



IRECE

The 2nd International Research in
Early Childhood Education Conference
Universidad Diego Portales, Chile
8-9-10 de Enero, 2014



MONASH University

CONFERENCE PROGRAM

The 2nd International Research in Early Childhood Education conference 2014

WEDNESDAY 8th			
8.00 - 9.00 Registration	Registration and payment (Main Hall, 1st Floor, Edificio de Aulas, Ejército 326)		
9.00 - 10.00 Welcome Address	Carolina Schmidt, Minister of Education Marilyn Flear, IRECE, Monash University Carlos Peña, President, Universidad Diego Portales (Auditorium Nicanor Parra, Vergara 324)		
10.10 - 11.10 International Conference	Early Childhood Development: the indispensable foundation for social economic and sustainable development Pia Britto, UNICEF-New York Chair: Francisca Morales, Unicef (Auditorium Nicanor Parra, Vergara 324)		
11.40 - 13.00 (Edificio de Aulas, Ejército 326)	Paper Session: Family community and Environment / Room A23 Chair: Marta Edwards, CEDEP	Paper Session: Children's learning and curriculum practice/ Room A33 Chair: Francisca Morales, Unicef	Paper Session: Teaching: Initial and Continuous Education/ Room A43 Chair: Marcela Pardo, CIAE, Universidad de Chile
	Intergenerational trajectories of 'family funds of knowledge': Young Australian children's cultural learning and development in homes and communities. Hilary Monk, Monash University, Australia	What constitutes a "good" measure of social emotional competence in early childhood? Rebecca Georgis, University of Alberta, Canada	Professional Development in Chilean Public Early Childhood Education: What do Educators Have to Say? Mariel Gomez, University of British Columbia, Canada
	Being and becoming an environmentally sustainable community Marina Bachmann, Collectively Kids, New Zeland	Raising ECE Programme Quality in Singapore: adaptation, interpretation and translation of ECE theories and current research findings Juliet Chia, Charles Chan, Education Services Division, Preschool Education Branch, Singapore Ministry of Education	Complexity from within: Perceptions of Chilean Early Childhood Educators on their professional role. María Jesús Viviani, University of Bristol, UK
	A cultural-historical study on emotion-related signs in supporting young children's emotional development Feiyan Chen, Monash University, Australia	International transitions: identity development through children's emotional experiences Megan Adams, Monash University, Australia	"It's just a phase, they'll go back to Piaget". A sociocultural study of six kindergarten practitioners' perceptions of the implementation of the Australian Early Years Learning Framework. Lauren Armstrong, Monash University, Australia
			Strategies to improve cognitive skills in university students: results of a mediated intervention Natalia Salas. Universidad Diego Portales, Chile

**The 2nd International Research in Early Childhood
Education conference 2014**

LUNCH			
14.30 - 15.15 Presentation of National Public Policy	Chile Crece Contigo Public Integrated Program for children in vulnerable communities Chair: Marta Edwards, CEDEP (Auditorium Nicanor Parra, Vergara 324)		
15.30 - 16.50 (Edificio de Aulas, Ejército 326)	Paper Session: Play and Pedagogy/ Room A23 Chair: Marta Edwards, CEDEP	Paper Session: Innovative Teaching Practices/ Room A33 Chair: Francisca Morales, Unicef	Paper Session: Quality, equity and public policy/ Room A43 Chair: Marcela Pardo, CIAE, Universidad de Chile
	The challenges for play and pedagogy: A Mexican case study Gloria Quiñones, Monash University, Australia	Application of <i>ie-basic program</i> to promote cognitive and affective development in preschoolers: a Chilean study Natalia Salas; Cecilia Assael; David Huepe; Fernando González; Alejandra Morales; Rita Arévalo; Chetty Espinoza, Centro Desarrollo Cognitivo, Universidad Diego Portales; Araya, G., Junta Nacional de Jardines Infantiles, Chile	Sociocultural concepts and pedagogical strategies in <i>Futuro Infantil Hoy</i> program: Connecting the pedagogical fault line in EC communities in Antofagasta Qi Jing, University of Western Sydney, Australia
	Young children's concept formation under the context of imaginary play at home Yijun Hao, Monash University, Australia	Self-assessment at early ages. Better learning in school contexts Marcela Lara, Universidad de Playa Ancha, Chile	How Much Does It Cost To Provide Quality Early Childhood Education In Chile? Francesca Faverio, CEPI; Alejandra Cortázar, Lorena Rivera, Centro de Políticas Comparadas en Educación, Universidad Diego Portales, Chile
	The Right to the Physical Education and Art Education in Early Childhood Education M. Silvana Franco; Claudia Azucena Pechin, Instituto para el Estudio de la Educación, el Lenguaje y la Sociedad (IELES), Universidad Nacional de La Pampa, Argentina	Young Children as Active Meaning Makers Naseema Shaik, Cape Peninsula University, South Africa	Long term effects of Public Chilean Early Childhood Education on Academic Achievement Alejandra Cortázar, Centro de Políticas Comparadas en Educación, Universidad Diego Portales, Chile
17.10 - 18.10 International Conference	Rights and Realities: Creating Quality Services for Young children. Sharon Lynn Kagan, Teachers College Chair: Francisca Morales, Unicef (Auditorium Nicanor Parra, Vergara 324)		

**The 2nd International Research in Early Childhood
Education conference 2014**

THURSDAY 9th			
9.00 - 10:00 International Conference	Opening up for Creative Thought and the Event in Early Childhood Education Gunilla Dahlberg, Stockholm University - Reggio Emilia Institute Chair: Selma Simonstein, OMEP (Auditorium Nicanor Parra, Vergara 324)		
10.20 - 11.40 (Edificio de Aulas, Ejército 326)	Paper Session: Teaching: Initial and Continuous Education/ Room A23 Chair: Alicia Berríos, MINEDUC	Paper Session: Innovative teaching practices/ Room A33 Chair: Paula Fernandez, Fundación Oportunidad	Symposium: Families as partners of children. Literacy learning/ Room A43 Chair: Felipe Maldonado, UDP
	Improvement methodologies: the use of a improvement model in Chile Javiera Sepúlveda, Francis Durán, Paula Fernández, Trinidad Castro, Fundación Educacional Oportunidad.	Representations of Cultural Tone as Provocations for Attaining Social Competence Marie Hammer, Monash University, Australia	Involving families as meaningful partners in children's literacy learning: Early childhood educators and their communities acting for social change Christine Woodrow University of Western Sydney Australia; Linda Newman University of New Castle Australia; Leonie Arthur; Kerry Staples, University of Western Sydney, Australia. Marta Arancibia y Siliva Rojo, Mitzy Velasquez, Roxana Gajardo y Bárbara Cortés Programa Futuro Infantil Hoy (FIH) Antofagasta, Chile-Australia
	Classroom interactions for quality early childhood education in Chile: public policy lessons from Un Buen Comienzo Program Francisca Romo, Ernesto Treviño, Felipe Godoy. Centro de Políticas Comparadas en Educación, Universidad Diego Portales, Chile	Bringing environmental issues in to early childhood education centers Josefina Prieto, Fundación Ilumina; Mónica Koppmann; Claudia Bustamante, Corporación Manos y Naturaleza, Chile	
Prospective Early Childhood Teachers' Practical Knowledge to Teach Language and Literacy to children from 0 to 6 years old Malva Villalón. Pontificia Universidad Católica de Chile; Marcela Pardo, CIAE, Universidad de Chile; Cynthia Adlerstein, Carmen Diaz, Pontificia Universidad Católica de Chile	Teaching Strategies for Documentation of Practices in Two Brazilian Preschools Beatriz de Oliveira Abuchaim, Fundação Carlos Chagas, Brasil		
12.00 - 13.00 International Conference	Instructional Quality in Early Childhood Classrooms: Why is improving it so hard? Catherine Snow, Harvard University Chair: Paula Fernandez, Fundación Oportunidad (Auditorium Nicanor Parra, Vergara 324)		

The 2nd International Research in Early Childhood Education conference 2014

LUNCH			
14.30 - 15.30 International Conference	<p>The learning life course of at "risk " children aged 3-16: perception of students and parents about "succeeding against the odds" Iram Siraj, Intitute of Education, University of London Chair: Marcela Pardo, CIAE, Universidad de Chile (Auditorium Nicanor Parra, Vergara 324)</p>		
15.45 - 17.05 (Edificio de Aulas, Ejército 326)	Paper Session: The child as a global citizen/ Room A23 Chair: Alicia Berríos, MINEDUC	Special Session on Chilean ECE Program implemented by the private sector/ Room A33 Chair: Ximena Paniagua, UDP	Paper Session: Research Methodologies in Early Education/ Room A43 Chair: Marcela Pardo, CIAE, Universidad de Chile
	Intercultural Dialogue for Global Leadership and Citizenship in Early Childhood Jane Bone; Avis Ridgway; Gloria Quiñones, Monash University, Australia	<i>Un Buen Comienzo</i> Early Childhood Education Program implemented in vulnerable communities Francis Durán, Fundación Oportunidad	"I am a researcher not a teacher": Convincing children and teachers in Turkey Nehir Metin, University of Warwick, UK
	Understanding First Nation Values in Early Childhood Assessment Rebecca Gokiert, University of Alberta; Tristan Robinson, University College London; Rebecca Georgis, University of Alberta, Canada	<i>Sembrar</i>, Early Childhood Education Program Isidora Recart, Fundación Arauco	Theory as action: The ethical and political possibilities of thinking with theory in early education research Iris Berger, University of British Columbia, and Veronica Pacini- Ketchabaw, University of Victoria, Canada
	Inclusive Parent Engagement Practices in Culturally Diverse Early Learning and Care Settings Rebecca Georgis, Rebecca Gokiert, University of Alberta, Canada		Cultural-historical genetic research methodology (GRM) in early childhood studies: what it is and how it works Nikolai Veresov, Monash University; Noella Mackenzie, Charles Sturt University, Australia
17.20 - 18.20 International Conference	<p>Leadership as daily practice: new identities for Early Childhood educators Christine Woodrow, University of Western Sidney Chair: Alime Sentis, Fundación Minera Escondida (Auditorium Nicanor Parra, Vergara 324)</p>		

The 2nd International Research in Early Childhood Education conference 2014

FRIDAY 10th			
9.00 - 10:00 International Conference	The Promise of Early Childhood Development for Latin America and the Caribbean Emiliana Vegas, Inter-American Development Bank Chair: José Weinstein, UDP (Auditorium Nicanor Parra, Vergara 324)		
10:20-11:40 (Edificio de Aulas, Ejército 326)	Special Session: Chilean Public Initiative on the Reading Plan /Room A23 Chair: Alicia Berríos, MINEDUC	Paper Session: Quality, Equity and Public Policy/ Room A33 Chair: Alejandra Cortázar, UDP	Paper Session: Language and Literacy Development / Room A43 Chair: Claudia Lagos, UDP
	Implementation of the Reading Plan in Chile MINEDUC, JUNJI, INTEGRA Natalia García, Mónica Bombal, Chile	Early Childhood Education evaluation and monitoring systems: a case study in Brazil Eliana Bhering; Beatriz de Oliveira Abuchaim, Fundação Carlos Chagas, Brasil	Familiar environment for literacy and knowledge of the printed text in preschool level students Silvia Romero; Pablo Rocha, Universidad Autónoma de San Luis Potosí, México
		Impact of attending Early Childhood Education Tamara Arnold, Ministerio de Educación, Chile	The relationship between silent reading comprehension and its subprocesses among students with early reading difficulties Pelusa Orellana, Universidad de los Andes; Carolina Melo, University of Virginia; Jill Fitzgerald, University of North Carolina, USA
		What happens after basic education? Results of a qualitative study about the life projects of students who graduated from municipal schools. Verónica López; Matías Espinosa; Sebastián Pavez, Pontificia Universidad Católica de Valparaíso, Chile	Toy Libraries in Nurseries and Kindergartens at the “Hogar de Cristo”. Progress of their implementation Claudia Fassanni, Kiomi Matsumoto, Hogar de Cristo, Chile
12.00 - 13.00 International Conference	The Role of Public Schools in Early Childhood Education: Benefits and Opportunities Jason Sachs, Boston Public Schools Chair: Horacio Walker, UDP (Auditorium Nicanor Parra, Vergara 324)		
LUNCH			

The 2nd International Research in Early Childhood Education conference 2014

	Paper Session: Quality, equity and public policy/ Room A23 Chair: Alicia Berríos, MINEDUC	Paper Session: Child Development and Neurology/ Room A33 Chair: Alejandra Cortazar, UDP	Paper Session: Accessibility of Care and Education in Limited Settings/ Room A43 Chair: Claudia Lagos, UDP
	Access to childcare after immigration: The power of governance Corine Rivalland, Monash University, Australia	Development and psychometric properties of the Test for the Development and Learning Assessment of Young Children, TADI: an instrument constructed in Chile Marta Edwards, CEDEP ; Marcela Pardo, CIAE; Iván Armijo, Pontificia Universidad Católica de Chile	Family Engagement and a University/School/Community Partnership Marilyn Chu, Western Washington University, USA
14.30 - 15.50 (Edificio de Aulas, Ejército 326)	Participatory development of a concept of quality education appropriate to the reality of Integra Foundation Mónica Basaure; Marisol Contreras; Carolina Muñoz, Fundación Integra, Chile.	Risk reader, phonics training and socioeconomic level: can technology be a support to reduce the gap? Pablo Escobar; Meneses, A; Guajardo, A.; Ricardo Rosas; Centro de Desarrollo de Tecnologías de Inclusión, Pontificia Universidad Católica de Chile	Nicaragua Case Study: Accessibility of Quality Care in Limited Resource Settings Meghan López, Latin America Whole Child International, Nicaragua.
	Early childhood rights indicators: current situation and challenges for the Right to Education Francisca Morales, UNICEF; Marcela Pardo, CIAE; Helia Molina; Roxana Muñoz, Chile	The Role of Comprehension Monitoring, Mentalizing and Vocabulary Depth in Predicting Story Comprehension and Recall of Kindergarten Children Katherine Strasser, Pontificia Universidad Católica de Chile; Francisca Del Río, Universidad Diego Portales, Chile	The Mediating Role of Teacher Beliefs in Developing Culturally Responsive Practices Cathy Pohan, National University, USA
16.10 - 17.00 Closing Remarks	Marilyn Fler, IRECE, Monash University Chair: Horacio Walker, UDP (Auditorium Nicanor Parra, Vergara 324)		

The 2nd International Research in Early Childhood Education conference 2014

ABSTRACTS

Long term effects of Public Chilean Early Childhood Education on Academic Achievement

Alejandra Cortázar - Centro de Políticas Comparadas en Educación, Universidad Diego Portales, Chile

Worldwide there is an explicit emphasis on increasing access to early childhood care and education (ECCE) programs and generating high quality educational experiences for children (OECD, 2006). Chile is not an exception in this matter. Although there has been a significant increase in access of children from low-income backgrounds to early childhood education in Chile (MIDEPLAN, 2006) - there has been little research assessing the effects of the ECCE programs in improving these children's academic outcomes. The present study assesses the impact of Chilean public early childhood education programs on fourth-grade academic achievement (SIMCE). Results indicate that ECCE is positively associated with academic gains on all three SIMCE tests after controlling for children's socio-demographic factors associated with selection into ECCE. Findings suggest that boys benefit more than girls in terms of academic outcomes, and that the ECCE effect on academic achievement also differs depending on the children's SES.

Teaching Strategies for documentation of practices in two Brazilian Preschools

Beatriz Oliveira Abuchaim - Fundação Carlos Chagas, Brazil

The strategies used by teachers to document their practices in Early Childhood Education are considered important to help teachers to assess children's learning and development. The documentation encourages a process of analysis and planning of teacher's interventions, once they have an opportunity to reflect upon their performance. It represents a chance to improve the quality of teaching. To discuss this subject, data of a study which investigated the curriculum, pedagogical planning and the teacher's practice in two Early Childhood Education centers located in São Paulo, Brazil, will be presented. In this research, the case study methodology was used and data collection included interviews (with teachers, supervisors and principals), classroom observations and analysis of documents. The results indicate that the documentation helps teachers to have an overview of their practices and a registration of children's development. Teachers reported that they would like to have more time to write about their experiences in classroom and that they often stimulate the participation of children in the documentation process. The strategies mainly used by them include: teacher's diary, individual records of children development, narrative reports, portfolios, memories book made by the group of children, and others.

The Mediating Role of Teacher Beliefs in Developing Culturally Responsive Practices

Cathy Pohan - National University, USA

A prominent approach to improving the educational experiences of non-dominant groups (e.g., low income, minority/immigrant) and closing the achievement gap has focused on the development of teachers' knowledge, skills and dispositions (Akiiba, 2011; Aguilar & Pohan, 2013). What has become increasingly clear is that changing educational practice in significant and worthwhile ways will require moving beyond knowledge and skills to a more direct focus on *teacher beliefs*. Indeed, culturally responsive teacher decision-making and practice is not only filtered through one's knowledge frames but also the individual's belief structures. The dual beliefs model argues that an individual may have conflicting beliefs about diversity in personal (i.e., one's daily life) and professional contexts (i.e., in classrooms/schools). She proposes a sequential model to influence student outcomes: Teacher Beliefs > Expectations > Treatment/Behavior > Student Outcomes

The 2nd International Research in Early Childhood Education conference 2014

Toy Libraries in Nurseries and Kindergartens at the “Hogar de Cristo”. Progress of their implementation Claudia Fassanni, Childhood Director; Kiomi Matsumoto, External Consultant from UNICEF, Chile

The "Toy Library" implemented since 2010 in kindergartens under the administration of “Hogar de Cristo”, consists in a strategic loan of toys and books, aimed at children and their families. Today we can say that the Ludotecas foster the link between family and school; promote play as a means to foster the development of children and the communication between parents and child in the capacity of identify and assess situations and objects from everyday life as opportunities to stimulate their children's learnings. They have also enabled enhance development of autonomy, initiative, decision making of children, and families can watch them, a good model of behavior that favor and respect the decisions that children taken.

Access to childcare after immigration: The power of governance Corine Rivalland - Monash University, Australia

International and national research provide indisputable evidence of that access and utilisation of early childhood institutions lead to positive outcomes for children’s learning, development and later engagement in society. However there is limited research considering the impact of the regulatory nature of immigration processes and new immigrants’ access to childcare institutions after resettlement in a host country. This presentation draws on a qualitative case study which looked at the negotiation of cultural meaning between new migrant families and early childhood professionals during transition times in four childcare institutions in Victoria Australia. It will be argued that the processes of accessing childcare after resettlement are intricately linked to the visa status granted, as well as the English proficiency level of the immigrant. Also demonstrated will be the power of state governance that through its rules, regulations and the enforcement of 510 hours of compulsory English tuition framed the subject positions of migrants resulting in “differentiated access to participation and belonging, with important consequences for immigrants’ incorporation and equality” (Bloemraad, Korteweg and Yurdakul 2008 p. 154). A Foucauldian Discourse Analysis was used to understand the nature of the cultural negotiations at the time of access in childcare. Data was collected over a one year period (2009 -2010) using Interviews, document analysis, participants’ observation in the home and centres. Ethical clearance was obtained through Monash University. Findings of this study have direct implications for the framing and development of more equitable and inclusive early childhood policies and practices.

Early Childhood Education evaluation and monitoring systems: a case study in Brazil Eliana Bhering, FE/UFRJ; Beatriz de Oliveira Abuchaim - Fundação Carlos Chagas, Brazil

There has been an increasing demand for ECE in the past decade in Brazil, with a fast growing number of enrolments of babies, toddlers and young children in ECE centers. ECE is considered part of the educational system and the Brazilian legislation has established that it is a right of all children to have access to an ECE with a good level of quality. As ECE policies get into place, demand is also growing as far as quality is concerned. Central government as well as municipalities (who are responsible for ECE) start to explore ways of assessing and monitoring current ECE policies and practices so as improvement can take place constantly. A study has been developed in the city of Rio de Janeiro that included assessing 149 ECE public centers using ITERS-R and ECERS-R and analyses were carried out in order to identify aspects of the practices (and policies) that should be taken into consideration in the process of building a fair monitoring system. For that, the classical theory of measurement was used. Results revealed 9 and 10 different dimensions from the ITERS-R and the ECERS-R data respectively. Both included aspects like access to materials and toys, aspects of daily

The 2nd International Research in Early Childhood Education conference 2014

routine and of the classroom environment, space and furniture, use of language, etc. Analysis has also strongly indicated the need to monitor all levels of policies instead of focusing only on practices. ECE quality involves implementing policies and developing practices that are aligned.

Classroom interactions for quality early childhood education in Chile: public policy lessons from Un Buen Comienzo Program

Ernesto Treviño, Francisca Romo, Felipe Godoy - Centro de Políticas Comparadas de Educación, Universidad Diego Portales, Chile

The purpose of this work is to analyze the tension that exists between prescriptive and co-responsible professional development models using two versions of the Un Buen Comienzo program. One is a prescriptive model with an experimental evaluation design, and the other is a continuous improvement model.

After a general review of this tension in the objectives, the contents and pedagogical strategies of both versions of the program, the analysis mainly focuses on empirical results of each version in classroom interactions' quality.

Empirical results indicate that the continuous improvement model is significantly more effective in improving classroom interactions. Thus, given the demands on teachers and schools coming from new waves of educational reforms, the continuous improvement model is the most pertinent to build sustainable teaching capacities.

A cultural-historical study on emotion-related signs in supporting young children's emotional development

Feiyan Chen - Monash University, Australia

The need to understand the role of signs in children's emotional development has been greatly stressed by recent cultural-historical literature. This paper examines how the use of signs (e.g., emotional expression signs and speech signs) by parents supports young children's emotional development in everyday family life. Two middle-class families (i.e., a Chinese-Australian family and an Anglo-Australian family) with children aged 3-6 years in the North Australia were studied over a 4 month period (n=20 hours of video observations). Findings indicate that parents' use of different signs mediate the conscious awareness of emotions for children, which positively contributes to children's acquisition of the capability of using emotional displays in their social interactions. This study has innovatively applied Vygotsky's developmental principles of cognition to the domain of emotional development. It therefore contributes to the better understanding of the *process* of children's cultural development of emotions. It also helps parents to create a better family environment for children's emotional wellbeing and rights.

Early childhood rights indicators: current situation and challenges for the Right to Education

Francisca Morales Ahumada, UNICEF; Marcela Pardo, CIAE/ U. de Chile, Helia Molina, Roxana Muñoz, Chile

The aim of this study was to evaluate the progress of the implementation of the Convention on the Rights of the Child in Chile, as it concerns to children between 0 and 6 years old, by applying a set of pilot indicators developed to be applied worldwide. Particularly focused on the right to education of this age range, this study applied indicators of structures, processes and results to analyze data on measures undertaken in diverse areas of the public sector. This analysis shows that Chile has gradually moved forward towards the fulfillment of the Convention on the Rights of the Child regarding under 6 year-olds, even though the country still faces challenges as to this respect.

The 2nd International Research in Early Childhood Education conference 2014

The challenges for play and pedagogy: A Mexican case study Gloria Quinones - Monash University, Australia

Early childhood education in Mexico is based on a system of competencies where children learn abilities and skills for example in relation to mathematics or science. Young children in early childhood settings have a content-based curriculum and play occurs at recess time. Educators have very little understanding of their role in play and how they can support children has been little explored in the Mexican context. Examples from an urban and city preschool are discussed. The presentation focuses on discussing dimensions of play in these settings and the possibilities for the pedagogical role of educators. The challenges for play are to change views on play as free, natural, and advocating for play as a learning endeavor. The importance and awareness of educator's role in children's play needs to be better understood in the Mexican society. These issues are discussed and the challenges needed for teacher education can be translated not only to the Mexican context but also to different Latin American communities where the teacher is at the centre of children's learning rather than acknowledging the perspective that the child has in play.

Intergenerational trajectories of 'family funds of knowledge': Young Australian children's cultural learning and development in homes and communities. Hilary Monk - Monash University, Australia

Families and communities develop strategic and complex 'funds of knowledge' (Moll & Greenberg, 1990) as part of their everyday lives. This knowledge is passed from generation to generation through a variety of culturally framed child-rearing practices. While research has consistently shown the contribution of everyday activities to young children's learning and development, few studies have focused on the everyday learning that occurs across and between generations in three-generational families. Drawing on Vygotsky's (1987) cultural-historical theory this study explored young children's learning and development as they participated in everyday activities with their parents and grandparents. Three, three-generational families generated video and photographic data over a period of six weeks which was later discussed with the researcher during a series of family dialogues involving the children, parents and grandparents. The data was analysed using three levels of analysis, common-sense analysis, theoretical analysis and thematic analysis (Hedegaard, 2008). Findings revealed that the young children in this study (pre-schoolers aged 3-6 years) were introduced to their families' funds of knowledge through participation in home maintenance projects, and visits to local places and spaces; and that family trajectories of culturally and contextually framed child-rearing practices were maintained, modified, and transformed over time across and between generations. These findings have implications for teachers, teacher educators and curriculum developers firstly, in understanding and building on the everyday learning young children bring to group education and care contexts, and secondly in understanding and working with diverse families and communities.

Theory as action: The ethical and political possibilities of thinking *with* theory in early education research Iris Berger, University of British Columbia; Veronica Pacini-Ketchabaw - University of Victoria, Canada

Contemporary research in early education has employed a range of theories in innovative and experimental ways in order to provoke different ways of thinking research, data, children and pedagogues. In this presentation, we aim to continue and enlarge the conversations about the possibilities and implications of thinking early education research with particular theorists and a bundle of new philosophical concepts. We are interested in addressing questions such as, what might theory do if/when we think theory as action, and, especially, what implications might such thinking have for methodological practices, pedagogies, and ethics. By sharing examples from our own research

The 2nd International Research in Early Childhood Education conference 2014

projects, we intend to illuminate research and pedagogical moments in which theory created a forum for thinking about educational issues beyond the questions of 'what is' or 'what works' to explore how theorizing research and pedagogy might open a space for the emergence of a *new* and unforeseen phenomenon.

Intercultural Dialogue for Global Leadership and Citizenship in Early Childhood Jane Bone, Avis Ridgway, Gloria Quinones - Monash University, Australia

The research that emerged from this project aims to provide an empirical evidence base for building a globally competent workforce in ECEC. It investigates the learning of 54 preservice early childhood teachers and 33 staff engaged in 'Intercultural Dialogue for Global Leadership and Citizenship in Early Childhood' in a six-university consortium in Europe (Gothenburg Sweden, University of East London UK, UCN Denmark) and Australia (QUT, CSU & Monash). International research into intercultural learning through international mobility in ECEC teacher education is underrepresented. For this reason the Monash team obtained ethical consent for a piece of focused research called Future Leaders and Global citizens in early childhood education. In this presentation the theoretical work of Pierre Bourdieu (1986,2006) is combined with a cultural- historical framing to examine exchange student learning as 'sites of production'. The methods used to generate data were audio taped interviews, written reflections and digital images of the intercultural research exchange. Thematic analysis of interview data show emerging themes that had something in common across all the universities. These include the value of a global leadership unit/course, engaging with EC curriculum in another country, coping with different course structures, social aspects of international study and studying in English. Implications for early childhood education suggest that students value the topics in the global leadership unit (GLU) and that early childhood leadership, quality pedagogy, global citizenship, child participation, human rights and sustainable futures all form part of an important shared intercultural dialogue amongst participants.

Improvement methodologies: the use of an improvement model in Chile

Javiera Sepúlveda Olea, Francis Durán Mellado, Paula Fernández Zabala, Trinidad Castro Amenábar, Fundación Educacional Oportunidad, Chile

In Chile, children between 3 and 6 years old achieve low performance in literacy; these results are even lower in vulnerable areas. Due to the importance of constructing processes to improve learning, we describe a model of collaborative work (IHI) between public schools that seeks to improve literacy teaching practices in early education. The collaborative was carried out in the context of Un Buen Comienzo, a project that focuses on teacher in-service training. The early education teachers, aids and school directors had support from experts in order to test evidence based teaching strategies in their classrooms, collecting data to evaluate and adapt them to their own context. They were also able to share the results and difficulties between schools. We report positive results in vocabulary and writing. We also highlight that collecting data allows teachers to integrate work in different areas in order to enhance literacy learning.

Bringing environmental issues in to early childhood education centers

Josefina Prieto, Monica Koppmann, Claudia Bustamante - Fundación ilumina and Corporación Manos y Naturaleza, Chile

The project is an educational proposal which invites educators, boys and girls and their families, to transform creative and economically the outdoors so that they pass to be an inexhaustible source of educational strategies, favoring the development of early childhood.

NATURALIZE, so far, has educated boys and girls of 18 kindergartens in the region of Santiago through the contact with nature: the training of their teaching teams, implementation of educational places outdoors,

The 2nd International Research in Early Childhood Education conference 2014

that enhance the development of the areas psychomotor, cognitive and socio-affective, through the development of skills to the base of them, and a regular accompaniment over two years, where it has been strengthened the concept of nature as an educational tool, in addition to monitoring and supporting the work being done.

The Role of Comprehension Monitoring, Mentalizing and Vocabulary Depth in Predicting Story Comprehension and Recall of Kindergarten Children

Katherine Strasser, Escuela de Psicología, Pontificia Universidad de Chile; Francisca del Río - Facultad de Educación, Universidad Diego Portales, Chile

Preschoolers' story comprehension is influenced by several basic as well as complex cognitive and linguistic processes. This study examines the role of nontraditional processes that explain preschool children's story comprehension -comprehension monitoring, theory of mind, inhibition and attention control-, in a sample of two hundred and fifty seven middle-income Chilean kindergarten children. Results suggest that, when the story comprehension measure requires construction of a coherent representation, vocabulary, monitoring, inferences, working memory, inhibitory skill and attention, but not theory of mind, make a significant contribution. Effects of vocabulary breadth are mediated by vocabulary depth, and effects of working memory are partially mediated by monitoring and inferences. When story comprehension is measured through recall of isolated story elements, only working memory and vocabulary explain significant variance. Theoretical as well as practical implications are discussed.

"It's just a phase, they'll go back to Piaget". A sociocultural study of six kindergarten practitioners' perceptions of the implementation of the EYLF

Lauren Armstrong - Monash University, Australia

In 2009 a new national early childhood curriculum framework the *Early Years Learning Framework* (EYLF) came into force in Australia (DEEWR, 2009). This framework departs from the traditional developmental theories which have predominantly influenced early childhood education in Australia for many decades. The new framework proposes multiple theories such as poststructural, sociocultural, critical, developmental and behavioural theories to inform praxis in early childhood education. Subsequent to the implementation of the new framework, there has been a growing sense of confusion among practitioners on how to best translate the national framework into practice, as this document encompasses a wide range of theories that were not previously emphasised in early childhood education. The literature reviewed indicates that there has been an ongoing debate among early childhood professionals and scholars regarding the relevance of two of the most prominent theories (developmental and sociocultural) in early childhood education in Australia and elsewhere. As such there is a need to understand how kindergarten practitioners are making sense and applying the theoretical underpinnings of the EYLF to their practice.

This sociocultural study utilises an interpretive approach and qualitative methods of semi-structured interviews to explore kindergarten practitioners' perceptions regarding the implementation of the new framework. It also applies Barbara Rogoff's three lenses of analysis (Rogoff, 2003) as an effective theoretical framework to comprehensively analyse the perspectives of participants which focus upon the relationships between their personal contexts (intrapersonal lens), their interactions with others (interpersonal lens) and their interactions with the wider community (institutional lens).

The 2nd International Research in Early Childhood Education conference 2014

How Much Does It Cost To Provide Quality Early Childhood Education In Chile?

Lorena Rivera, Centro de Políticas Comparadas de Educación; Francesca Faverio, Centro de Estudios Primera Infancia; Alejandra Cortázar, Centro de Políticas Comparadas de Educación, Chile

This paper aims to identify the gap between current Chilean mandatory standards for early childhood education providers and international quality standards. The gap is quantified in terms of the costs demanded in order to provide quality preschool education for all children. The results indicate that Chilean early childhood education programs have low quality standards compared with OECD countries. Then, it is likely, that the programs will not have the expected positive effects in the long run and the returns to investment that other quality programs show around the world. Therefore, it is crucial that the country move toward the development of quality programs. This paper concludes that in order to achieve this goal it is necessary that the Chilean government invest double the current investment per child in preschool and nursery to provide a quality early childhood education.

Prospective Early Childhood Teachers' Practical Knowledge to Teach Language and Literacy to children from 0 to 6 years old

Malva Villalón, Pontificia Universidad Católica de Chile; Marcela Pardo, CIAE; Carmen Díaz; Cynthia Adlerstein, Pontificia Universidad Católica de Chile; María José Opazo, CIAE, Chile

This research examined the practical knowledge to teach language and early literacy to children from 0-6, evidenced by 8 prospective early childhood teachers from two early childhood teacher education university programs from the city of Santiago, Chile, in their last year of preservice professional education. Results from a multi-methodological approach to the different dimensions of their practical knowledge evidenced systematic differences between knowledge and beliefs, elicited in a semi-structured interview and in a conceptual map and the explanation of a reading aloud activity conducted with children from their practice that was videotaped. These differences were not related to the teacher education programs and suggest a lack of integration between theoretical and practical preparation.

Self –assessment at early ages. Better learning in school contexts.

Marcela Lara Catalán - Universidad de Playa Ancha, Chile

The quality of pre-school education has been present in the social, political and in the national and international educational discourse. Thus, the learner centered assessment arises as a mediator element toward learning, warning the need of moving from an external perspective of the assessment processes to an internal nature that promotes better levels of achievements.

It is of interest, from a quantitative perspective that integrates the qualitative characteristics of distinctive development of the participant age group to strengthen the explanatory ability of the metacognition, self-regulation, self-efficiency, and language and self-concept variables regarding self-assessment, relating them to better levels of achievements in second cycle pre-schoolers.

Research findings show different levels of linking among the studied variables, where self-assessment is a dimension that reveals various levels of expression in the researched group, strongly influenced by the professionals of the area, just the way it is seen in the diverse speeches of children.

Complexity from within: Chilean Early Childhood Educators' perceptions of their professional role.

María Viviani - University of Bristol, United Kingdom

This presentation aims to showcase some initial findings from an ongoing exploratory study into the situation of professionalism in early childhood education in Chile. Eleven early childhood educators were interviewed both individual and collectively, to investigate their perceptions with regards to their own professional role. Their answers were analysed from a constructivist grounded theory approach (Charmaz, 2006). At least three different constructions were identified: Preparing children for primary school, replacing

The 2nd International Research in Early Childhood Education conference 2014

parents in their care roles and education of their children, and educating for social transformation. A high diversity of perceptions reflects a complex context which allows the conduction of a situational analysis (Clarke, 2005) to identify its elements and relations.

The Right to the Physical Education and Art Education in Early Childhood Education

María Silvana Franco, Claudia Azucena Pechin - Universidad Nacional de La Pampa, Argentina

In this work analyze educational policies intended to Child Education, specifically the Nursery School, observing the regulations of its institutional operations; from the point pedagogic view, perspective from the social, political and administrative, and normative context as the performance in practices related to Art Education and Physical Education. With a qualitative methodological design, using techniques such interviews to teachers and Directors, and observations of teaching situations in aesthetic-expressive language and corporal language, the research aims to help expand knowledge in this level. From this, generate a proposal for early childhood education, dimension that guarantees the right of children to cultural literacy in these fields of knowledge, as well as improve the approach in these areas in the Teacher Training in the Teacher Initial Education.

Representations of Cultural Tone as Provocations for Attaining Social Competence

Marie Hammer - Monash University, Australia

The Swiss educational reformer Johann Heinrich Pestalozzi (1746-1827) in his work with orphans found it was necessary to communicate with these traumatised children at a more personal level, and to base their education on their own knowledge and experience of life. He began with observation, leading on to consciousness, and subsequently to speech. Only then, he argued, would the child progress satisfactorily to learning how to measure, draw, write, and use numbers. This paper contends that in the spirit of Pestalozzi and through the theories of Vygotsky, purposeful learning towards achieving social competence is best realised within the cultural context of the child. Such an approach challenges the 'schoolification' of the early childhood curriculum which has given rise to the introduction of drill type activities in the name of literacy and numeracy. Such practices decontextualises learning and thus renders them meaningless to children. It is proposed that by drawing on the wisdom of education forebears it is possible to redefine how teachers approach defining and utilising children's cultural contexts as the basis of curriculum in early childhood centres. The contextual dependence of the development of social competence is highlighted in much research and draws heavily on the work of Vygotsky. Symbols build communication and thought, thus the use of a "Culture Box", based on Mayo's(1830) interpretation of the work of Pestalozzi, as a device to assist early childhood teachers in relating to children's cultural context and to utilize this device as a provocation for children's learning.

Conceptual play – imagination and creativity for increased outcomes in learning within the early years

Marilyn Fleer - Monash University, Australia

It is argued in this presentation that imagination in play and abstraction in learning are dialectically related. The term *conceptual play* is introduced to name this particular dimension of play, where shared *sustained imaginary situations (SIS)* and *collective imaginary situations for learning (CISL)* are engineered by teachers. Conceptual play is distinct from free play, role-play generally, and fantasy play specifically. These traditional views of play are thought to be biologically determined. In contrast, this paper in drawing upon cultural-historical theory argues that culture and community determine how play is or is not taken up. Play is defined in this presentation as the creation of an imaginary situation, where children give new meaning to objects and actions, and where children take their themes for role-play from everyday life. This Vygotskian definition of play was used to study how 3-5 year old

The 2nd International Research in Early Childhood Education conference 2014

children from a range of cultures learn concepts in play (100 children; 4 sites and 240 hours of video observations). The study investigated SIS and CISL during the introduction of animation software on iPads and the dramatization of fairytales, where children explicitly represented scientific concepts during conceptual play. The dialectical concepts of everyday concepts and scientific concepts, and imagination and creativity, were used for the analysis of play and learning. The study found two new psychological constructs that expand Vygotsky's original theory of play: *virtual pivots and digital placeholders*. These allowed for a higher level of consciousness of concepts to be afforded during play, thus deepening the theoretical category of conceptual play.

Family Engagement and a University/School/Community Partnership **Marilyn Chu - Western Washington University, USA**

This session will share university, teacher and teacher candidate experiences meeting with the families of young Latino children in a rural community of Washington State, USA. How participants felt this practice impacted their teaching and connection to the school are examined. Possible outcomes for family engagement in school or programs for young children (up to age 8) and opening up avenues for deeper levels of collaboration between university-school-community partnerships will be explored.

Being and becoming an environmentally sustainable community **Marina Bachmann - Collectively Kids, New Zealand**

We face unprecedented environmental challenges that are already impacting on children around the world. As teachers, we have identified the task of building sustainable communities within and beyond the early childhood centre as a core aspect of our engagement with environmental challenges. Two key questions that inform our practice are:

What does this mean for us as teachers? Do we have an obligation to engage in issues that are likely to have a significant impact on the lives of our children and future generations?

During this presentation I will focus on our practice at Collectively Kids (an early childhood centre in New Zealand) to discuss ways in which we respond to global environmental issues in professional, robust, holistic and meaningful ways. In particular the presentation develops a narrative of how pedagogical practice integrates the principles of community in our daily centre life with the aim of building sustainable communities beyond the centre. Getting to this point has involved many years of learning about the issues as a team, with children and families and researchers. During this process we have made systematic changes to philosophy, policies, processes, systems and curriculum. Environmental sustainability now forms the foundation of our community where we try to live our lives right here, right now in ways we would like to see nationally and globally.

Development and psychometric properties of the Test for the Development and Learning Assessment of Young Children, TADI: an instrument constructed in Chile.

Marta Edwards, CEDEP; Marcela Pardo, CIAE; Iván Armijo, Pontificia Universidad Católica de Chile

This work presents the development and psychometric properties of the Test for the Developmental and Learning Assessment of Young Children, TADI. Its construction was undertaken in three consecutive stages, in accordance to internationally accepted criteria: development of the preliminary version, psychometric study of the preliminary version, and standardization. The result of this process is a standardized scale for the assessment of learning and development of under 6 year-olds; it is composed of four dimensions (Language, Motor, Socio-emotional and Cognitive development) and 210 items. TADI's psychometric properties suggest that it is a robust test. TADI's application simplicity and low cost indicate that it is well suited to be applied at large-scale in the national public sector.

The 2nd International Research in Early Childhood Education conference 2014

International transitions: identity development through children's emotional experiences Megan Adams - Monash University, Australia

In our global communities we are seeing an increasing trend towards the movement of families across countries (Thomas & Kearney, 2008). However, there appears to be limited research that captures the complexity of everyday settings at home, school and in afterschool activities as families move countries. This paper studies the under-researched area of young children's cultural identity development during transition. A dialectical-interactive methodology (Hedegaard and Fler, 2008) has been used to illustrate the complexity of forming and shifting cultural identities of children belonging to expatriate families. A multiple case study approach was used to research five families with thirteen children in total, aged between three and seven years (mean= 6.2 years) transitioning to and from Malaysia. Data collected were 90 hours of digital video recording, interviews, field notes and photographs to capture the everyday lives of children in transition. Findings link everyday institutional practices and cultural tools through heightened emotional experiences. Further findings reveal that children's cultural identity develops across settings and the different roles children display begin to merge as new relationships and the new environments become familiar. Although Vygotsky (1987) did not include identity in his theoretical framework it is argued that using a cultural historical reading is valuable for understanding young children's cultural identity formation during international transitions. This work adds to the limited research on young children's cultural identity and theorization reveals that cultural identity during transition may be transformative.

Nicaragua Case Study: Accessibility of Quality Care in Limited Resource Settings Meghan López, Latin America Whole Child International, Nicaragua.

Whole Child International has worked since 2004 to improve the quality of early childhood care for at risk children in limited-resource settings. Whole Child International has developed a rigorous program enabling evidenced based best-practice childcare to be implemented in limited-resource developing-world settings such as childcare centers and residential institutions. The focus is to ensure equitable access to quality early childhood care for all children. One goal of the program is to make sustainable changes in the quality of care through international and local government and academic partnerships. A second and essential goal of the program has been to provide access to knowledge of quality care horizontally and vertically through a national child care system. This work has included training and technical assistance at multiple levels including providing government officials with resources, professional development for center administrators in University courses as well as direct caregiver training of staff in child care institutions, both residential and daily. Third party research results evaluating the Whole Child International program has shown the intervention to be effective in improving the development of at risk or developmentally delayed children in all domains. This presentation will present the case study of Whole Child International's work in Nicaragua.

Participatory development of a concept of quality education appropriate to the reality of Integra Foundation Mónica Basaure, Marisol Contreras y Carolina Muñoz, Fundación Integra; María Victoria Peralta E, Chile

The research carried out by Foundation Integra gathered information on the views of this educational community about the requirements to be met in order to offer its children quality education suited to the present context and challenges in this field. On the basis of the information thus obtained, a concept of educational quality would be built, both relevant to the realities of the Foundation and helpful as a guide for its activities. With this aim in mind, the researchers carried out various consultations, across the country and at all institutional levels, applying a qualitative research design. The information collected was codified in an inductive mode and analysed applying the Grounded Theory approach. Finally, in order to build a concept of

The 2nd International Research in Early Childhood Education conference 2014

quality education which would be relevant to the realities of the Foundation, the information collected was used, enriched by updated bibliography and the findings of various authors.

Young Children as Active Meaning Makers

Naseema Shaik - Cape Peninsula University of Technology, South Africa

The aim of this paper was to answer the research question what do the voices and actions of children suggest about the ways in which they participate in Grade R? They use opportunities to empower themselves about their life world. The sociology of childhood (James, Jenks & Prout 1998) together with the ladder of participation (Hart 2003) and the degrees of participation by (Lansdowne 2004) showed great significance for this study. The sociology of childhood values the child as having agency who has voice which gives precedence to children being agents. The degrees of participation and the ladder of participation help to understand the children's actions, activities and interactions either with their teachers or with their peers. A qualitative approach was undertaken to carry out this study. This study was carried out in three Grade R contexts in the Western Cape which included five teachers and fifteen children, eight boys and seven girls. Data was collected by taping the children's actions and voices from the arrival to dismissal time of the Grade R day which was carried over a period of three days. When children's voices and actions were examined they displayed high levels of participation in order to make sense of the Grade R program and beyond. As agents they were able to assert themselves in different ways to make their agenda matter. The arena of free play allowed the children make decisions and make their views and opinions matter. We should be focusing on learning as participation in order to bring out the agentic ways in which children learn rather than merely learning as recall and acquisition of knowledge. This is not to say that the latter has no value but that it is overemphasized at the expense of learning as participation.

Strategies to improve cognitive skills in university students: results of a mediated intervention

Natalia Salas Guzmán, Alejandra Morales Aldunate, Rita Arévalo Berríos, Cecilia Assael Budnik – Centro de Desarrollo Cognitivo, Universidad Diego Portales, Chile

Teaching to learn seems to be an ongoing challenge in higher education, especially relevant for those universities with initial training. The present study shows the results of a research experience that aimed to rescue the impact of cognitive interventions in future teachers of a private university in the Metropolitan Region of Chile. We propose a pre-experimental design with repeated measures, and the application of evidence to facilitate the targeting of cognitive skills that promote autonomy and cognitive self. The results indicate a statistically significant difference between the first and second evaluation. The relevance of the acquisition of these cognitive skills in higher education, and the importance of initial training that generate spaces for the construction and transformation of knowledge is analyzed.

Application of ie-basic program to promote cognitive and affective development in preschoolers: a chilean study

Natalia Salas, Cecilia Assael, David Huepe, Fernando González, Alejandra Morale, Rita Arévalo, Chetty Espinoza, Universidad Diego Portales; Grimaldina Araya, JUNJI, Chile

This study explores the effectiveness of the Instrumental Enrichment Basic program (IE-B) in enhancing cognitive and affective functions of young children. The IE-B is a cognitive intervention program based on Feuerstein's theories of structural cognitive modifiability and mediated learning experience. Thirty 3 to 4 years old children were assigned to experimental and control groups. The experimental group received the IE-B program for seven months (for a total of 48 hours) and was compared to the control group before and after intervention on tests of knowledge acquisition and vocabulary. Cognitive change was evaluated using a Chilean assessment battery that measured children's language, cognition and knowledge. The findings

The 2nd International Research in Early Childhood Education conference 2014

indicate that children in the experimental group improved their performance more than children in the control group. Results indicate that IE-B can be used with socially disadvantaged children as young as 3-4 and that it leads to improvement in their performance.

'I am a researcher not a teacher': Convincing children and teachers in Turkey

Nehir Metin - University of Warwick, United Kingdom

The methodology of the research is influenced by the researcher's way of understanding the world. By the influence of researcher's understanding, the selection of methods and the use of them are constructed. This paper aims to present some methodological issues of collecting data from children and teachers drawing on a study carried out in early childhood institution settings using qualitative methods. Participant observation, interviews with two teachers and focus groups with 10 children from 4 to 6 aged were conducted in one of the primary schools in capital of Turkey, Ankara in January 2013 in three weeks period. While this paper points out that researchers need to position themselves by negotiating with the image of child and adult in Turkish culture and education system, it also tries to examine the merits and limitations of used methods. Finally, it discusses how children' and teachers' subjectivities play a crucial role in research and the application of methods.

Cultural-historical genetic research methodology (GRM) in early childhood studies: what it is and how it works

Nikolai Veresov, Monash University Australia; Noella Mackenzie, Charles Sturt University, Australia

The general model of cultural-historical genetic research methodology (GRM) will be presented. This methodology represents the system of interconnected theoretical and experimental research instruments/tools for refocusing the researcher's lens on development by making visible processes that are ordinarily hidden beneath the surface, namely, changes in child's behaviour. Main principles of genetic research methodology will be described and examined from the point of view of how they reflect main aspects of developmental as a complex process of the qualitative reorganisation of mental functions. This discussion will be followed by an empirical examples showing GRM in action. The first study investigated what would happen if teachers encouraged children, in the first six months of formal schooling, to continue visual text creation while teaching them to create written texts. Findings suggest that encouraging children to draw, while teaching them how to write, allows children to create meaningful texts of a complexity that they may not be able to create using conventional print forms alone. We also argue that the incorporation of drawing into the early writing curriculum is more important than ever given contemporary understandings of literacy.

Risk reader, phonics training and socioeconomic level: can technology be a support to reduce the gap?

Pablo Escobar, Meneses, A. Guajardo, A., Rosas, R, Pontificia Universidad Católica de Chile.

Two pillars of early reading development are letter knowledge and phonological awareness. For children at risk of reading difficulties, the explicit, systematic and direct training of sublexical and phonological awareness skills promote their reader development. Results of the effectiveness of a computer-based intervention aimed at training children phonics reader risk from NSE Low and High are showed. For each NSE, the children were divided into two groups (control and experimental). After 6 hrs of play it is possible to identify an increase in the letter sounds recognition skills in the control group of low SES. The results are discussed in light of the importance of the development of sublexical skills and the impact of this type of intervention to increase opportunities in children from low SES.

The 2nd International Research in Early Childhood Education conference 2014

The relationship between silent reading comprehension and its subprocesses among students with early reading difficulties.

Pelusa Orellana, Carolina Melo, Universidad de los Andes, University of Virginia; Jill Fitzgerald - The University of North Carolina at Chapel Hill & MetaMetrics, Inc, USA

The current study explores the relationship between silent reading comprehension as a global reading measure and achievement in other reading subprocesses among Chilean students in grades Kindergarten through third grade. Comparing performance on these aspects allowed us to identify the most important reading problems among children who may be struggling with reading and determine critical points at which intervention is needed. Results showed that the main predictor of silent reading comprehension was word identification, followed by alphabet letter knowledge and phonological segmentation. This information can contribute to guide reading instruction by specifically targeting those reading subprocesses that children struggle with the most.

Sociocultural concepts and pedagogical strategies in *Programma Futuro Infantil Hoy*: Connecting the pedagogical fault line in EC communities in Antofagasta

Qi Jing - University of Western Sydney, Australia

This paper reports on part of a three-year research project which investigated the EC teacher education program of *Futuro Infantil Hoy* (FIH) in Northern Chile. The FIH is a transnational partnership between Fundación Minera Escondida (FME), the Chilean Government and the University of Western Sydney (Australia). In this paper I explored the existing local knowledge hierarchy in the FIH-participating early childhood centres and communities in Antofagasta. For this purpose I analysed the pedagogical relationships between EC centre managers, teachers, technicians, children and their families. Findings show that the character of these relationships impacted on the Chilean EC educators' practice of the FIH Program's sociocultural concepts, and that the pedagogical disconnects evidenced by data accumulate to form a pedagogical fault line. I then analyse the FIH pedagogical strategies, including *Cafe de Literacidad*, *Zing-facilitated equal-say based learning* and *child-based pedagogical proposals*. I argue that these strategies have disrupted the local knowledge hierarchy and to a certain extent bridged the pedagogical fault line. I conclude the paper with a discussion of further challenges to be addressed.

Familiar environment for literacy and knowledge of the printed text in preschool level students

Silvia Romero, Pablo Rocha - Universidad Autónoma de San Luis Potosí, México

In order to identify the relationships between home environment for literacy and students' knowledge about print, 240 preschoolers (ages 4 to 6) and their families were assessed. Results show that family practices with written language and the presence of literacy-related materials in the home correlate positively and significantly with students' knowledge about print, that boys benefit from oral language practices in the home and that students from private schools have a better knowledge than their public school peers. It is argued that the differences between type of school cannot be fully explained by differences in instruction, as the youngest students had not been enrolled in school before, and the relationships between family environment and knowledge about print have been clearly established in the results.

The 2nd International Research in Early Childhood Education conference 2014

Impact of attending Early Childhood Education

Tamara Arnold, MINEDUC, Chile

This study evaluates the effects of attending preschool education in Chile for ages 2, 3 and 4 on emotional development, psychomotor development and language. Taking into account that the nature of attending early childhood programs is not at random, this study applies a quasi-experimental methodology (in this case, Propensity Score Matching) to estimate the differences between two groups of children who only differ in that one group attends preschool and the other doesn't. The data used in this evaluation is the baseline data of the Early Childhood Longitudinal Survey (ELPI) 2010. The results show that attending preschool education positively affects psychomotor and language development, especially among children of the first income quintile.

What happens after basic education?

Results of a qualitative study about the life projects of students who graduated from municipal schools.

Verónica López, Matías Espinosa, Sebastián Pavez - Pontificia Universidad Católica de Valparaíso, Chile

This study sought to enquire life story narratives of four students diagnosed with mild cognitive disability, who participated in school projects of integration in two municipal schools in the Region of Valparaíso, Chile. The research design was a qualitative multiple case study. Content analysis was used. Findings reveal that, from the perspective of students, their participation in the school integration project was of inferior quality than expected. They also expressed feeling discriminated both by their school teachers as well as by their regular classmates. These experiences diminished their expectations with respect to their possible academic achievement. Progressively, education became less of a priority for them, and their life projects turned towards other forms of personal development. These findings are discussed with regards to inclusive education from the perspective of human rights.

Young Children's Concept Formation Under the Context of Imaginary Play at Home

Yijun Hao - Monash University, Australia

The relation between play and learning has gained increasing focus in recent literature, but very little work has been done to explore children's learning of concepts through imaginary play especially under family context. This study is aimed at revealing how young children develop conscious awareness of concepts when working on imaginary situations in play at home, as well as how they increase the complexity of their imaginary play when reconstructing everyday and/or scientific concepts in family play. Four families with 3-year-old children (including a boy and a girl in each cultural group) are expected to participate in this study. Two families come from Chinese-Australian communities, and the parents are the first generation of the immigrants in Australia. The other two families come from mainland China. A total 40 hours of visual data will be collected through the methods of digital video observations and family interviews. Guided by dialectical-interactive approach (Hedegaard & Fleer, 2008), the three levels of analysis at the common-sense, situated practice and thematic levels will be employed as the method for data analysis in this study. Vygotsky's developmental definition of play will be applied in the domain of young children's concept formation in this study. It is of significance to argue that there exists a dialectical interrelation between the concept formation and the construction of imaginary situations in play. How children develop their everyday and/or scientific concepts supported by the child-adult shared imaginary situations at home is also a meaningful area to be revealed in the present study.