2016 EARLI-SIG 5 CONFERENCE

LEARNING AND DEVELOPMENT IN EARLY CHILDHOOD

BRIDGING MULTIPLE PERSPECTIVES IN EARLY CHILDHOOD EDUCATION

CONFERENCE BOOK

PORTO, PORTUGAL, JUNE 29 - JULY 1 2016
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Welcome to Porto!

We are very pleased to welcome you to the fourth Biennial EARLI - SIG 5 Conference, Learning and Development in Early Childhood. The theme of the 2016 SIG5 conference is “Bridging Multiple Perspectives in Early Childhood Education”.

The aim of the conference is to provide a forum for researchers and practitioners to exchange findings, discuss their work and learn from the work of others around early childhood education and research in the contexts of home, early childhood settings, and school.

We are proud to present three keynote speakers, Professors Catherine Snow (Harvard Graduate School of Education; USA), Karine Verschueren (University of Leuven; Belgium) and Manuel Sobrinho Simões (Institute of Molecular Pathology and Immunology at the University of Porto; Portugal).

Additionally, the program includes one panel discussion around recent societal changes in Europe and their challenges for research, which will be facilitated by Tove Mogstad Slinde, who will exchange and elicit fresh ideas from Michel Vandenbroeck, Miriam Leuchter, Athanasios Gregoriadis, and Paul Leseman, and bring the audience into the discussion.

The presentations cover a broad range of topics related to early childhood development and care.

The 2016 EARLI - SIG 5 conference is jointly organized by the University of Porto (Faculty of Psychology and Educational Sciences) and the EARLI (European Association for Research on Learning and Instruction). We thank all the presenters and their co-authors for submitting their proposals of such a high quality, and we extend our warm thanks also to our sponsors and collaborators.

We hope the conference will be an exciting and inspiring scientific and social experience for all participants!

Joana Cadima and Marja-Kristiina Lerkkanen
(SIG 5 coordinators)

Vera Coelho, Tiago Ferreira, & Carolina Guedes
(SIG 5 Jure Assistant Coordinators)

Local Committee
Conference Venue (FPCEUP Building)

The EARLI SIG 5 Conference will be located at the Faculty of Psychology and Education Sciences of Porto University (FPCEUP) which is located at Porto, Portugal.

FPCEUP opened in 1980 and currently there are nearly 2000 students attending for their graduate, integrated master’s, postgraduate, masters and doctoral degrees. Students have found success working in fields such as education, social justice, health, central and local public administration, socio-cultural development, and many different companies. Additionally, FPCEUP provides continuing education programs that aim to respond to the requirements of professional, civic and cultural training that emerge in today’s society. Beyond education, FPCEUP is engaged in research and development activities, as well as providing services to the community through research institutes and centers. Internationalization plays an important role at FPCEUP, not only due to the increasing number of projects and partnerships with foreign institutions, but also due to the increasing number of foreign students and the exchange of lecturers and researchers through mobility programs. With more than 30 years of history, FPCEUP looks towards the future with a commitment to quality education and the promotion of an institutional culture of research and social progress.
How to get to FPCEUP?

Make your itinerary:
- Public transports: STCP (http://www.stcp.pt/pt/itinerarium/)
- Google Maps (https://goo.gl/2gv97S)

By subway
Traveling by Metro do Porto, you can exit at POLO UNIVERSITÁRIO station, Line D (yellow).
Leaving the station, just turn left and you will find FPCEUP.

From the airport
Take the Line E (purple), direction ESTÁDIO DO DRAGÃO. Change to Line D (yellow), direction HOSPITAL DE SÃO JOÃO. Exit at POLO UNIVERSITÁRIO.

From downtown
Take the Yellow Line (Line D). Exit at POLO UNIVERSITÁRIO.
The one-way ticket costs 1,50 euros and is bought at any metro station.

By bus

Day (6h00 - 1h00)
Stop: Pólo Universitário
- 803: Boavista > Rio Tinto (Esc. Secundária)
Stop: Faculdade de Economia
- 204: Hospital de São João > Foz
- 300: Circular Hospital S. João > Aliados
- 301: Circular Sá da Bandeira > Hospital de São João
Stop: Igreja de Paranhos
- 603: Marquês > Maia

Dawn (1h00 - 4h30)
Stop: Igreja de Paranhos
- 11M: Circular Hospital de São João > Coimbrões
For more information, check: http://www.stcp.pt/pt/itinerarium/

By car
The best way to find FPCEUP is to follow the signs to Paranhos/Hospital de São João.
If you’re coming from VCI,  
Exit at “Paranhos/Hospital” and turn right at the traffic lights by the Church of Paranhos.  
You will be at Rua do Dr. Manuel Pereira da Silva. A few meters ahead, you will see the Metro Station ‘Polo Universitário’. Turn left and FPCEUP will be on your left.

If you’re coming from the Circunvalação Road (EN12),  
continue until you reach S. João Hospital and turn right at the traffic lights at the Oncology Institute (IPO) (Rua António Berbardino Almeida).  
Continue straight and then turn left on the 2nd street. When you reach the Metro Station ‘Polo Universitário’, FPCEUP will be on your right.

GPS: 41° 10’ 31.00 N 8°36’ 14.00 O
 Practical Information and tips

Informations and assistance
During the conference, if you need assistance in issues related to the conference always first contact the EARLI SIG 5 desk at Room 253 - our conference staff will be glad to help you. EARLY SIG 5 help desk provides information for sessions, presentations, posters, registration problems, etc.

Please see the map of FPCEUP building at the last pages of this conference book.

In case of an emergency or other issues demanding urgent attention during the conference days, please call:
   Vera Coelho (+ 351) 934 306 987
   Carolina Guedes (+351) 917 313 143

Registration
On the first day of the conference, a registration desk will be available at the main lobby of the FPCEUP building. Registration can also be made from Wednesday to Friday (08:00 to 17:30) at the EARLI SIG 5 help desk (Room 253).

Certificates of Presentation and Receipts
At “http://conference.mercatura.pt/earli2016/”, you can download these documents yourself via your user account.

Guidelines for presenters
The conference committee kindly ask presenters to respect the time limit for presentations. This will benefit the paper/poster session and the conference dynamic. Your cooperation here is much appreciated.

Paper presentations
Please arrive 20 minutes before the beginning of the session (check the assigned room on the conference program and use the map on the Conference Book to get there). An assistant will be at the assigned room to help you out. Each paper session will have one chair. Every presentation should be run on the session room’s computer. You should bring your presentation on a USB flash drive, as a PowerPoint (PPT) presentation. We strongly recommend that you save and bring a backup copy of the PPT saved as a PDF. Each paper session has about 4 presentations and lasts 1h30min. Individual presentations should not last for more than 15 minutes. Please avoid extending the duration of your presentation. After each presentation, there will be 5 minutes for questions and answers.

Poster presentations
The poster boards are 900mm wide, by 2000 mm high. This means that A0 size (84,1*118,9cm) can only be displayed in portrait (standing up). Posters of size A1 (59,4 wide*84,1 high) can be displayed both in portrait and in landscape. Please arrive 20 minutes before the start of your session to the assigned hall (check it on the conference program and use the map on the Conference Book to get
there). An assistant will be at the assigned hall to help you out. Posters are grouped conceptually into sessions of 4-6 posters. The sessions will be chaired by another conference participant. Approximately 5 minutes after the start of the poster session, there will be a short opening session, in which each poster presenter will give a brief verbal presentation (max. 5 minutes), highlighting main findings of his/her poster. After the introductions the participants will be invited to go around the posters and discuss with the presenters.

**Internet access**

**Access to computer in computers room**
There is a computers room at the first floor of the building which will be available for the conference delegates throughout the conference days.

- Login: earlisig5
- Password: earlisig5

**WiFi access (smartphones, tablets, laptops, etc.)**
Free wifi connection is available for your use at the FPCEUP building.

- Select the network: earlisig5
- Enter password: earlisig5

**Lunch**
Lunch is included in the conference fee and it will be served at the bar, ground floor of the building. To receive the free lunch, please show your conference badge.

**Coffee break**
Conference coffee, tea and light snacks will be served during the coffee breaks at the entrance. You can also buy coffee, snacks and soft drinks from the bar during the opening hours.

**Other services at FPCEUP**

**The FPCEUP building has an ATM at the ground floor.**

**Copy & Print Shop, Ground floor**
Location: FPCEUP, ground floor, close to the Lift and the Cafeteria
Monday to Friday, from 09:00 to 20:00

**Library, Floor 2**
Monday to Friday, from 09:00 to 19:45

**Moving around Porto**

**Metro:**
Porto’s Metro serves the suburbs of the city. The metro runs from 06:00 to 01:00. The city is connected by 6 lines. Important lines:
Line E (Estádio do Dragão – Aeroporto) travels to Francisco Sá Carneiro Airport
Line D (Hospital de S. João – Santo Ovídio) travels to the Faculties (FPCEUP and FEUP)
Travel tickets: ANDANTE tickets can be purchased in every ANDANTE store circuit (price per ticket: € 0,50). You must be aware of the zone where your journey begins (where you validate your ticket) and the zone where it ends, in order to choose the right travel ticket. You can find information on tickets at the ANDANTE stores. Everytime you enter the Metro you have to validate your ANDANTE.

Bus:
STCP’s buses provide a public transport service in the metropolitan area of Porto. The daytime service runs between 05:00 and 00:30 (some lines only until 21:00) and night service between 01:00 and 05:00.
Travel tickets: You can use the ANDANTE (travel ticket for the Metro) in STCP buses. It needs to be validated upon entering the bus. STCP tickets can be purchased from Payshop offices, train station ticket offices, post offices, ANDANTE shops, automatic ticket machines and at the STCP or Andante service points.

Taxi:
Taxis are available through the city or by phone. This service runs 24 hours a day, all week and its cars usually take 4 passengers.
Price: Check the meter for the cost of the trip and pay at the end. The driver has to give you a receipt by law.
Phone number: (+351) 225 076 400
Website: http://taxisporto.com/
**Social Events**

**Cellars Visit and Douro Cruise**
A guided visit to the Porto wine cellars and a small cruise along the river for those who have registered. Thousands of tourists choose Porto as a destination to discover the ancient downtown and to enjoy the Portuguese cuisine and, of course, to learn about wine making process, and to taste Porto wine. If you're in Porto and would like to know more about Port wine aging processes (and, of course, to taste some), there are plenty of choices, mainly on the other side of the Douro River, in Gaia (Cais de Gaia). Some wine companies age the wines produced in the Demarcated Region of the Douro in cellars, in old wooden barrels. These companies have guided tours and tastings of different varieties of the Port wine, where you can learn about its history. Our social event will be held at Burmester’s Cellars. After the cellars visit, participants will be guided to the pier to go on a riverboat cruise, which is the best way to discover the six magnificent bridges. The bridges have their very own distinctive styles: the emblematic Luis I bridge and its spectacular arch, the Arrábida bridge once the longest reinforced concrete bridge span in the world, the Infante D. Henrique bridge, one of the most elegant of its type, the Maria Pia bridge, Gustavo Eiffel's first masterpiece, the São João bridge with its span of 250m, a new world record among bridges in "portico" and, finally, the Freixo “double” bridge. Port wine cellar’s area (Cais de Gaia) and Ribeira (Porto) are very popular for tourism and have a vast amount of choice of restaurants, shops, cafés, bars and nightclubs. After the cellars visit and cruise, choose a restaurant with a terrace or glazed walls and enjoy your dinner facing the houses cascading down the hill, forming a maze of narrow alleys. Order the famous francesinha or a more traditional dish, for e.g., tripas à moda do Porto or Bacalhau. From the Cais de Gaia, you can ride the cable car up to Jardim do Morro and then continue to Serra do Pilar, where the view over the city of Porto and its iron bridges is breathtaking.

**Departure time:** 29th of June, 17:00  
**Departure place:** FPCEUP entrance  
**Transportation:** Assistants / Metro or Taxi

**Conference Dinner**
A special dinner is being organized for the second night of the conference! This will be located at the “Grande Hotel do Porto”, a place full of history and also very cosy.

**Date:** 30th of June, 19:45
Address: Rua de Santa Catarina, 197 (recommended metro stop: São Bento)

**How to get there:**

Lello bookstore

Open since 1906, Livraria Lello has housed men of arts and letters, has been the inspiration for acclaimed authors, a place for social gatherings, performances and a serene library for many of Invicta’s avid readers. Today it receives thousands of visitors from around the world, who everyday enter our doors to visit this neo-Gothic gem from the beginning of the twentieth century.

Lello bookstore offers a voucher to each EARLI-SIG5 participant that can be used to visit the bookstore during the conference days (June, 29 - July, 1).

Address: Rua das Carmelitas, 144 (recommended metro stop: Aliados)

Opening hours: 10:00 - 19.30 (Monday to Friday); 10:00 - 19:00 (Saturday); 11:00 - 19:00 (Sunday)
How to get there:

Farewell drinks
After the Jure awards, farewell Porto wine will be served at the end of the conference activities. Enjoy!
Date: 30th of June, 19:45
FPCEUP, Auditorium 1
# Short Conference Program

## DAY 1 - Wednesday, Jun, 29

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 - 11:00</td>
<td>Registration, Opening session</td>
<td>T1 Motor, cognitive and language development, and executive functioning in early childhood</td>
</tr>
<tr>
<td>11:30 - 12:30</td>
<td>Poster session 1, 2 &amp; 3</td>
<td>T4 Play, pedagogy, and learning games</td>
</tr>
<tr>
<td>12:30 - 13:30</td>
<td>Lunch break</td>
<td>T7 Educational partnership, impact of family and parenting on children’s learning and development</td>
</tr>
<tr>
<td>13:30 - 15:00</td>
<td>Symposium 1.1</td>
<td>T2 Children’s agency and participation in early childhood education contexts</td>
</tr>
<tr>
<td>15:00 - 15:30</td>
<td>Coffee break</td>
<td>T5 Quality of early childhood education and education provisions</td>
</tr>
<tr>
<td>15:30 - 17:00</td>
<td>Symposium 1.2</td>
<td>T8 Literacy and math skills, learning and development, and motivation to learn in early childhood</td>
</tr>
</tbody>
</table>

## TOPICS

- **T1** Motor, cognitive and language development, and executive functioning in early childhood
- **T4** Play, pedagogy, and learning games
- **T7** Educational partnership, impact of family and parenting on children’s learning and development
- **T2** Children’s agency and participation in early childhood education contexts
- **T5** Quality of early childhood education and education provisions
- **T8** Literacy and math skills, learning and development, and motivation to learn in early childhood
- **T3** Learning, instruction, practices, and curriculum development in early childhood education
- **T6** Expertise development of ECEC professionals (pre-service and in-service training)
- **T9** Social interaction and social relationships in early childhood education contexts

## DAY 2 - Thursday, Jun, 30

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 - 10:30</td>
<td>Invited Symposium 1</td>
<td>T3 Learning, instruction, practices, and curriculum development in early childhood education</td>
</tr>
<tr>
<td>10:30 - 11:00</td>
<td>Coffee break</td>
<td>T5 Symposium 2.1</td>
</tr>
<tr>
<td>11:00 - 12:00</td>
<td>Key note 2</td>
<td>T1 Paper Session 2.1</td>
</tr>
<tr>
<td>12:00 - 13:00</td>
<td>Lunch break</td>
<td>T6 Symposium 2.4</td>
</tr>
<tr>
<td>13:00 - 14:00</td>
<td>Symposium 2.2</td>
<td>T7 Symposium 2.3</td>
</tr>
<tr>
<td>14:00 - 15:30</td>
<td>Coffee break</td>
<td>T8 Paper Session 2.3</td>
</tr>
<tr>
<td>15:30 - 16:00</td>
<td>Symposium 2.3</td>
<td>T5 Paper Session 2.5</td>
</tr>
<tr>
<td>16:00 - 17:30</td>
<td>Discussion Panel</td>
<td>T2 Paper Session 2.5</td>
</tr>
<tr>
<td>17:30 - 18.30</td>
<td>SIG 5 member meeting</td>
<td>T3 Paper Session 2.6</td>
</tr>
</tbody>
</table>

## TOPICS

- **T3** Learning, instruction, practices, and curriculum development in early childhood education
- **T5** Quality of early childhood education and education provisions
- **T8** Literacy and math skills, learning and development, and motivation to learn in early childhood
- **T2** Children’s agency and participation in early childhood education contexts
- **T6** Expertise development of ECEC professionals (pre-service and in-service training)
- **T9** Social interaction and social relationships in early childhood education contexts

## DAY 3 - Friday, Jul, 1

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 - 10:30</td>
<td>Symposium 3.1</td>
<td>T3 Symposium 3.1</td>
</tr>
<tr>
<td>10:30 - 11:00</td>
<td>Coffee break</td>
<td>T5 Symposium 3.1</td>
</tr>
<tr>
<td>11:00 - 12:00</td>
<td>Key note 3</td>
<td>T8 Paper Session 3.1</td>
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<tr>
<td>12:00 - 13:00</td>
<td>Lunch break</td>
<td>T9 Paper Session 3.1</td>
</tr>
<tr>
<td>13:00 - 14:00</td>
<td>Symposium 3.2</td>
<td>T6 Symposium 3.2</td>
</tr>
<tr>
<td>14:00 - 15:30</td>
<td>Coffee break</td>
<td>T7 Symposium 3.3</td>
</tr>
<tr>
<td>15:30 - 17:00</td>
<td>Symposium 3.4</td>
<td>T5 Symposium 3.5</td>
</tr>
<tr>
<td>17:00 - 18:00</td>
<td>Closing session</td>
<td>T3 Symposium 3.4</td>
</tr>
</tbody>
</table>

## TOPICS

- **T3** Symposium 3.1
- **T5** Symposium 3.1
- **T8** Symposium 3.1
- **T9** Symposium 3.1
Conference highlights

Keynote 1
Wednesday 29th of June, 10:30-11:30
FPCEUP, Auditorium 1

The language environment and quality in early childhood program

Professor Catherine Snow, Harvard Graduate School of Education, USA
Chair: Cecília Aguiar, University Institute of Lisbon (ISCTE-IUL), School of Social Sciences, Portugal

Abstract:
Good early childhood programs have many characteristics: safe and secure environments, warm and nurturant adults, support for child autonomy and creativity, and rich opportunities to acquire language and knowledge. Evidence from early childhood settings around the world suggest strongly that safety and warm relationships with adults are relatively easy to ensure, even with the currently available early-childhood labor force, whereas support for children's autonomy, creativity, language development, and knowledge construction are both more rare and more difficult to engender. The implications of these findings for the design of early-childhood curricula, for professional development, and for the preservice preparation of early childhood educators will be explored.

Keynote 2
Thursday 30th of June, 11:00-12:00
FPCEUP, Auditorium 1

Research and development of health science in Portugal: A history of success that should be protected

Professor Manuel Sobrinho Simões, Institute of Molecular Pathology and Immunology at the University of Porto, Portugal
Chair: Catarina Grande, Faculty of Psychology and Education Sciences of Porto University, Portugal

Abstract:
The situation of Health Sciences R&D in the early eighties will be compared with the situation in the end of the first decade of the century. This comparison addresses some of the objectives we have attained on the quality and quantity of human resources, institutional strength, multidisciplinary collaboration and scientific productivity under the aegis of Mariano Gago. Using “objective”, quantitative data together with subjective and qualitative information, we will also address the weak points, namely the limited scope of the interactions between academic institutions and hospitals and/or...
enterprises. The reasons for the negative evolution in the recent years of almost every R&D parameter and the consequences of this policy on “our” future will be discussed with the audience.

Keynote 3
Friday 1st of July, 11:00-12:00
FPCEUP, Auditorium 1

Beyond classroom-level processes: Individual teacher-child relationships as developmental contexts for young children

Professor Karine Verschueren, School Psychology and Child and Adolescent Development, KU Leuven
Chair: Isabel Abreu-Lima, Faculty of Psychology and Education Sciences of Porto University, Portugal

Abstract:
Research has shown that the quality of classroom-level processes, including teachers’ emotional support toward their class, contributes to children’s academic and psychosocial development. Teachers, however, form individual relationships with each of their students which may differ in affective quality. These interpersonal processes occurring in teacher-child dyads also provide an important context for child development.

In this presentation, I will give an overview of our research on the affective quality of individual teacher-child relationships. This research has relied on attachment theory and developmental systems models at the main theoretical frameworks. Research questions that will be addressed include: Which dimensions of affective quality can be meaningfully distinguished and how can we assess them? How do child and teacher characteristics jointly shape the affective quality of teacher-child relationships? To what extent is individual-level teacher-child relationship quality related to classroom-level process quality, and do both have unique effects on child development? Does the quality of the teacher-child relationship protect at-risk children from developing adjustment problems? At-risk groups we have studied include: children with self-regulation difficulties or with insecure parent-child relationships. Also, we will shed light on some of the intervening mechanisms that may explain the role of teacher-child relationship quality for children’s adjustment in school. Specifically, we will discuss how children’s relationships with classroom peers are assumed to play an important intervening role. Finally, we will discuss interventions to improve teachers’ interpersonal relationships with at-risk children.
Invited Symposium
Thursday 30th of June, 09:00-10:30
FPCEUP, Auditorium 1

Bridging the gap between curriculum guidelines and educational practices: Discussion across European countries

Professor Teresa Leal, Faculty of Psychology and Education Sciences of Porto University
Ana Madalena Gamelas, Ph.D, Faculty of Psychology and Education Sciences of Porto University
Discussant: Professor Assunção Folque, University of Évora

Abstract:
During the period 2011 – 2014 six European countries (Greece, Finland, Denmark, Portugal, Romania, and Cyprus) participated in the project “Promoting the Professional Development of Early Childhood Educators” (Early Project; 517999-LLP-1-2011-1-GR-COMENIUS-CMP). In the scope of this project early educators were trained to use the Early Childhood Environmental Rating Scale- Revised Edition (ECERS-R; Harms, Clifford, & Cryer, 2005) to evaluate the quality of early childhood environment. In addition, a wide range of ‘good practices’ implemented in early childhood classrooms in the participating countries was collected (Gregoriadis et al., 2014).

The project offered the opportunity to discuss the characteristics of preschool settings in those countries using the ECERS-R as a framework. Observational data obtained through ECERS-R subscales reflected varied patterns across countries (Grammatikopoulos, Gregoriadis, Liukkonen, et al, 2014). In order to understand these patterns, three countries started the discussion on their curriculum guidelines for preschoolers. Finland, Greece, and Portugal conducted content analysis of these documents and of the ECERS-R. Overlaps and gaps were identified between each national curriculum guidelines and contents of ECERS-R items.

This Symposium intends to discuss the process and the results of this joint work. It includes three presentations that address specific topics for discussion:
1. The gaps and overlaps between curriculum guidelines and contents of ECERS-R, illustrated by Finish context;
2. The gaps and overlaps between curriculum guidelines, ECERS-R contents and observed practices, with examples of Greek reality;
3. The use of the ECERS-R in professional development to create a bridge between curriculum guidelines and educational practices, using examples of Portuguese experience. It is expected that the reflections on those topics might contribute to expand the concept of quality, its development and evaluation in early childhood education.

**Individual presentations:**
- *The concept of quality in ECEC - reflected on ECERS-R, the Finnish ECEC curriculum guidelines and everyday practices*
  - **Raija Raittila**

- *Quality in the Greek early childhood education: examining the relationship between ECERS-R and the national curriculum*
  - **Athanasios Gregoriadis, Vasilis Grammatikopoulos, & Evridiki Zachopoulou**

- *Discussing quality in Portuguese pre-school settings: the use of the ECERS-R in professional development*
  - **Teresa Leal, Ana Madalena Gamelas, Silvia Barros, & Manuela Pessanha**

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**Discussion Panel**

Date: Thursday, 30th of June, 16:00 - 17:30
FPCEUP, Auditorium 1
Chair: Clara Barata, Faculty of Psychology and Education Sciences, University of Coimbra

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**Societal changes across Europe: challenges for research**

**Tove Mogstad Slinde, Department of Early Childhood Education and Care, Norwegian Ministry of Education and Research**

Tove Mogstad Slinde is a Senior Adviser in the Norwegian Ministry of Education and Research in the Department of Early Childhood Education and Care. Since 2012 she is the elected Chair of the Network on Early Childhood Education and Care in OECD. In the Ministry of Education and Research Tove Mogstad Slinde has been working on policy governance, research and developmental work. Ms. Slinde has worked within the ECEC sector in Norway on different levels since 1987. Among other things she has been working with management and developmental work and the implementation of national policies on the regional and local levels. This has entailed cooperating closely with municipalities, kindergarten owners and other relevant institutions and stakeholders including teacher education and staff-organizations. Representing the Department of ECEC in international cooperation, she has been involved in the work of the OECD ECEC network (since 2008), as well as the Thematic Working Group on Early Childhood Education and Care in EU. She is also currently engaged in the advisory committee for the research project CARE, funded by the EU.
Michel Vandenbroeck, Department of Social Work and Social Pedagogy, Ghent University
Michel Vandenbroeck is professor in Family pedagogy, at the Department of Social Work and Social Pedagogy, Ghent University. His research interests are about early childhood care and education, parents support and family policies, with a special interest for issues of in- and exclusion in contexts of diversity. He is President of the Board of VBJK, the Centre for Innovation in the Early Years; member of the advisory board of Kind en Gezin (the governmental agency on child care and parent support in Flanders) and a member of the editorial board of several academic journals, including the European early Childhood Education Research Journal.

Miriam Leuchter, University of Münster and University of Landau, Germany
Working in the field of early childhood education as a: Kindergarten teacher in Switzerland and Sweden; Professor of early childhood education at the University of Teacher Education Central Switzerland; Professor of early science education at the University of Münster in Germany; Professor of early science education at the University of Landau in Germany (from 1.4.2016) Main interests are: Researching beliefs and knowledge of pre-service and in-service teachers; Researching young children’s knowledge structures and learning processes in science; Creating, implementing and researching learning opportunities for young children; ECEC and primary school teacher education.

Athanasios Gregoriadis, Department of Early Childhood Education, Aristotle University of Thessaloniki, Greece
Athanasios Gregoriadis is an assistant professor in early childhood education, in the Department of Early Childhood Education at the Aristotle University of Thessaloniki. In the past he was a visiting professor in the University of Bielefeld and a visiting research fellow in the University of Oxford. His main research interests include teacher-child relationships, quality of early childhood education environments, professional development and the support of home learning environments. He has participated in several international research projects funded by the EU regarding the quality of early childhood education. He is currently co-directing the students' teaching practicum in his department.

Paul Leseman, Utrecht University, The Netherlands
Paul Leseman is a professor of education, coordinator of the two-year international research master program Educational Sciences and coordinator of the interdisciplinary research focus area Education for Learning Societies at Utrecht University. Paul Leseman was trained as a psychologist. He is the author of a research review paper on efficacy of early childhood care and education for low income and
immigrant children, commissioned by the OECD in 2002, and author of a
research review on early childhood care and education, commissioned by
Eurydice/European Commission in 2009. He frequently acts as an advisor to
the Dutch government on day care and preschool education, works with local
municipalities to improve preschool education and teacher professionalization,
and supports organisations of child day care to increase the quality of care. He
was involved as external advisor and evaluator in the EU Comenius Program
TODDLER on early years professional education. He was a policy advisor on early childhood care and
education to the Taskforce Early Childhood Education and Care of the European Commission. He was
advisor to the German Robert Bosch Stiftung and dean of the postgraduate summer school Research
and Study Program on Education in Early Childhood of the RBS. Currently he is principal investigator of
the Dutch national cohort study Pre-COOL into the effects of early childhood care and education on
children’s development and school achievement, starting in 2010. Research publications concern
emergent literacy and numeracy, bilingual development, development of executive functions and self-
regulation, and effectiveness of home- and center-based preschool education programs.

Special lecture
Thursday 30th of June, 12:00-13:00
FPCEUP, Auditorium 1
How Change in Everyday Functioning has been Conceptualized in Longitudinal Studies of
Children and Youth with Long Term Health Conditions.

Alecia Samuels, Post Doctoral Research Fellow, CHILD, Jönköping
University (Sweden)
Chair: Joana Cadima, Faculty of Psychology and Education Sciences of Porto
University, Portugal

Children with long term health conditions or impairments change with time just
like all other children. These changes occur both in terms of development, as
traditionally measured with developmental tests, but also in terms of everyday
functioning, as measured with instruments focusing on everyday functioning
and participation. In addition children’s natural contexts change with time at a faster pace than adults.
The fast and sometimes different patterns of change in children with long term health conditions or
impairments make it necessary to assess change over time especially since most of the current
theories that we have about participation is based on cross sectional studies. Cross-sectional designs
do not allow the researcher to observe time related changes which makes it difficult to test change-
related hypotheses. This presentation is therefore based on a systematic review of how change is
conceptualized and measured in longitudinal studies of everyday functioning in children with long term health conditions or impairments.

Workshop 1
Date: Wednesday, 29th of June, 11:30 - 12:30
FPCEUP, Room 250
Registration Online: https://goo.gl/k1DGTW

Family School Partnering as an Evidence-Based Approach to Student Success

Jon Lasser, Ph.D, Texas State University
In this workshop a model of Family School Partnering (FSP) is presented as an evidence-based approach to prevent and address a host of challenges faced by young children and their families. Grounded in an ecosystemic framework, FSP involves collaborative work between families and schools with shared goals and responsibilities for positive student outcomes. This workshop will provide an overview of the model, followed by a review of the research supporting FSP practices. Finally, case example of FSP in action will illustrate how the model may be implemented.

Learning objectives - what is the intended knowledge outcome from your workshop
Participants in this workshop will obtain the following knowledge;
1. The key features of the Family School Partnering (FSP) Model
2. Research findings that support FSP
3. How schools can implement and promote FSP
4. Recommendations for graduate training in FSP

Workshop 2
Date: Thursday, 30th of June, 12:00 - 13:00
FPCEUP, Room 250
Registration Online: https://goo.gl/k1DGTW

Writing for Publication Workshop

Maria Cerrato Lara, Ph.D, Oxford Brooks University
The session aims to provide some useful training to junior researches in their process of publishing their work. To this end, the workshop will deal with these four main contents: 1) Organization and structure of a research paper - How each of these sections must be written? 2) Resources to make our voice visible (positioning): Which ones? When and how the author should make him/herself visible? and How to prevent the text from sounding little academic or impersonal? 3) Resources to involve the reader (engagement markers), 4) Intertextuality: How do we establish a
dialogue with other research papers? How do we make proper use of citations? For each topic theory and practice will be combined providing examples within their disciplinary. The session will end briefly reflecting on some other challenges outside writing that novice researchers face in academia with direct effect on their writing.

Workshop 3
Date: Friday, 1st of July, 12:00 - 13:00
FPCEUP, Room 249
Registration Online: https://goo.gl/k1DGTW

Interpersonal relationships: Measurement, research designs and data analysis
Marisa Matias, Ph.D, Faculty of Psychology and Education Sciences of Porto University
Examining interpersonal relationships may pose considerable methodological challenges. An important aspect to consider when examining relationships is the non-independence between individuals in dyads or groups. The workshop on Interpersonal relationships will address several issues regarding the analysis of non-independent observations among individuals, focusing topics such as research design, measurement, and data analysis. These topics will be covered using a structural equation modeling (SEM) analytical approach. We will first focus on some methodological aspects associated with the study of dyads.

Distinct ways of collecting data with dyads will be presented and design related issues will be discussed. We will then focus on data analysis, presenting and discussing some examples of Confirmatory Factor Analysis (CFA), Path Analysis and Structural Equation modeling. In terms of dyadic analysis, special attention will be paid to the actor-partner interdependence model, to the analysis of distinguishable and indistinguishable dyads, to the mediation and moderation of dyadic effects, and to over-time analyses of dyadic data.

Workshop 4
Date: Friday, 1st of July, 12:00 - 13:00
FPCEUP, Room 250
Registration Online: https://goo.gl/k1DGTW

Participation and engagement measures in preschool aged children: Cross-cultural adaptation and validation issues
Ana Isabel Pinto, Ph.D, Faculty of Psychology and Education Sciences of Porto University
with the participation and contribution of

Anna Karin Axelsson (1); Alecia Samuels (1,2); Vera Coelho (3); Frida Åström (1); Jorge Cunha (3); Catarina Grande (3)

(1) Jönköping University, Sweden; (2) Pretoria University, South Africa; (3) University of Porto - Faculty of Psychology and Education Sciences, Portugal

Child participation in inclusive preschool settings can be defined as encompassing two dimensions: (i) frequency/variety of activities attended along with peers; (ii) level of individual child engagement (Granlund, 2013). Child engagement in everyday activities is related to learning and development at present and in the future (e.g., Aydogan, 2012) and it has conceptual similarities with the proximal process, as it involves children’s interactions with their immediate physical and social contexts (Dower, Rimm-Kaufman, & Pianta, 2007; Pinto, 2006). It is assumed that being present in diverse activities and being engaged are two key aspects regarding young children’s learning and development (Pinto et al., 2006).

But a question remains about how to operationalize and measure these two dimensions of participation in children with diverse developmental status and how to account for the cultural diversity in the social and psychological demands children face in different countries?

This workshop will consider conceptual and methodological issues in the adaptation of two measures aimed at capturing participation and engagement in preschool aged children with and without needs for additional support, in Portugal and in Sweden. We will discuss: (a) one observation measure designed to capture child interactions in preschool settings - Child Observation in Preschool (Farran, 2006), (b) one questionnaire conceived to address participation and engagement at home/in the community - the Young Children’s Participation and Environment Measure (Khetani, Coster, Law & Bedell, 2013). Cultural and policy differences regarding inclusive early childhood education and care in the two countries are discussed in relation to the measurement adaptation and validation process.
Extended Conference Program

Please use the map of FPCEUP building at the last pages of this book to find the rooms for the conference’s events.

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| Poster session 2 | Main hall 2 11:30 - 12:30 | Chair: Ana Madalena Gamelas  
[11615] Qualitative Analyses of adult-child interactions in two different settings: kindergarten and family child care  
A. R. Barros & J. S. Pimentel  
Sónia Frota, Joseph Butler, Susana Correia, Cátia Severino, Selene Vicente, & Marina Vigário  
[11628] Social status of preschool children: Teacher and peer perspectives  
Inês Silva, Cecília Aguiar, Nadine Correia, & Margarida Fialho  
[11597] Support provided for parents of children with Autism Spectrum Disorders: A comparison between Portugal and the UK  
Vanessa Pereira & Teresa Leal |
| Poster session 3 | Main hall 3 11:30 - 12:30 | Chair: Carla Peixoto  
[11600] Children’s Literature Books for Early Years in Turkey  
Sevilay Bulut  
[11363] Effects of text books ownership and increased exposure time on learning outcomes in mathematics and reading among 8 year old pupils in under privileged primary schools in Kiambu county, Kenya  
Tabitha Wangeri  
[11490] Vocabulary and narrative discourse in preschoolers. A study with children from urban-marginalized communities in Argentina  
Alejandra Stein, Celia R. Rosemberg, Maia J. Migdalek, Florencia Alam, & Verona Batiuk  
[11629] Reading a storybook is more than say: “Once upon a time…” Book’s features influence teacher-child relationship in Shared Book Reading.  
Leydi J. Chaparro-Moreno, Maldonado-Carreño, & Florencia Reali |
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| **[11563] Theory of mind in early childhood: Development, correlates and training**  
Chair: Anika Fäsche & Wiebke F. Evers  
Discussant: Sabina Pauen  
Theory of mind and executive functions: Relations and differences in 3-, 4-, 5- and 6-year old children  
Wiebke F. Evers, Laura M. Walk, Anika Fäsche, & Markus Kiefer  
Preschool children’s theory of mind in relation with their emotion regulation and social competences  
Anika Fäsche, Catherine Gunzenhauser, & Antje V. Suchodoletz  
Family correlates of false belief understanding: Meta-analytic and cross-cultural findings  
Rory T. Devine  
Can teachers foster theory of mind? A training study  
Federica Bianco & Serena Lecce |

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| **[11514] Classroom quality in ECEC settings: Associations with teacher characteristics and child outcomes**  
Chair: Eija Pakarinen & Jenni Salminen  
Discussant: Marja-Kristiina Lerkkanen  
Associations Between Teacher Characteristics and Observed Classroom Quality in Kindergarten Classrooms in Kosovo  
Fitim Uka & Antje von Suchodoletz  
Classroom quality and its relation to children’s classroom engagement and disaffection in Vietnamese kindergartens  
Nhi Hoang, Leena Holopainen, & Martti Siekkinen  
Classroom quality and child outcomes studied in action research. Pros and cons discussed  
Lotte Henrichs, Paul Leseman, & Bodine Romijn  
Variability in kindergarten classroom quality: relations to different activity settings, teacher characteristics, and child outcomes  
Eija Pakarinen, Jenni Salminen, Marja-Kristiina Lerkkanen, Anna-Maija Poikkeus, & Helena Rasku-Puttonen |
### T3 Paper Session 1.1

**Room 245**  
**13:30 - 15:00**

**Learning, instruction, practices, and curriculum development in early childhood education**  
Chair: Spektor-Levy Ornit

[10161] Scaffolding through dialogic teaching in preschool and early primary school classrooms  
_Heli Muhonen, Helena Rasku-Puttonen, Eija Pakarinen, Anna-Maija Poikkeus, & Marja-Kristiina Lerkkanen_

[10827] The effect of scaffolding on scientific exploration and explanations among preschoolers with Specific Language Impairment  
_Spektor-Levy Ornit & Ezer Rinat_

[11452] Digital storytelling in a science class: A lesson to be learned  
_Popi Anastasiou_

### T4 Paper Session 1.2

**Room 252**  
**13:30 - 15:00**

**Play, pedagogy, and learning games**  
Chair: _Silvia Barros_

[11355] Physical Learning Environments Modelling System (MAFA). An Interdisciplinary Approach to Place-Based Pedagogies and Social Justice in ECE.  
_Cynthia Y. Adlerstein_

[11595] Scaffolding young children’s risky play: characteristics of staff-child interaction in Early Childhood Education and Care (ECEC)  
_Rasmus Kleppe_

[11604] Children’s Play at home and in ECE-institutions  
_Päivi Pihlaja & Anu Warinowski_

[11625] Children’s Outdoor Play in Kindergarten - Possibilities and Limitations in The Context of Natural Playground Design  
_Kathleen Panitz_
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|     | Expertise development of ECEC professionals (pre-service and in-service training)  
Chair: Catarina Grande |
|     | [11365] Exploring the complexity of competence building. Mixed theoretical perspectives, a source for deeper understanding and new answers?  
Gerd Sylvi Steinnes, Liv Torunn Eik, & Elin Ødegård |
|     | [11412] Fostering language development through day-to-day dialogues: Effects of professional development on early childhood educators? practice in kindergarten, nursery, and playgroup  
Franziska Vogt & Nadine Itel |
|     | [11483] The relationship between pre-service teachers' attachment and dispositional mindfulness on developmentally supportive practices with infants and toddlers  
Jennifer A. Vu, Holly E. Brophy-Herb, Claire D. Vallotton, Amy Williamson, Julie Torquati, Gina Cook, & Kalli Decker |
|     | [11509] Teaching for Conceptual Change in Kindergarten Science instruction: Teachers’ Professional Beliefs, Knowledge and practice  
Miriam Leuchter, Henrik Saalbach, Ueli Studhalter, & Annette Tettenborn |

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Chair: Marja-Kristiina Lerkkanen,  
Discussant: Antje von Suchodoletz |
|     | The quality of teacher-child interaction in 7 European countries  
Joana Cadima, Pauline Slot, Jenni Salminen, Giulia Pastori, & Marja-Kristiina Lerkkanenz |
|     | Relations between teacher and ECEC center characteristics and curriculum and classroom quality across Europe  
Pauline Slot, Joana Cadima, Jenni Salminen, Giulia Pastori, & Marja-Kristiina Lerkkanen |
|     | Educational dialogues in the ECEC classrooms  
Jenni Salminen, Marja-Kristiina Lerkkanen, Pauline Slot, Joana Cadima, & Giulia Pastori |
|     | A cultural analysis of ECEC quality across countries in Europe: the view from the insiders  
Giulia Pastori, Susanna Mantovani, Piera Braga, Alessia Agliati, Joana Cadima, Pauline Slot, Jenni Salminen & Marja-Kristiina Lerkkanen |
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<td>[10466] Long-term effects of an academically oriented preschool programme on child's mathematical development. Results from the German model programme KiDZ&lt;br&gt;Katharina Kluczniok &amp; Simone Lehrl&lt;br&gt;[10938] Mental representations of order in the early development of maths skills&lt;br&gt;Patrick A. O’Connor, Kinga Morsanyi, &amp; Teresa McCormack&lt;br&gt;[11593] Weak motor-life-skills and relations to mathematical development in early age&lt;br&gt;Elin Reekers &amp; Thomas Moser</td>
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<td><strong>Invited Symposium 1</strong>&lt;br&gt;Bridging the gap between curriculum guidelines and educational practices: Discussion across European countries.&lt;br&gt;Chair: Teresa Leal, &amp; Ana Madalena Gamelas&lt;br&gt;Discussant: Assunção Folque&lt;br&gt;The concept of quality in ECEC - reflected on ECERS-R, the Finnish ECEC curriculum guidelines and everyday practices&lt;br&gt;Raija Raittila&lt;br&gt;Quality in the Greek early childhood education: examining the relationship between ECERS-R and the national curriculum&lt;br&gt;Athanasios Gregoriadis, Vasilis Grammatikopoulos, &amp; Evridiki Zachopoulou&lt;br&gt;Discussing quality in Portuguese pre-school settings: the use of the ECERS-R in professional development&lt;br&gt;Teresa Leal, Ana Madalena Gamelas, Sílvia Barros, &amp; Manuela Pessanha</td>
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<td>Motor, cognitive and language development, and executive functioning in early childhood</td>
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<td>[11266] From Kindergarten to First Grade in Norway: Direction of the Developmental Pathways between Self-regulation and Academic Skills</td>
<td>Diewer ten Braak &amp; Ingunn Størksen</td>
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<td>[11358] Text-talk in preschool supports young emergent bilinguals’ vocabulary learning</td>
<td>Vibeke Grøver &amp; Veslemøy Rydland</td>
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<td>[11454] Role of Verbal Self-Instructions in Bilingual Elementary Students? Problem-Solving</td>
<td>Catherine Gunzenhauser, Henrik Saalbach, &amp; Julia Karbach</td>
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<td>[11487] Effects of preschool intervention for minority children on early literacy, early numeracy and selective attention</td>
<td>Ilona Veer, Hans Luyten, Cathy van Tuijl, Hanna Mulder, &amp; Peter Sleeegers</td>
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<td>[11542] Type, frequency, and quality of mathematics instruction in Chilean Pre-K classroom</td>
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<td>[11573] Promoting routine-based learning opportunities in inclusive preschool settings: a case study</td>
<td>Francisca Ferreira &amp; Ana I. Pinto</td>
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<td>[11608] Pilot intervention to improve teacher-child interactions for pre-service early childhood educators in Chile</td>
<td>Doyna Illmer, Maria Ines Susperreguy, Daniela Aldoney, &amp; Susana Mendive</td>
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<td>[11541] Is listening comprehension in preschool a significant predictor of reading abilities in the first grade?</td>
<td>Sara Brandão, Irene Cadime, Sandra Santos, Séli Chaves-Sousa, Fernanda Leopoldina Viana, &amp; Iolanda Ribeiro</td>
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Key note, 11:00 - 12:00
Research and development of health science in Portugal: A history of success that should be protected
Manuel Sobrinho Simões, Institute of Molecular Pathology and Immunology of the University of Porto
Chair: Catarina Grande

Special Lecture, Workshop & Poster sessions, 12:00 - 13:00
| Special Lecture | Auditorium 1  
| 12:00 - 13:00 | **How Change in Everyday Functioning has been Conceptualized in Longitudinal Studies of Children and Youth with Long Term Health Conditions.**  
*Alecia Samuels, Jönköping University*  
Chair: Joana Cadima |
| WorkShop 2 | Room 250  
| 12:00 - 13:00 | **Writing for Publication Workshop**  
*Maria Cerrato Lara, Oxford Brooks University* |
| Poster session 4 | Main hall 1  
| 12:00 - 13:00 | Chair: *Isabel Macedo Pinto*  
[10872] Tip Tap: home- based intervention program for toddlers  
*Ayelet Giladi*  
[11506] The relevance of maternal responsiveness in Early Childhood Intervention  
*Marisa Gouveia & Ana I. Pinto*  
[11527] The influence of mother’s education and gender on early academic skills among Norwegian children across kindergarten and first grade  
*Ragnhild Lenes* |
| Poster session 5 | Main hall 2  
| 12:00 - 13:00 | Chair: *Lotte Henrichs*  
[10389] Preschool Teachers’ discourse during Reading, Reconstructing, and Telling of a Picture Book  
*Marie-Lyne Smadja, Dorit Aram, & Margalit Ziv*  
[10871] Primary school teachers’ beliefs about learning in science and their according action in the classroom  
*Nina Kim Dunker*  
[11284] Opportunities for STEM learning within an early childhood (EC) cooking program  
*Christine D. Tippett & Todd M. Milford*  
[11598] Aligning Pre-School and Teacher Education Curricula  
*Gulbahar Yilmaz*  
[11627] Engaging low-income Latino preschoolers in science inquiry through a health-based curriculum  
*Walter Aminger, Gabriela Gutierrez, Laura Romo, Julie Bianchini, Yukari Okamoto, & Jin S. Lee* |

Parallel sessions, 14:00 - 15:30
| Symposium 2.2 | Room 250  
14:00 - 15:30 |
|---|---|
| **[11565] Concepts and measures of ECEC quality across cultures: what is universal?**  
Chair: Saskia D.M. Van Schaik  
Discussant: Joana Cadima |
| Teachers’ beliefs about future-oriented developmental and educational goals in ECEC: A comparison between nine European countries  
**Martine L. Broekhuizen, Thomas Moser, Paul P.M. Leseman, Edward Melhuish, Giulia Pastori, & Konstantinos Petrogiannis**  
A critical cultural approach to CLASS. The voice of Italian ECEC teachers.  
**Giulia Pastori, Valentina Pagani, & Susanna Mantovani**  
Defining ECEC quality: existing domains and the support of group processes  
**Saskia D.M. Van Schaik, Paul P.M. Leseman, & M. De Haan** |

| Symposium 2.3 | Room 249  
14:00 - 15:30 |
|---|---|
| **[11571] Home Environment and Children’s School Readiness in Chile and Latino immigrants in the U.S.**  
Chair: Susana Mendive  
Discussant: Yvonne Anders |
| Maternal socialization in low-income latino immigrant and toddler’s language and inhibitory control skills  
**Daniela Aldeney & Natasha Cabrera**  
The Role of Academic Expectations, Home Numeracy Practices, and Children’s Self-Regulation in Predicting Number Identification in Chilean Preschoolers  
**Maria Ines Susperreguy & Vivian Singer**  
Subgroups of Home Literacy Environment in low-SES families and their relation to early literacy development  
**Susana Mendive, Mayra Mascarero, Daniela Aldoney, Anita Díaz, Manuela Sylleros, José Pezoa, Michelle Darricades, & Ignacio Araya** |
### T6 Symposium 2.4

**Room 247**  
**14:00 - 15:30**

**[11501] Multiple Perspectives on Professional Development in ECEC**  
Chair: *Marja-Kristiina Lerkkanen*  
Discussant: *Clara Barata*

The “Un Buen Comienzo” Project and its experience improving Chilean Preschool Education: Combining formative assessment, coaching and continuous quality improvement  
*Katherine Becker, Pablo Muñoz, & Andrea Rolla*

*Action research as part of professional development activities for preschool teachers*  
*Lotte Henrichs*

“Something has stirred”: The Growth of Pedagogical Awareness of Teachers Attending a Professional Development Programme  
*Jenni Salminen, Marja Mäensivu, Riitta-Leena Metsäpelto, Kati Vasalampi, Marja-Kristiina Lerkkanen, & Anna-Maija Poikkeus*

*Enhancing parental involvement: a case of professional development*  
*Maria Evangelou, Anne Edwards, Kathy Sylva, & Teresa Smith*

### T8 Paper Session 2.3

**Room 252**  
**14:00 - 15:30**

**Literacy and math skills, learning and development, and motivation to learn in early childhood**  
Chair: *Carla Peixoto*

[10699] Early literacy in Norwegian preschool and preschool teacher education  
*Liv Gjems & Bente Vatne*

[11467] Relation between early literacy routines and language development  
*Vânia Peixoto, Rita Alegria, Adriana Martins, Alice Mendes, Catarina Santos, Daniela Rodrigues, Fabiana Jesus, & Mariana Silva*

[11469] Use of the storytelling for optimal language development in kindergarten context  
*Vânia Peixoto, Ana Montenegro, Rita Alegria, & Rita Sousa*

[11581] Shared Reading is Related to Lower And Higher Verbal Abilities in Kindergarten Children  
*Lorenz Grolig, Caroline Cohrdes, & Sascha Schroeder*
| T9 | Paper Session 2.4 | Room 245  
14:00 - 15:30 |
|---|---|---|
| **Social interaction and social relationships in early childhood education contexts**  
Chair: Anna-Maija Poikkeus  
[11529] When prosody matters! Emerging word segmentation abilities in European Portuguese learning infants  
_Joseph Butler, Cátia Severino, Marina Vigário, & Sónia Frota_  
[11271] Facebook and Maternity Models Disclosure in Portugal  
_Filipa César, Alexandra Oliveira, & Anne Marie Fontaine_  
[11459] Children's Beliefs Concerning School Transition  
_Sirpa Eskelä-Haapanen, Marja-Kristiina Lerkkanen, Helena Rasku-Puttonen, & Anna-Maija Poikkeus_  
[10816] Implementing a Mindfulness Program in a northern Ugandan School  
_M. Kyle Matsuba_ |

| Discussion Panel & Parallel sessions, 16:00 - 17:30 | **Societal changes across Europe: challenges for research**  
Chair: Clara Barata  
_Tove Mogstad Slinde, Department of Early Childhood Education and Care, Norwegian Ministry of Education and Research_  
_Michel Vandenbroeck, Department of Social Work and Social Pedagogy, Ghent University_  
_Miriam Leuchter, University of Münster & University of Landau, Germany_  
_Athanasios Gregoriadis, Department of Early Childhood Education, Aristotle University of Thessalonik_  
_Paul Leseman, University of Utrecht, The Netherlands_ |

| Discussion Panel | Auditorium 1  
16:00 - 17:30 | **Societal changes across Europe: challenges for research**  
Chair: Clara Barata  
_Tove Mogstad Slinde, Department of Early Childhood Education and Care, Norwegian Ministry of Education and Research_  
_Michel Vandenbroeck, Department of Social Work and Social Pedagogy, Ghent University_  
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_Athanasios Gregoriadis, Department of Early Childhood Education, Aristotle University of Thessalonik_  
_Paul Leseman, University of Utrecht, The Netherlands_ |
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<td>Children's agency and participation in early childhood education contexts</td>
<td>Ana Isabel Pinto</td>
<td>Reli Iluz, Esther Adi-Japha, &amp; Pnina Klein</td>
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<td>Joana Baptista-Borges, Mónica Silveira-Maia, &amp; Manuela Sanches-Feirreira</td>
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<td>Joana Baptista-Borges, Mónica Silveira-Maia, &amp; Manuela Sanches-Feirreira</td>
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<td>T3 Paper Session 2.6</td>
<td>Learning, instruction, practices, and curriculum development in early childhood education</td>
<td>Yvonne Anders</td>
<td>Torhild Hoydalsvik</td>
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<td>Lea Höltge, Jan-Henning Ehm, &amp; Ulrike Hartmann</td>
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<td>Yvonne Anders, Franziska Wilke, &amp; Eric Vogel</td>
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<td>10:00 - 11:30</td>
<td>Paper Session 2.7</td>
<td>Quality of early childhood education and education provisions</td>
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<td>Chair: Kathy Sylva</td>
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<td>[10849] Assessing group and dyadic relationships quality in the</td>
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<td>preschool setting: Is there an effect on children’s early academic</td>
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<td>skills? Inês Peceguina, Cecília Aguiar, Nadine Correia, Margarida</td>
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<td>Fialho, &amp; J. R. Daniel</td>
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<td>[11451] Capturing Coherence: The Development of a Classroom Observation</td>
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<td>Instrument for Use Across Early Childhood Sascha C. Mowrey &amp; Dale C.</td>
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<td>Rebecca Bull, Shih Ying, &amp; Ee Lynn Ng</td>
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<td>[11540] Approximating observational data of process quality in early</td>
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<td>childhood education and care settings Susanne Kuger &amp; Frauke Peter</td>
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<td>17:30 - 18:30</td>
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| T3  | Symposium 3.1 | Room 250 9:00 - 10:30 | [11611] Interventions and Predictors of Language Development of Multilingual Children in Germany  
Chair: Franziska Egert & Steffi Sachse  
Discussant: Paul Leseman  
Language promotion of multilingual children in early education: effectiveness of an intervention program and predictors of second language acquisition  
Katarina Groth & Franziska Egert  
Language-based interaction training for day care teachers – impact on multilingual children's second language development  
Steffi Sachse, Stefanie Schuler, & Nora Budde-Spengler  
Meta-analysis in the impact of language interventions for bilingual children in early education in Germany  
Franziska Egert  
Interrelations between first and second language development and socio-emotional variables among dual language learners in early education  
Beyhan Ertanir, Jens Kratzmann, Samuel Jahreiss, Maren Frank, & Steffi Sachse |
|---|---|---|---|
| T5  | Paper Session 3.1 | Room 249 9:00 - 10:30 | Quality of early childhood education and education provisions  
Chair: Michel Vandenbroeck  
[10170] Measuring and Monitoring Quality of Childcare in Flanders  
Michel Vandenbroeck  
Kathy Sylva, Pamela Sammons, James Hall, Rebecca Smees, Teresa Smith, Maria Evangelou, Jenny Goff, & Naomi Eisenstadt  
[11524] Longer-term effects of preschool quality: Associations between preschool quality and children's competencies in mathematics and conduct problems in secondary school  
Simone Lehrl, Sabine Blaurock, Katharina Mursin, Sabine Weinert, & Hans-Guenther Rossbach  
[11576] Effects of early childhood education and care on developmental outcomes in literacy and mathematics: Meta-analysis of European longitudinal studies  
Hannah Ulferts & Anders |
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<td>9:00 - 10:30</td>
<td>T8 Paper</td>
<td>Literacy and math skills, learning and development, and motivation to learn in early childhood</td>
<td>Teresa Leal</td>
<td>Anna-Maija Poikkeus, Virpi Paukkeri, Eija Pakarinen, &amp; Maria-Kristiina Lerkkanen</td>
<td>[11609] Development of math skills from preprimary year to 4th grade: A subgroup analysis</td>
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<td>Pekka Räsänen, Linda Anaya, Bernardo M. Aguilar Montiel, Israel Torres Salazar, &amp; María G. Rodríguez Martínez</td>
<td>[11653] A longitudinal perspective to early Bio-Psycho-Social predictors of linguistic and numerical skills at preschool age</td>
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<td>[11669] Uncovering mathematics learning in early childhood: An emphasis on pupils’ talk</td>
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<td>9:00 - 10:30</td>
<td>T9 Paper</td>
<td>Social interaction and social relationships in early childhood education contexts</td>
<td>Vasilis Grammatikopoulos</td>
<td>Jon Lasser</td>
<td>[10686] An Evidence-Based Approach to Pre-School Interventions with Children and Families</td>
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<td>[11411] The role of the teacher-student relationship in the development of the subcomponents of executive functioning across the transition to first grade</td>
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<td>[11453] The relationship between caregiver-child interaction quality and children’s social and emotional skills in Norwegian ECEC</td>
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<td>Ingrid Midteide Løkken, Elisabeth Bjørnestad, &amp; Thomas Moser</td>
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<td>11:00 - 12:00</td>
<td>Key note 3</td>
<td>Beyond classroom-level processes: Individual teacher-child relationships as developmental contexts for young children</td>
<td>Isabel Abreu-Lima</td>
<td>Karine Verschueren, University of Leuven, Belgium</td>
<td>Chair: Isabel Abreu-Lima</td>
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<td>12:00 - 13:00</td>
<td>WorkShop 3</td>
<td>Change and Relationships: Measurement, research designs and data analysis</td>
<td>Marisa Matias</td>
<td>Marisa Matias, Faculty of Psychology and Education Sciences of Porto University</td>
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<td>WorkShop 4</td>
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| Participation and engagement measures in preschool aged children: Cross-cultural adaptation and validation issues  
Ana Isabel Pinto, University of Porto; Anna Karin Axelsson, Jönköping University; Alecia Samuels, Jönköping University & Pretoria University; Vera Coelho, University of Porto; Frida Åström, Jönköping University; Jorge Cunha, University of Porto; Catarina Grande, University of Porto |
| Chair: Cecília Aguiar |
| [11268] Evaluation and monitoring in daycare - results collected from case studies in Portugal  
Cindy Mutschen Carvalho & Gabriela Portugal |
| [11526] Differential effects of preschool quality on children’s emergent literacy skills during preschool in Germany.  
Simone Lehl & Wilfried K. Smidt |
| [11612] Parenting styles and emotion regulation in the preschool context: Moderating effect of quality of teacher-child interactions  
Margarida Fialho, Nadine Correia, Cecília Aguiar, Lígia Monteiro, & Francisco Esteves |
| [11736] Major innovations for small children  
Maria J. Infante |
| [11613] Assessing children’s ideas about participation in preschool  
Nadine Correia & Cecília Aguiar |

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| [11486] Learning words through teaching others. Tutors’ learning in a literacy tutoring program  
Celia R. Rosenberg, Florencia Alam, Maia J. Migdalek, & Alejandra Stein |
| [11617] Fostering Preschool Children’s Academic Language and Scientific Concepts through Plan-Do-Review  
Maren Ebel |
| [11603] Children with Challenging Behavior in day care  
Päivi M. E. Pihlaja |
| [11532] Gender differences in Norwegian children’s early mathematics  
Tone Salomonsen & Elin Reikerås |
| [10865] At-risk and vulnerable children and implication on academic achievement: A non-urban sample from South Africa  
Comfort B. Asanbe, Anne-Gloria Moleko, Maretha Visser, Angela Thomas, Catherine Makwakwa, Waleska Salgado, & Alexandra Tesnakis |

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Comfort B. Asanbe, Anne-Gloria Moleko, Maretha Visser, Angela Thomas, Catherine Makwakwa, Waleska Salgado, & Alexandra Tesnakis |
### T6 Symposium 3.2

**Room 250**  
14:00 - 15:30

**[11708] Innovative exemplary approaches to professional development of ECEC's practitioners in Europe. Findings from three case studies in Denmark, Italy and Poland**  
Chair: Chiara Bove  
Discussant: Pauline Slot

Innovation as a participatory process of renewing educational and professional development practices. Voices of ECEC practitioners in two Italian sites  
Chiara Bove, Susanna Mantovani, Claudia Giudici, & Silvia Cescato

An Innovative Professional Development Programme within an organisational learning and communities of practice perspective – A Danish Case  
Bente Jensen

Innovative approach to in-service professional development of caregivers in Public Crèche Network in Łódź (Poland)  
Olga Wyslowska, Małgorzata Karwowska-Struczyk, & Pauline Slot

### T7 Symposium 3.3

**Room 247**  
14:00 - 15:30

**[11549] Early interventions in disadvantaged families: Effects and underlying mechanisms in Dutch and Swiss trials**  
Chair: Andrea Lanfranchi  
Discussant: Amos van Gelderen

Effects of an early intervention on children's outcomes at 36 months: Evidence from the randomized controlled trial ZEPPELIN 0-3  
Simone Schaub, Susan C.A. Burkhardt, Alex Neuhauser, Erich Ramseier, & Andrea Lanfranchi

Effects of the ZEPPELIN 0-3 study: The mediating effects of maternal sensitivity on child development  
Alex Neuhauser, Susan C.A. Burkhardt, Erich Ramseier, Simone Schaub, Martin Venetz, & Andrea Lanfranchi

Combining a centre- and home-based program to foster low-SES Dutch pre-schoolers' vocabulary  
Rosa Teepe, Inge Molenaar, Ludo Verhoeven, & Ron Oostdam

Outcomes of the Dutch Family Literacy Program “Early Education at Home”: Moderating and mediating effects of implementation quality  
Sanneke de la Rie, Roel van Steensel, Amos van Gelderen, & Sabine Severiens
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| T5      | 249  | 14:00-15:30 | Quality of early childhood education and education provisions | Chair: Silvia Barros  
[11579] The role of professional exchange within the team for the realised process quality of language education in childcare centres Elisabeth Resa, Yvonne Anders, & Imke Groeneveld  
[11594] What's really going on? Caregiver's views and facilitators’ perceptions of Playgroups in Portugal Joana Alexandre, Vanessa Russo, Maria C. Barata, Joana Lobo, Marta Mendes, Catarina Leitão, Joana F. Luis, & Bruno Sousa  
[11685] The influence of pedagogical ecology on cognitive development of children from community-based pre-schools in Kenya, Uganda and Zanzibar Peter A. M. Mwaura |
| T8      | 245  | 14:00-15:30 | Literacy and math skills, learning and development, and motivation to learn in early childhood | Chair: Ana Madalena Gamelas  
[11520] Natural Sciences Education in Preschool Facilities: The effects of academic language and teaching strategies on children’s scientific and linguistic learning Megan Bock, Sabrina Tietze, & Astrid Rank  
[11699] Influence of oral proficiency on second language performance of class four pupils in three selected schools in Nairobi county, Kenya Jotham N. Dinga  

Parallel sessions, 15:30 - 17:00
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<th>Symposium 3.4</th>
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| **[11537]** Supporting preschool children’s science learning  
Chair: Miriam Leuchter  
Discussant: Marja-Kristiina Lerkkanen  
Dimensionality of science competencies in preschool age: Results of a cross-sectional study.  
Tobias Ziegler, Ilonca Hardy, & Astrid Jurecka  
Measurement and structure of scientific knowledge of preschool teachers  
Julia Barenthien & Mirjam Steffensky  
Can professional development foster preschool teachers’ pedagogical beliefs about science instruction?  
Elisa Heinig, Nathalie Lebski, & Yvonne Anders  
Kindergarten Children’s Science Learning: The Effects of Teachers’ Verbal Input  
Ueli Studhalter, Henrik Saalbach, Mirjam Leuchter, Annette Tettenborn, & Anneliese Elmer |

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| **[11580]** Diversity and inclusion in Early Childhood Care and Education; a European perspective  
Chair: Martine Broekhuizen  
Discussant: Michel Vandenbroeck  
How does the institutional setting of ECEC systems affect the use and parental assessment of services? A cross-country multilevel study  
Özgün Ünver & Ides Nicaise  
Parental attitudes towards diversity and inclusion in ECEC settings; a comparison between nine European countries  
Martine Broekhuizen, Thomas Moser, & Paul Leseman  
Inclusiveness of ECEC Services in Europe: Perspectives of Disadvantaged Parents and Professionals from Seven Countries  
Ides Nicaise & Özgün Ünver |
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| T7 Paper Session 3.6 | Educational partnership, impact of family and parenting on children's learning and development | Chair: Maria Evangelou  
[11414] Relationship between quality of preschool and home learning environment and social-emotional and vocabulary skills of children in preschool age.  
Franziska Wilke, Yvonne Anders, & Axinja Hachfeld |
| T7 Paper Session 3.6 | Relationship between quality of preschool and home learning environment and social-emotional and vocabulary skills of children in preschool age. | Franziska Wilke, Yvonne Anders, & Axinja Hachfeld |
| T7 Paper Session 3.6 | Finnish students’ literacy skills in Kindergarten, 1st and 9th grade: Effects of mothers’ and fathers’ scaffolding in early childhood | Maarit Silvén, Johanna Hasselgrén, & Anne Sorariuta |
| T7 Paper Session 3.6 | Mothers’ autonomy support and scaffolding in infancy predict children’s mathematical skills at preschool age and in 9th grade | Anne Sorariutta & Maarit Silvén |
| T7 Paper Session 3.6 | Reconceptualising the Home Learning Environment: Introducing the Home Learning Ecosystem | Athanasios Gregoriadis & Maria Evangelou |
| T6 Paper Session 3.7 | Expertise development of ECEC professionals (pre-service and in-service training) | Chair: Tânia Boavida  
[11550] The Nature of Meaningful Student-Mentor-Relationship and Mentoring during Practice Periods  
Tarja R. Liinamaa |
| T6 Paper Session 3.7 | Promoting early language skills: Preschool teachers’ sensitivity for daily routines | Nadine Wieduwilt, Axinja Hachfeld, & Yvonne Anders |
| T6 Paper Session 3.7 | Evaluation of a Preschool Teacher Professional Development Program in Colombia | Carolina Maldonado-Carreño, Eduardo Escallón-Largacha, & Paola Guerrero-Rosada |
| T6 Paper Session 3.7 | Early Childhood Education and Care Professionals’ Role in Early Childhood Intervention | Tânia Boavida |
| Closing session | JURE awards (Paper and Poster presentations) | Farewell drinks |