

Keywords: complexity level of children's engagement, preschool science activity, children's science outcomes, teacher behavior and talk, early childhood educational intervention

The developmental change of dialogue among 2 to 3-year-old children during day nursery lunch times: Focusing on "speech subjects", their evaluations, and "addressivity"

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This study elucidated the developmental change of dialogue among 2 to 3-year-old children during a Japanese nursery school lunch time. This study resembles my former study of triadic dialogue. The framework was based on Bakhtin and Wertsch's sociocultural theories. The questions were: 1) what mediates the dialogue; 2) do children present and share "speech subjects" and evaluations; 3) who do children address their utterances to? A 2-year-old class was observed for 6 months. The episodes were analyzed qualitatively in relation to above questions. Observation and publication were permitted by parents and caretakers. The findings were as follows. 1) For imitation episodes, the mediations were funny words. One particular child often presented funny words and the others imitated them addressing him and others. They shared "speech subjects" and evaluations. 2) For confirmation episodes, the mediations were the names of food, how to use forks, etc. Children shared "speech subjects", but they did not always refer to evaluations. As time passed, they started to refer to evaluations each of them had made, instead of just imitating each other. 3) For predication episodes, the mediations were their experiences, their favours, etc. One particular girl often continued the dialogue by presenting and extending "speech subjects" and evaluations, and others just joined in with one or two utterances addressed to her. As time passed, the others also presented new "speech subjects" and evaluations in association with the former utterances. The process of becoming able to dialogue collaboratively was suggested.

Keywords: 2 to 3-year-olds, peer, dialogue, development, lunch time

The effects of early social-emotional and relationship experience on development of a child's self-image

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The study is aimed at the examination of the development of a child's self-image during second and third years of life in families and residential institutions. The longterm project targeted on caregiving system improvement. The theoretical foundation of the study is Vygotsky's cultural-historic concept and a theoretical framework of social interaction. The sample consisted of 40 children (20 from families and 20 from residential institutions). The experimental procedure included two experimental series: exploration and intervention. The exploration series consisted of 6 situations with mirror reflection (the response to mirror reflection and self recognition) and 8 situations directed at the exposure of the cognitive components of a child's self-image. There were two intervention programs. Early intervention program included personal oriented studies (self-image development), conducted with 20 children from residential institution. The caregivers from residential institutions took part in Caregiver Effectiveness Training program. There was also a control group of children from residential institution without intervention programs. After intervention programs the exploration series of experiments was repeated. The results showed the increase of values in the experimental group (at about 3 times) and no changes in the control group. The main ethical issue was validity of intervention program for children and caregivers. The results of this serie showed, that maximum values had children from families and minimum values - children from residential institutions. We explain the results by different social-emotional and relationship experience of children from different groups. Caregivers in institutions treated a child as a member of a group or as an "object for caregiving", but not a person. The results will have implications for future policy and practice in early childhood care in Russia.

Keywords: child's self-image, residential institutions, adult-child interaction, intervention programs, caregiving

The professional learning of the adult-child interaction

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The aim of this poster is to understand the educational interaction of trainee-educators with reference to the pedagogical option adopted in the supervising context. An issue emerging from some research studies stresses the understanding that interaction competences depend on long, subsequent processes of reflected professional learning (Oliveira-Formosinho, 2002, 2003; Pascal and Bertram, 2003). In this study, the ecological, socio-constructivist model of supervision of final teaching practice (Oliveira-Formosinho, 2002)

becomes of fundamental relevance because of its assumed need to consider child pedagogy as substantive to the construction of a new vision on practical training and on a new meaning of pedagogical supervision considered as adjectival (Oliveira-Formosinho, 2005). Using the Adult Engagement Scale (Laevers, 1994), our research followed an approach descriptive and interpretative in nature and the data collection process was based on the analysis of video-recordings, field notes, training reflective portfolio and interviews with the trainees. Given the characteristics of the study, informed consent of the subjects was obtained and the secrecy of their identity and the identification of places are safe. Among the conclusions draw from data, the interactivity between the learning's of pre-school teacher trainees and the pedagogical grammar adopted in the training context. It should furthermore be emphasized that not all practical training is a sufficient guarantee to a participative pedagogy. Results show the absolute need for thinking the institutional importance given to the role of the supervisor over again and, as a consequence, to the of continuous training offered.

Keywords: professional learning, adult-child interaction, traditional pedagogy, participative pedagogy, supervision

The tool "Pre Analysis" for day care centers in Norway

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The aim of this study is to gain knowledge about to which degree the tool "Pre Analysis" is suitable for working with improvement of quality in Norwegian DCCs, and to evaluate the need for adjustments of the tool and the process by using it. This presentation is part of a research initiated by the Norwegian Directorate for Education and Training, analyzing the tools "Pre Analysis" and "External Evaluation" to improve the quality of DCCs. The theoretical and conceptual framework is based on theory from "Organizational Development" and "Organisational Learning". Data were collected from interviews of 6 external evaluators and 15 persons working in DCCs having experienced using the tool "Pre Analysis". Further on, data were collected as a written survey, including 185 persons working in DCCs having the same experiences. The interviewees and the persons scoring the surveys were informed about the purpose of the research and guaranteed that the information given was to be kept anonymously. The "Pre Analysis" tool was positively evaluated when the participants were well prepared before they started using it. They experienced that the content of the tool was relevant, but in some ways difficult to handle. There is a need for a new written guide, informing about the importance of being well prepared for the "Pre Analysis". This tool can be easier to handle by increasing the number of themes and questions.

Keywords: pre-analysis, improving quality, organizational development, organizational learning, tool

To bring every child forward: A survey on individual learning in German preschools (Kindergarten).

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Individual learning may be an answer to diversity in preschool. The idea is to no longer focus on learning deficits, but to support every child based on its individual situation, needs, resources, talents and special interests. Until now there are no consensual definitions existing, neither in academia nor in practice. Thus the main focus of our research is the question of how professionals in preschool describe their attitude towards individual support and their daily practice. The research follows the ideas and studies by Fthenakis, Schäfer and others concerning the professionalisation in early learning and education, but offers a new analytical view on professionals' understanding the needs and talents of the individual child. The research is a contribution to the discourse about restructuring, professionalisation and strengthening preschool education. Mainly qualitative research (expert interviews), quantitative online questionnaire and broad content analysis. Close and equal dialogue between preschool teachers and researchers. Openness about the research interests. Individual learning in preschool is based on an attitude that focusses on the individual child, implements means of diversity and is not necessarily based on specific methods. Individual learning is already, explicitly or implicitly, claimed in several school acts and curricular for preschool education in federal states of Germany - without offering an answer on how to implement it in practice. The goal of the study is to offer arguments for strengthening the positions of preschool teachers and for implementing individual learning as an answer to diversity.

Keywords: individual learning, diversity, preschool, equity, giftedness