at the kindergarten level to support teachers' inclusive education practices.

P2-3L-07

A Study on the Relationship between Young Children's Happiness, Self-Resilience, and Self-Efficacy

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Keywords: happiness of young children, self-resilience of young children, self-efficacy of young children

Abstract

It is necessary to check the current status and direction of our early childhood education, which is a fundamental purpose of whole personality, as the number of young children and their families who express emotional maladjustment and concerns about their minds increases amid unpredictable social and cultural changes.

Happiness in early childhood is more important than ever, as early life happiness continues to affect the later part of life (Kwon Ki-nam, Sung Mi-young, 2010; Lee Kyung-min, 2014).

In addition, developing a stable self-image may be one of the most important tasks in early childhood. The main indicators that can confirm a stable self-image include self-resilience and self-efficacy.

Therefore, it is meaningful to understand the relationship between happiness, which is an important positive emotion in early childhood, and self-resilience and self-efficacy that can serve as the basis for achieving successful whole personality.

The purpose of this study is to investigate the relationship between young children's happiness, young children's self-resilience, and young children's self-efficacy in early childhood.

1. What is the relationship between happiness and self-resilience in 5-year-old children?
2. What is the relationship between happiness and self-efficacy in 5-year-old children?

For the purpose of this study, five kindergartens located in Seoul conducted a survey using questionnaires for 5-year-old children.

First, to measure the happiness of young children, a measurement tool developed by Lee

Jung-hwa (2005) was used by Kim Do-ran (2008) modified and supplemented to suit the level of infants

Second, the tool used to measure the self-resilience of young children, was adapted by Choi Eun-hye (2003) from CCQ (The California Child Q-set) developed by Block and Block (1969), and used in Baek Myung-joo's (2005) study.

Third, in order to measure the self-efficacy of young children, a questionnaire revised and supplemented by Choi Mi-hyang (2002) was used to measure the young children's self-efficacy test (YCSES) of Jeon In-ok (1996).

For data analysis, technical statistical results such as frequency, percentage, mean, and standard deviation using the SPSS program and correlation analysis (Pearson's correlation) were performed.

First, it was found that there was a high correlation between the happiness and self-resilience of young children. In addition, it was found that there was a very high correlation between the sub-region of happiness and the sub-region of self-resilience. Through this, it is necessary to develop and apply a program that can enhance early childhood happiness and strengthen self-resilience because it can be seen that young children's happiness and self-resilience are complementary to each other. In addition, it will be necessary for infants to reveal the specific relationship of each sub-factor.

Second, it was found that there was a high correlation between the happiness and self-efficacy of young children. In addition, it was found that there was a very high correlation between the sub-area of happiness and the sub-area of self-efficacy. The results of this study show the direction for early childhood education. A happy child can do anything.

P2-3L-08

**The Effect of the Quality of Childcare and Education on the Development of Children
in a Provincial Area in Japan**

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Keywords: the quality of childcare and education, longitudinal study, KIDS, provincial area in Japan

Abstract

Since 2022, the authors have been conducting a longitudinal study by surveying the development of children from nursery schools and kindergartens in a provincial area in Japan. In our project, we used questionnaires for parents and nursery and kindergarten teachers to determine the influences of the family and the quality of childcare and education on the children development. One previous study reported the research on parents of three-year-old children using “KINDER INFANT DEVELOPMENT SCALE” (KIDS). Girls showed significantly higher scores than boys except for the “Concept” (Hashimoto et al., 2023). Another previous study indicated that the development of one-year-old children was influenced by professional careers of nursery schoolteachers in charge (Fujisawa et al., 2017).

This study has two purposes. (1) Determining the effect of the quality of childcare and

education on the development of children from 3 to 4 years old in a provincial area in Japan. (2) Determining the related factors affecting the development of KIDS scores at the time using four-year-old children with the same sample of the research (Hashimoto et al., 2023) using the analysis based on gender.

The data of this research is as follows. 1) “KIDS” (Miyake,1990). The items on the scale were rated by parents to evaluate the behavior of their children. This scale consists of eight subscales and is calculated at the “Developmental Age” and “Developmental Quotient.” The number of data was 335 in 2022 and approximately 300 in 2023. 2) The questionnaire for nursery school and kindergarten teachers. We administered the questionnaire to nursery school and kindergarten teachers in charge of a particular class. The number of data was approximately 20.

In the questionnaire, we used “the number of children in class” and “professional careers of teachers in charge” to determine their effect on the development of the score in KIDS. In addition, we explored how gender affected the development of children using the growth subscale of KIDS. The results of this study bring new insights into the association between the quality of childcare and education and the growth of the development of children in Japan.

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P2-3L-09

Early Childhood Teachers' Awareness, Understanding, Practice and Status of Sustainable Development

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Keywords: early childhood teacher, sustainable development, education for sustainable development (ESD)

Abstract

In recent years, humanity has faced global issues threatening well-being and survival, such as environmental pollution and global warming. Consequently, there has been a paradigm shift towards "sustainable development," which considers both the Earth and the environment, rather than solely pursuing human development and convenience. Achieving sustainable development requires a fundamental change in human life attitudes and practices through education. Particularly, early childhood is a critical period for forming values, attitudes, habits, and behavioral patterns throughout life. Therefore, early childhood education for sustainable development can play a significant role in developing lifelong values for sustainable development. To achieve this, early childhood teachers should have the appropriate concept and perception of sustainable development.

This study aims to examine how early childhood teachers recognize, understand, and practice sustainable development.

The research questions are as follows:

What is early childhood teachers' perception of sustainable development?

What is early childhood teachers' understanding of sustainable development?

What are early childhood teachers' practices regarding sustainable development?

What is the status of sustainable development education in early childhood education institutions?

This study surveyed 150 current teachers working in Korean early childhood education institutions. A questionnaire, constructed based on previous research, underwent content validity review by two early childhood education professors. The questionnaire consisted of 63 questions, including 7 about the teachers' general background, 10 about overall perception of sustainable development, 17 about understanding the concept, 17 about practicing sustainable development, and

12 about the current status of sustainable development education in early childhood institutions. Prior to the study, a preliminary study with five early childhood teachers determined the questionnaire's appropriateness and understanding, leading to revisions. The final questionnaire was administered both offline and online from July 3 to July 27, 2023. Data were analyzed using frequency analysis, cross-tabulation, and paired-sample t-test with SPSS Win 25.0v.

The study results are as follows: Firstly, early childhood teachers exhibited generally low awareness of sustainable development, with 64% reporting limited knowledge about it and more teachers reporting no participation in sustainable development education. Nevertheless, they demonstrated high interest and perceived the need for sustainable development, with a strong willingness to participate in related education. Secondly, early childhood teachers displayed an average level of understanding of basic sustainable development concepts, recognizing the importance of clean and safe water, medical services, and joint efforts to combat climate change. Thirdly, sustainable development implementation appeared slightly below average. Comparison of perception and practice scores revealed that the overall perception score was significantly higher than the practice score. Fourthly, concerning the status of sustainable development education in early childhood education institutions, it was found that early childhood teachers considered lifestyle education for sustainable development most important and were most active in providing environmental education. Commonly used education methods included integration into daily life, storytelling, and field experience activities.

This study confirms that early childhood teachers are highly interested in sustainable development and recognize its necessity but lack opportunities for teacher education. It also highlights the disparity between understanding basic sustainable development concepts and integrating them into daily practice. These findings suggest the need for various support measures to enhance early childhood teachers' expertise in sustainable development education, including ongoing efforts and research to expand opportunities for in-service teacher re-education through training programs and the development and dissemination of sustainable development education programs.

P2-3L-10

Personality Attributes of Class Leader in an Early Childhood Education Program

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Worawan Hemchayart

(Chulalongkorn University)

Keywords: personality attributes, early childhood education, class leader

Abstract

The Bachelor of Education Program in Early Childhood Education at Kalasin University recruits students to the institute every year, with approximately 60 students per year across 5 academic years, totaling around 300 students. The program aims to produce graduates with high-quality academic and life skills. Leadership development is emphasized within the curriculum, encouraging teachers to anticipate this attribute in their students. Consequently, the practice of appointing a class leader is instituted, who acts as a representative of their peers in the classroom. The individual with the highest number of peer points is selected to serve for one semester. The class leader is thus entrusted with various responsibilities, including influencing group members and leading them in activities to achieve set objectives. Leadership aligns perfectly with the role of a teacher. Presently, the researcher regularly collaborates with the class leaders of early childhood education students. Following this, the researcher examined preliminary data to discern any changes and intends to explore the leadership perspectives of early childhood education students who serve as class leaders.

The purpose of this qualitative case study was to investigate the personality attributes of early childhood education students who serve as class leaders. The participants included 10 individuals who served as class leaders in the second semester of the academic year 2022, selected by their peers from each of the first to fifth academic years, with two classes per year. Data collection utilized multiple methods, including semi-structured interviews, document analysis, and informal discussions. The data were analyzed through content analysis, involving the grouping of information into themes and subsequent interpretation. To ensure validity, a triangulation strategy was employed and supported with detailed descriptions.

The findings are as follows: 1) Most of the participants who serve as class leaders are female and have prior experience in this role or as group leaders. Eight out of ten students achieved a grade of 3.50 or higher, and seven out of ten lived in families with both parents. 2) The personality attributes of early childhood education students who serve as class leaders consist of four main areas: (1) Inspiration, which encompasses both external and internal sources of inspiration; (2) Leadership characteristics, comprising five aspects: responsibility, communication, fairness, voluntarism, and planning; (3) Changes observed in class leaders tend to improve in various aspects, including responsibility, interpersonal relationships, time management, and attitude adjustment; (4) Factors contributing to fulfilling the role of class leader without resignation include personal patience, encouragement, and positive role models. The implications of these results suggest that assuming the role of class leader can cultivate leadership attributes suitable for those pursuing a teaching profession. The influence of those around them is significant, as they should serve as role models, offer support, and provide encouragement.

P2-3L-11

A Study on the Perception of Pre-Service Early Childhood Teachers About Risky Play

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Keywords: risky play, perception about risky play, pre-service early childhood teachers, journaling

Abstract

In addition to the environmental causes, including COVID-19 and fine dust, young children in Korea are experiencing limited play experiences due to achievement-oriented social atmosphere emphasizing learning, the absence of adults who support outdoor play together, excessive concerns about safety and hygiene, lack of a quality outdoor play environment, and play culture centered on digital media and indoor playgrounds. In particular, the perception of risky play to try something that has never been done before at the risk of failure or to overcome fear beyond self-controllable boundaries such as height and speed can be seen as negative (Brussoni, Olsen, Pike, & Sleet, 2012; Stephenson, 2003). Risky play is a play in which young children can learn about danger in advance by exploring the boundary line, such as testing or challenging their limits (Ball, 2002; Little & Wyver, 2008). Risky play is receiving new attention for its positive value in that it learns how to respond to dangerous situations and deal with them, develops challenges, and confidence (Harper, 2017; Kim & Kim, 2022; Mandy, Sandie, & Frances, 2019). However, due to concerns about parents' excessive child care and safety, young children are restricted from playing where they can experience adventure and challenges, which can also be linked to the quality of play in early childhood education institutions. In Korea, a play-based curriculum was introduced as a national-level curriculum in 2019, and various practices are being implemented (Yun, 2019). Teachers who implement play-based curriculum require high expertise to connect children's play to learning based on their beliefs on play. The perception and belief of play formed by pre-service early childhood teachers during the training process can affect the understanding of the curriculum, the teacher's competence, and the play of children. It will be very important to develop the ability to properly understand and practice the meaning and value of risky play from the pre-service teacher training process.

This study aims to examine the perception of pre-service teachers about risky play for young children. The research questions were as follows:

1. How is the perception of risky play among pre-service early childhood teachers?

The participants were 134 pre-service early childhood teachers attending the three-year and four-year early childhood education departments located in A province and B City in Korea. Pre-service teachers wrote journals three times. Participants in the study wrote journals related to risky play three times. Researchers repeatedly read the journal to understand how pre-service teachers gave meaning and interpreted the risky play, repeated the process of creating, comparing, and analyzing upper and lower categories.

First, pre-service early childhood teachers recognized the value of risky play. Second, pre-service early childhood teachers thought that social awareness that limited risky play should be improved. Third, pre-service early childhood teachers tried to practice risk-taking as teachers. The results of this study can serve as basic data for exploring the direction of teacher education and ways to support risky play, which supports prospective early childhood teachers to correctly understand the value of play and practice a play-based curriculum.

P2-3L-12

**Constructing and Verifying the Path Model of the Kindergarten Teachers' Naturalist Intelligence on Creative Teaching Behaviors:
Using Teaching Playfulness and Creative Self-efficacy as Mediators**

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Keywords: kindergarten teachers, naturalist intelligence, teaching playfulness, creative self-efficacy, creative teaching behavior

Abstract

According to the early childhood education (ECE) syllabus issued by the Ministry of Education in 2016, ECE teachers are required to conduct lessons or activities related to naturalist intelligence. Creative Teaching Behavior is a teaching activity in which teachers design and use novel teaching methods to motivate students and to help their mental development. Therefore, the kindergarten teachers' own naturalist intelligence will influence their design of learning activities in naturalist intelligence. Accordingly, this study aimed to investigate the relationship between naturalist intelligence and creative teaching behaviors of ECE teachers, and whether naturalist intelligence influences the creative teaching behaviors of ECE teachers through mediating variables such as teaching playfulness and creative self-efficacy.

Questionnaire method was adopted in this study to survey 367 public and private ECE teachers. Survey instruments have good reliability and validity, such as Natural Observation Intelligence Scale, Teaching Fun Scale, Creative Self-Efficacy Scale, and Creative Teaching Behavior Scale. Descriptive statistics, Pearson's correlation analysis, structural equation modeling, mediation analysis and analysis of variance were used for statistical analysis.

The results of the study showed that: (1) ECE teachers' age, years of teaching, education, and school affiliation differed significantly in naturalistic observation, teaching playfulness, creative

self-efficacy, and creative teaching behaviors. (2)Both teaching playfulness and creative self-efficacy of ECE teachers had significant positive effects on creative teaching behaviors. (3)Naturalist intelligence had a significant positive effect on both teaching playfulness and creative self-efficacy. (4)Creative self-efficacy had a significant positive effect on creative teaching behaviors. (5)Teaching playfulness has a mediating effect between naturalist intelligence and creativeteaching behavior. (6)Creative self-efficacy mediates between naturalist intelligence and creative teaching behaviors. Finally, this study proposes recommendations for the improvement of naturalistic observation, teaching playfulness, and creative self-efficacy for further institutional research or related reference.

P2-3L-13

Collective Practical Knowledge of Childcare Teacher: Through On-Site Training Process

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Yuko Yamanashi

(Shoei Kindergarten Teachers And Welfare Workers Training School)

Keywords: practical knowledge, collective practical knowledge, expertise of child care providers, in-school training, preschool culture

Abstract

The Childcare Center Childcare Guidelines (Ministry of Health, Labour, and Welfare, 2018), notified in 2018, state that "teachers must constantly strive to improve their professionalism." In addition, the Guidelines for Kindergarten Education (Ministry of Education, Culture, Sports, Science and Technology, 2018) also indicate that "teachers are expected to strive to improve their awareness and qualities as professionals," which means that training by incumbents will improve the quality of childcare, which is one indicator of their expertise. In addition, continuous in-school training would lead to the deepening of "expertise in the process of childcare practice," which Enosawa (2016) refers to as an element of childcare professionalism, and would also serve as an opportunity to form the professionalism of the school as a whole. In other words, by focusing on the expertise of deepening understanding of children in collaboration with others through planning, practice, and reflection on practice, we believe that we can capture the learning process (process) of childcare providers and childcare researchers as training instructors, in other words, the "quality of the process" of childcare.

In-service training is essential for enhancing the qualifications and expertise of child care providers (e.g., Akita, 2009 Kitano, 2015). In this context, Akita (2011) states, "There are 100 in-service training programs for 100 preschools. Rather than patterned know-how, there is a need for permanent in-service training that generates wisdom in each preschool through the exchange of professional judgment. The importance of having an organized training method within the culture of each preschool is stated. Yodogawa et al. (2020) also discuss the learning that occurs when

dialogue takes place in preschool training, pointing out that dialogue in preschool training does not lead to learning about childcare practices, but rather to learning about preschool training and awareness of the childcare providers reflecting on their own practices.

Therefore, we thought that by organizing and clarifying the transformation of caregivers during in-school training, suggestions for practical knowledge of caregivers could be obtained. Based on the above, the purpose of this study was to examine the transformation process of a group of child caregivers in an in-school training program based on records, and to discuss and clarify the individual practical knowledge, the collective practical knowledge at the preschool, and its formation process. The method used was to analyze the content of the training, the materials used as the content of the training report, and interviews with the childcare workers who received the training. In addition, since the authors are the instructors involved in the training, we will examine and analyze the training from a participatory perspective, as a participant in the process of creating the training together with the participants.

The results suggest that (1) learning together with peers and (2) a dialogue-based perspective (2016. Kishii) were incorporated as perspectives in preschool training, and that training to ensure these perspectives may foster a preschool culture, which in turn may lead to practical knowledge as the expertise of childcare workers and collective practical knowledge as a preschool. In the future, we would like to further clarify the formation process of practical knowledge of child caregivers.

P2-3L-14

Systematic Review: The Intersectoral Collaboration in the Implementation of Early Childhood Development in Indonesia.

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Keywords: quality, early childhood development, collaboration, communication, interaction

Abstract

Children are an investment in the future for both the family and the country, so the quality of the children determines the progress of the nation. Young children need sustained access to supportive, nurturing environments that provide a high degree of cognitive stimulation and emotional care throughout the early years (UNESCO 2017). At this golden age, every child could yield maximum stimulation in his/her growth and development. If a child does not get proper treatment, (s)he may be vulnerable to various risks. As noted by Denboba et al. (2015), investing in children in their early years represents a unique window of opportunity to improve individual, community, and societal outcomes.

When young children and their families have access to essential services in education, health, nutrition, sanitation, and social protection, they are afforded the opportunity to learn and lead healthy and productive lives. The quality human resources can be reflected in the level of health, intelligence, emotional and spiritual maturity which is shaped and determined by the quality of the child since the golden age. In line with it, relevant stakeholders are expected to collaborate and work hand in hand to realize quality ECD. There are at least three important parties to be involved:

educational units, family or parents, and health institutions.

The purpose of the research is to enhance the quality of ECD. Quality ECD is crucial for its fundamental role in stimulating children's growth and development, intelligence, and character or mentality. However, what is needed is the optimization of all parties and stakeholders to improve the quality of ECD throughout Indonesia.

This is an integrative literature review of studies on ECD implemented by the World Bank (2015) and 7 difference researchers who implemented ECD in Sumatra and Java Island in Indonesia, which aims to collect, analyze, and synthesize findings.

Quality interaction between teachers and children is important because it deals with children's psychological needs. Similarly, positive communication and interaction with parents will spur children's development and intelligence. The integration of health services with ECD also has a major impact on the well-being of children, as their health, growth and development are monitored, and hygiene practices are adopted to minimize infection.

The literature also indicates the sectors with pivotal roles to achieve quality ECD are family, ECE unit, and health institutions. These three have to work together and collaborate well to ensure that the basic needs of every child are appropriately met. In fact, it is mandated in the Presidential Regulation Number 60/2013 on Holistic and Integrative ECD. Therefore, since all these needs must be met by at least these three sectors, collaboration plays a crucial role in improving the children well-being through optimalization of quality of the ECE unit.

P2-3L-15

**Dialogue on Kindergarten Curriculum between Taiwan and Macau:
A Social Constructivist Perspective**

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Keywords: constructivism, curriculum guidelines, Macau Kindergarten Education Curriculum Guide, Taiwan Early Childhood Education and Care Curriculum Framework

Abstract

In the 21st century, improving the quality of talent cultivation is of great significance. Early childhood education has become an international research hotspot, and governments worldwide are increasingly emphasizing the education system and orientation. The formulation of curriculum content reflects the education challenges and aspirations faced by different regions. Taiwan issued "The Early Childhood Education and Care Curriculum Framework"(TWCEF) in 2017, and Macau issued "Kindergarten Education Curriculum Guide"(MCKEG) in 2015, using the constructivist perspectives of prominent figures in early childhood education, Piaget and Vygotsky, and their applications in the field. The development trajectory and implications of education curriculum guidelines in Taiwan and Macau are examined, with a focus on constructivist viewpoints for analyzing the current situation. By analyzing the children's imagery in Taiwan and Macau and comparing and analyzing the curriculum guidelines between the two regions, this study employs comparative education research methods, dividing into the juxtaposition and comparison stages, to systematically compare and study the philosophy, curriculum objectives, content scope, implementation methods, teaching methods, assessment methods, and the roles of teachers and children in kindergarten education curriculum.

Comparing the kindergarten curriculum in Taiwan and Macau, the following insights were gained about the differences:(1)Taiwan emphasizes constructing children's creativity and developing diverse interests in a scientific manner, while Macau focuses on intellectual development and nurturing children's creative scientific thinking, emphasizing that intellectual construction is an important influencing factor in all cognitive operations of individual children.(2)Taiwan leans towards experiential orientation to stimulate instincts, while Macau focuses on diversified

educational goals to cultivate various abilities.(3)Taiwan emphasizes local cultural characteristics, inspiring children's care for the environment through aesthetic experiences and cultural identity, while Macau emphasizes cultivating group habits and global environmental awareness. The following insights were gained about the similarities:(1)Both Taiwan and Macau highly value children's sense of health, emphasizing maintaining and cultivating good hygiene habits and maintaining a healthy physical and mental state.(2)Emphasis on nurturing children's creativity and developing diverse potentials and interests, focusing on children's ethical concepts and sense of social responsibility. (3)The application of theoretical foundations is a key point. The education support systems and role positioning in Taiwan and Macau are similar, shifting the focus from outcomes to processes, realizing that knowledge evolution must be co-created by teachers and students. Both Taiwan and Macau emphasize the importance of interaction, cooperation, reciprocity, and feedback between teaching and learning, expanding educational resources and opportunities.

From the curriculum guidelines, the core values of early childhood development identified in Taiwan and Macau's societies are evident, revealing the characteristics, limitations, and possibilities of early childhood education development under different support approaches in Taiwan and Macau. The educational "means" are equally significant, each having its long-standing value, providing beneficial insights and references for the future development of early childhood education and curriculum.

P2-3L-16

A Review of Research on the Children's Perspective of Time

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Keywords: time, perspective of time, children, management of time, organization of time

Abstract

One of the differences between early childhood and childhood education is the difference in the organisation and management of time. In primary school, learning and activities are timed, and life is governed by 'time limits' that must stop when the end of the class arrives, whereas early childhood is a period of life centred on 'work limits' that allow young children to be enthusiastic. But children's relationship with time is an under-researched area. Regarding children's sense of time, cognitive psychology has revealed that children have and develop a subjective time scale that differs from objective time (Mori, 1979), and that children who are not used to using a clock do not have a sense of how long an hour is, and live in 'event time' in which they estimate the length of time by the number of events that happen to them (Ichikawa, 2009).

The aim of this study was to review research on children's 'sense of time' from infancy to childhood in order to clarify what children's 'sense of time' is like.

153 papers on children's 'sense of time' were collected and reviewed.

As Dýrfjörð et al.(2023) pointed out, for young children time can be seen as series of activities in their lives that can pass quickly or slowly, depending on their interpretation of the situation. The subjective nature of children's sense of time is complex, and understanding is not always shared between adults and children.

P2-3L-17

**Maltreatment? Punishment? Decline in Quality?
Inappropriate Childcare Recognized by Nursery Student.**

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(University of Fukui)

Keywords: maltreatment in childcare setting, questionnaire survey, third-party perspective, nursery students, episodes experienced in practicum

Abstract

These days, it began to receive much attention that some nursery teachers abuse their children vocally and physically in Japan. Of course, it has been recognized that it was not a lot, but there have been such teachers in Japanese society for long years after late 1980s (Uemura & Matsuoka, 2020). Taking increasing media reports like those cases, the Children and Families Agency in Japan (2023) conducted complete enumeration and reported 914 cases committed in April to December of 2022. Because the survey is a self-assessment, it's easy to hide problems, and it won't be accurate if person is not aware of maltreatment. Therefore, the authors conducted questionnaire survey to 74 nursery teachers and 55(74.3%) of them answered that they experienced maltreatment in ECEC setting as a co-worker of those teachers (Onishi & Ohnishi,2022). Abusive behaviors such as violent language, ignoring, smacking, and yelling intimidation were reported. However, co-workers aren't complete third-party because they work together. Therefore, it is needed that more objective perspective from outside the facilities.

In this study, we examined cases of inadequate childcare from the perspective of nursery students. Students are constantly provided with new knowledge and have a high level of awareness of human rights, which has the advantage of making it easier to detect problems.

A questionnaire survey was conducted on 63 childcare students. Inadequate childcare episodes experienced in practicum were answered and categorized.

A total of 81 episodes were shown. Many things related to words are presented, such as violent things (for example, threats, intimidation, yelling, strong tone, loud voice), bad-mouth,

complaining, sighing, etc. Inappropriate emotional expressions by childcare workers were inappropriate acts that were easily understood by students. Unlike their colleagues who understand and sympathize with the current situation in childcare, nursery students appear to be sensitive to inappropriate behavior by childcare workers.

P2-3L-18

**Physical Contact in Rough and Tumble Play:
A Visual Ethnographic Study in a Joint Class of 4-and 5-Year-Olds
in a Childcare Center**

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Keywords: rough and tumble play, physical contact, peer relationship, boys, visual ethnography

Abstract

Those who participate in rough and tumble plays tend to be boys (Tomosada 1999). Katada(2014) showed that aggressive and violating relationships become acceptable and permeate the boy's culture through rough and tumble plays. Although daycare workers tend to have an aversive attitude toward rough and tumble plays, some boys are seen to be amused by this play (Tsujitani 2023). In the rough and tumble play, they only pretend to fight, but they don't fight, and the force is adjusted so that they don't hurt each other (Tomosada 1999). However, while they are jostling, there is physical contact that appears as if they are punching or kicking each other.

This study examines the significance of physical contact in boy's rough and tumble plays and how this contributes to their peer relationships.

This study population consisted of children enrolled in a joint class of 4-and 5-year-olds in a Japanese childcare center. A field study was conducted one day a week for two hours, targeting indoor free play situations. Visual ethnography, in which the author's participation observation and video data captured by a small video camera were analyzed, was employed as the analysis method. The data to be taken up is a scene in which the boys confirm with each other the rules regarding physical contact during rough and tumble plays.

They were divided into age-specific teams to create a loose conflict, but it was set up to keep the relationship close. Punching -which appears to be the case from the researcher's perspective- was perceived as an acceptable behavior if it was done with controlled force, not as an aggressive behavior. Physical contact during rough and tumble plays is a means of keeping the opponent's interest in oneself. It is an efficient way to establish easy flocking and playing in a crowd with as little conversation as possible.

P2-3L-19

Musicking Practice for *Kyosei* Community Construction: A Case Study for Inclusion

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Ka Lee Carrie Ho

(Anglia Ruskin University)

Keywords: musicking, inclusion, community of practice, early childhood classrooms**Abstract**

Music always has been cultivated and fostered in the relationship between people and society (Lamb, 2011). In a traditional society in many cultures, people participated in music in their local communities either by singing, dancing, playing instruments, or composing music, (Dissanayake, 2015). Small (1998) insisted that “to music is for everyone to participate in any capacity of musical lives” (Small, 1998, p. 9). Such a view is echoed by *Kyosei* (共生) illustrating a philosophical concept meaning harmonious and synergetic interaction (Gordon, 2019). *Kyosei* practice has three foundational elements - (a) understanding each other, (b) reflective cooperation between and among individuals and (c) communities working together (Miyazawa, 2017; Kaku, 1997). We specifically revealed that musicking activities have universal validity in supporting inclusive musical communities (Sutani et al, 2019 & 2021).

The purpose of this study was to cultivate a *kyosei* classroom by implementing musicking practices in early childhood education settings. There are multiple studies relate to musicking; however, few studies to focus on musicking as a tool to design *kyosei* community for young children. We analyze the characteristics of musicking practice in a classroom of early childhood education including children with handicaps.

The study set the following research questions:

1. What is an inclusive process of musicking in a special needs classroom in Japan?
2. What are the specific variables of musicking that foster inclusive practice?

The study employs narrative inquiry in music education as a research method (Barrette, 2009). The case was constructed upon the authors’ 10-years longitudinal musicking experience and collaboration with students, teachers, guest artists, music specialists and caregivers worldwide.

Initial participants in this study were 9 children of ages 3-5 in a Center for Early Childhood Education and Care in Japan. They were classified as having either intellectual disability or emotional disorder or both. In addition, two homeroom teachers, principal, and two university students supported the research project as participative observers. The team of researchers maintained field notes and consistently added the information in and through the practice. By applying the methodology of Tobin, Hsueh & Karasawa's "video-cued multivocal ethnography," or so called "the Preschool in Three Cultures method," this study gathered and presented a variety of voices discussing the same set of circumstances and practices. Finally, researchers and practitioners co-shared the idea of *kyosei* of which embodied in children during the practice.

The study reveals musicking as a useful tool encouraging *kyosei* community development. Our discussion highlight the trait of musicking practice especially usable for the very first meeting and activity to let everyone being connected artistically. Additionally, a comparative and international perspectives were added to the study by sharing this innovative practice.

P2-3L-20

A Case Study of Positive Leadership of Preschool Leaders and Well-Being of Preschool Educators

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Keywords: positive leadership, preschool leaders, preschool educator, well-being, preschool

Abstract

The study investigated a private preschool in Hsinchu City and a non-profit preschool in New Taipei City, with the respective preschool leaders and two preschool educators from each forming a research group. The primary goal was to explore positive leadership among preschool leaders and the well-being of educators. Semi-structured interviews were used to delve into leaders' thoughts on positive leadership and the current well-being of educators. Additionally, Luo's (1997) "Chinese Subjective Well-being Scale" (Short Version) and the "Preschool Principal Positive Leadership Questionnaire" were employed. Quantitative results and interview content were analyzed to understand the impact of positive leadership on well-being.

The primary goal was to explore positive leadership among preschool leaders and the well-being of educators. The purpose of this study is as follows: (1) Explore the positive leadership characteristics of kindergarten principals. (2) Understand the current situation of happiness of kindergarten education and care service personnel. The research questions as follows: (1) Explore the characteristics of positive leadership of kindergarten principals? (2) What is the current situation of happiness among kindergarten education and care service personnel?

Semi-structured interviews were used to delve into leaders' thoughts on positive leadership and the current well-being of educators. Additionally, Luo's (1997) "Chinese Subjective Well-being Scale" (Short Version) and the "Preschool Principal Positive Leadership Questionnaire" were employed. Quantitative results and interview content were analyzed to understand the impact of positive leadership on well-being.

The research findings are as follows:

Firstly, according to the results of the "Kindergarten Principal Positive Leadership Questionnaire." it is evident that among the four aspects of positive leadership, namely "building positive relationships," "utilizing positive communication," "creating a positive atmosphere," and "demonstrating positive meaning," the two preschool leaders emphasized the creation of a positive atmosphere as the most crucial aspect upon assuming leadership roles

Secondly, according to responses from preschool educators to the "Chinese Subjective Well-being Scale" (Short Version), scores in "living better than others," "social commitment," "optimistic acceptance of fate," "positive emotions," "sense of control," "relationships with friends and family," "praise from others," "physical health," and "optimistic acceptance of fate" indicate that well-being is perceived highest in "living better than others," "sense of control," and "relationships with friends and family."

Moreover, interviews revealed that both preschool leaders empathize with and appreciate teachers' hard work, offering full administrative support and proactive assistance. They use specific behaviors in "building positive relationships," "creating a positive atmosphere," "establishing positive relationships," and "demonstrating positive meaning" to enhance educators' well-being.

Additionally, interviews with preschool educators indicate that, besides maintaining contentment, optimism, and resilience for personal happiness, external administrative support and collaborative efforts among colleagues contribute to a shared consensus and cohesion in the organizational atmosphere, serving as sources of happiness for educators.

P2-3L-21

Playful Engagement: The Development of Interactive Digital Storybook System and Its Application in Children with Disabilities

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Keywords: interactive digital storybook system, children with disabilities

Abstract

Picture books utilize a variety of visual elements to present stories and artistic features through painting techniques and the application of colors, offering a non-verbal form of narration particularly suited for pre-literate children. Studies have shown that picture books are crucial for enhancing language and literacy skills, emotional expression, and imagination in young children. With rapid technological advancements, digital picture books have become increasingly prevalent in recent years.

According to the Cognitive Theory of Multimedia Learning (Mayer & Moreno, 2003), proposing visual and auditory information simultaneously and coherently can significantly improve comprehension efficiency. This theory has been effectively applied in the design of digital picture books within the educational field. Learners can better understand the content by appropriately designing multimedia messages, enhancing the learning experience.

The existing digital picture books available on the market, primarily designed for use on tablet screens, fail to meet the unique learning needs of students with disabilities fully. These digital picture books often rely solely on visual, auditory, and tactile inputs for interaction, which may not be suitable for all children, particularly those with specific disabilities. This group includes children with visual impairments or cerebral palsy, who often need more specialized features or adaptive technologies to engage fully with the content. Additionally, children with auditory impairments, cognitive disabilities, or motor function challenges also face significant barriers when interacting with digital picture books. These students could greatly benefit from alternative or augmented interaction modes tailored to their capabilities and needs.

Therefore, this study proposes a new model that includes multisensory stimulation by integrating auditory elements and interactive assistive tools to provide an adaptive digital reading

environment tailored for preschool children with disabilities. For this purpose, the ADDIE (analysis, design, development, implementation, and evaluation) model (Kurt, 2017) was used as the framework for the process of development. This study utilizes Makey Makey circuit boards and Scratch programming to develop multimedia tools. These tools are based on three popular picture books in Taiwan and redesigned to provide multisensory stimulation for preschool children with disabilities. This design incorporates visual, auditory, and enhanced tactile feedback, accommodating diverse abilities. By transforming objects into conductive touch panels integrated with Scratch programming, a complete input-to-output process is established. This approach helps learning tools capture children's attention better, boosting interactivity and inclusivity.

In addition to detailing the development process of these interactive digital picture book devices, the study involved three special education teachers and two occupational therapists who utilized these multimedia-integrated books. Feedback from these sessions yielded critical insights into the strengths and areas for improvement of the multimedia picture books, highlighting their potential to enhance accessibility and learning outcomes for children with disabilities. The analysis identified critical characteristics of multimedia picture books suitable for preschool children with disabilities. The aim is to foster active participation in picture book activities, enhance learning motivation, improve reading comprehension, and address human-computer interaction's inclusivity and diversity needs.

P2-3L-22

The Impact of Different Types of Praise on the Sports Interest of Preschool Children: An Intervention Study

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Keywords: sports interest, preschool children, praise, physical activities

Abstract

Sports interest serves as an intrinsic motivator for young children's engagement in physical activities. While verbal praise from preschool educators is commonly used to enhance children's sports interest, the effectiveness of various forms of praise remains variable. This study investigates the association between different types of praise and children's sports interest.

An experimental method with intervention design was employed, involving 84 preschool children aged 5-6 years from preschools in Hangzhou City, China. The participating children were divided into two experimental groups and one control group. The experimental groups received intentional praise including children's self-praise and educators' praise from during physical activities, respectively, while the control group received no intentional praise. Children's self-praise refers to children's verbal or non-verbal positive feedback on their sport performance. Educator's praise refers to educators' positive comments on children's performance in physical activities supplemented with labeling tokens (e.g. stickers).

This intervention lasted for three months. Children's sport interest was measured with Interest Evaluation Scale of Children's Physical Activity before and after the intervention. Additionally, children's gender, body type, and their motor skills level were considered as independent variables.

The key findings indicate: 1. Both experimental groups demonstrated increased sports interest after the intervention, contrasting with the control group. 2. Children's self-praise was proved to be more effective in promoting young children's sports interest overall. 3. Children's self-praise was particularly more conducive in cultivating girls' sports interest, while educators' praise was more effective for boys. 4. Children's self-praise was more notably effective in stimulating sports interest among overweight children, whereas both overweight and normal-weight children benefited

from self-praise. 5. Self-praise facilitated sports interest among children with higher motor skills levels, while educators' praise was beneficial for those with lower motor skills levels.

This study underscores the importance of recognizing the differential impact of praise on children's sports interest, considering factors such as children's gender, body type, and motor skill levels. While children's self-praise as a more effective approach, the significance of educators' praise, especially for boys, overweight children, and those with lower motor skills levels, remains crucial. These findings have implications for preschool professional programs aimed at promoting young children's engagement in physical activities.

P2-3L-23

Progressive Practice During Pandemic-Era eLearning

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Keywords: COVID-19, progressive education, child inquiry, eLearning

Abstract

In the late winter of 2020, the world was struck by a worldwide pandemic. Against this background, this presentation explores the experiences of teachers and preschool children in a progressive preschool, Yew Chung International School (YCIS), as they attempted to translate their face-to-face practices to a virtual learning environment. Our examination focuses on how teachers strove to maintain inquiry-based learning and an emergent curriculum when adapting to their new educational circumstances. Hence, this study explores the limits and possibilities of progressive practices.

Two overarching questions guide this study: 1) How did teachers attempt to use progressive practices in a preschool classroom during online learning? 2) How did teachers work with families to create inquiries and social experiences for children at home?

This intrinsic case study (Stake, 1995) explores practices in a single classroom of three-year-olds at YCIS. Data were collected from August 2020 through May 2021. Data sources include lesson plans (February - June 2020), documentation collected by parents in collaboration with the teachers, and hour-long semi-structured interviews with two teachers (Ms. Yu and Ms. Maeve).

Ms. Yu and Ms. Maeve struggled with the lack of inherent child-centeredness the virtual learning platform offered and looked for ways to continue to support children's active learning. Through experimentation, they found avenues for investigation, primarily through the use of suggested home learning activities to be facilitated by adults at home. For example, children explored concepts of size and measurement by using different household items to measure objects.

They found it was in children's at-home distance learning activities, rather than during group Zoom sessions, that children had opportunities to go through the inquiry cycle of noticing, questioning, investigating, and taking action (Murdoch, 2019).

Lack of socialization between the children was a significant concern for the teachers. While teachers tried to facilitate socialization between the children and create opportunities for one-on-one meetings that allowed teachers and children to socialize together, true collaborative work was not possible.

The attempts by Ms. Yu and Ms. Maeve to maintain the tenets of a progressive school philosophy that includes an emergent curriculum and inquiry-based pedagogy may reveal some non-negotiable elements of progressive practice that are important for teachers in other progressive and/or child-led contexts to be aware of. The teachers attempted to maintain child-centered practices like observing and noting possible interests as part of carrying out an emergent curriculum. Adults at home cooperated by sending teachers documentation, therefore helping to bridge home and school. Yet, they were not a part of the full collaborative process that includes collection, reflection, and planning that is advanced by many early childhood educators engaged with progressive practices (e.g., Helm & Katz, 2016; Stacey, 2009). Most significantly, children could not collaborate together or with their teachers in inquiry work. We are left with the question: When does the practice cease to be inquiry from a socio-constructivist perspective? Is it enough that children have opportunities for investigation even when they cannot collaborate with other children and their teacher?



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