24th EECERA CONFERENCE

EECERA
European Early Childhood Education Research Association



‘US, THEM & ME:
Universal, Targeted or Individuated Early Childhood Programmes’

ABSTRACT BOOK



Crete, Greece 7th - 10th September 2014

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University of Crete

Centre for Research in Early Childhood

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on these concepts. - Analysis of science-art combined activities of 3-5 year old Korean children's Nuri Curriculum Teacher's Textbook. Construct daily topic-based and age-based activity plan, which evenly includes contents on children science and art education. Check on science and art education contents through discussion with experts (childhood education, art education, science education). Thoroughly notify experts (childhood education, art education, science education) who are participating in the experts' discussion on the goal and content of the research, and tell them that their thoughts will be reflected in the result... Twelve activities plan on daily activities will be composed. Each activity plan will have different standards according to different age groups. Education on science and arts will be included evenly. Children can experience science -art combined activities based on STEAM. Teachers can teach science -art combined activities based on STEAM.

Keywords: children's' science-art STEAM, Korean education curriculum, children's science-art education, children's' science-art education, activity plan for children

A socio-cultural look at enacting home-school relations

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This study addresses the question: How are a prekindergarten teacher's understandings of home-school relationships constructed? Teachers have multiple messages and experiences informing how they make sense of their work with families that come from personal histories, implicit messages about the population they serve and from their organisations' policies, teacher preparation programmes, professional development, and daily practices. The work is aligned with research that develops complex pictures of teachers and families' lived experience (Lightfoot, 2003, looks at how teachers' enact policy locally (Lubeck & deVries, 2000), and looks to historical structures that shape current practices (Beatty, 2012). Holland and her colleague's (1998) socio-cultural conceptualisation of identity is used. It weaves Vygotsky, Bakhtin, and Bourdieu's work together, showing how a person's identities are actively constructed through both daily experiences and contributions from their social, historical, and cultural contexts. This is a qualitative, instrumental case study that is grounded in interpretive and constructionist paradigms. Data was collected for 15 months. Data come from semi-structured interviews, audio-recorded professional development sessions and assignments, and participant observations of classroom practice, family events, and home visits. It's an IRB approved study. Pseudonyms and member checks are used. Positionality is considered. Findings and discussion describe how teachers receive both complimentary and divergent messages about what family/school relationships should look like and what this means for their daily practices with children and families. Implications have to do with knowing more about what influences teachers' interpretations and implementation of family involvement policies and early childhood tenets regarding home-school relationships.

Keywords: home-school relations, identity in practice, professional development, case study, intervention-based programming

A new model suggestion in Turkey toy libraries: Mobile and educated toy library project

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The purpose of this project is to support especially children who don't play with toys sufficiently and don't have enough toys and also live in unsuited conditions. Toy libraries support children by lending them educational materials which are suitable for their developmental properties and educational needs. Children's development is supported in the different ways by toy libraries. However in Turkey there are nearly ten toy libraries in five-six cities. These toy libraries usually build in the centres and connected to the municipalities. Therefore children who live near these toy libraries can benefit from their services. A central toy library and two buses obtained. These buses are going to be prepared as a toy library. These buses reach out to children who live in unsuited conditions and they are provided to play with qualified toys. In addition pre and post test will be applied to children to determine psychosocial, moral and cognitive development. Firstly in the content of Project, Uludag University Administration and Bursa Municipality has signed cooperation protocol. In mobile and centre libraries, volunteer university students and library staffs will work under the supervision of project coordinator. This Project is the first in Turkey and in the World because it contributes to parents by making them conscious about children development and education especially in disadvantaged areas. Findings of project on children will be obtained and discuss later. Toy libraries need to build especially in disadvantaged areas. It is aimed to disseminate all over Turkey.

Keywords: play, toy, toy library, child development, disadvantaged areas