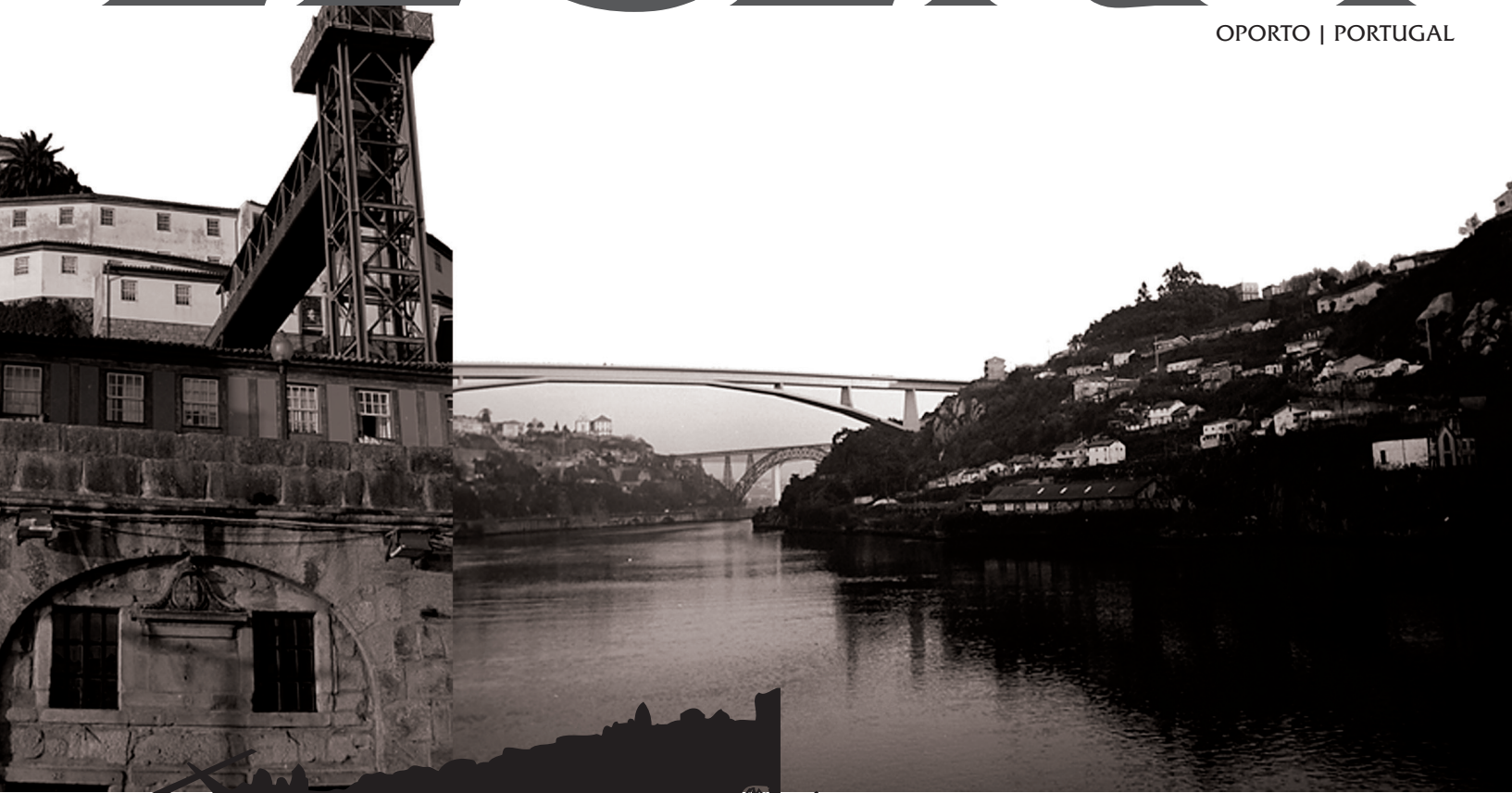


European Early Childhood Education Research Association

EECERA

29th aug - 1st sep 2012

OPORTO | PORTUGAL



22ND

EECERA CONFERENCE

PRE-BIRTH TO THREE: identities, learning, diversities

ACKNOWLEDGEMENTS

EECERA 2012 would like to thank the Scientific Committee for their freely given time, and scholarship.

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EECERA 2012 gratefully acknowledges the support in the staging of this conference by its major sponsors:



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CONTENTS

5 KEYNOTES

| | | |
|------------------------------------|-------------------|------------------------------------|
| THURSDAY 11:00-12:30 30 A | 11 SYMPOSIA SET A | THURSDAY 16:00-16:30 30 B |
| | SYMPOSIA SET B 61 | |

| | | |
|----------------------------------|--------------------|----------------------------------|
| FRIDAY 09:00-10:30 31 C | 112 SYMPOSIA SET C | FRIDAY 14:00-15:30 31 D |
| | SYMPOSIA SET D 167 | FRIDAY 16:00-17:30 E |
| | SYMPOSIA SET E 215 | |

| | |
|------------------------------------|--------------------|
| SATURDAY 08:30-10:00 01 F | 263 SYMPOSIA SET F |
|------------------------------------|--------------------|

285 POSTER PRESENTATIONS

INDEX 308

ENGLISH:

THE CONFERENCE LANGUAGE IS ENGLISH BUT, AS WE ALL KNOW, THERE ARE MANY DIFFERENT FORMS OF ENGLISH, EVEN IN WRITTEN ENGLISH WHERE AMERICAN AND UK CONVENTIONS DIFFER, E.G. ‘COLOR’ (US) OR ‘COLOUR’ (UK), AND ‘ORGANIZATION’ (US) OR ‘ORGANISATION’ (UK). MOST ENGLISH SPEAKERS IN MOST COUNTRIES USE THE US CONVENTIONS BUT IN THIS PROGRAMME BOOK WE HAVE COMPROMISED. AMERICAN CONVENTIONS ARE ONLY USED WITHIN ABSTRACTS WHERE AUTHORS, THEMSELVES, HAVE USED THEM. TO KEEP CONSISTENCY ALL THE REST OF THE PROGRAMME INCLUDING TITLES HAS ADOPTED ENGLISH CONVENTIONS.

The child's voice in praxiological transformation

CRISTINA MESQUITA-PIRES | Polytechnic Institute of Bragança - School of Education, Portugal

This study investigates the process of praxiological transformation developed in an early childhood institution. The main objectives of the study were defined around the reconstruction of children's and educators' images, hoping to create democratic participatory understandings of central actors that will develop a situated pedagogy of respect and learning (Oliveira-Formosinho, 2009). It undertakes deep dialogues with Childhood Association pedagogical approach for children learning and teachers' development (Formosinho and Oliveira-Formosinho, 2008) as well as with Effective Early Learning Project (Bertram and Pascal, 2004) as reference for monitoring and evaluating quality co-construction. This study is located in the qualitative paradigm (Guba and Linkoln, 2005; Dezin and Linkoln, 2006) and is being conducted through a single case study (Stake, 2005, 2007) in the context of an action-research process. The learning process were develop into a collaborative action that puts practitioners as subjects of the research and as participants, in a cooperative process of pedagogical mediation. This learning led the participants to reflect on the ethical issues involving its use. This has been a long and complex process that has had positive effects in the transformation of practices (staff development) and on children learning and participation. The reconceptualization of the image of the child has been key for their right to participate and a professional motivation for educators to change practices.

Keywords: praxiological research; professional development; childhood pedagogy

Teacher learning activity: Contributions of theory of activity

MARLENE DA ROCHA MIGUEIS | University of Aveiro, Portugal

Our objective was to research the teacher learning activity in a project of further training on mathematics education, at the University of Aveiro, which gives preference to the guiding teaching activity (GTA) as methodology for training. Based on cultural-historical theory, this presentation aims to make few remarks about early childhood teacher learning, emphasizing the psychological theory of activity (Leontiev). This research, based on qualitative features, was inserted in the research-action and the collaborative research. Due to the complexity of this subject, to study the learning teacher trying to understand the subjects in their own movement of learning, we use the concept of isolated (Caraça, 1998) as a tool that allowed us to understand the phenomenon studied. The research corpus was constituted by: written productions of teachers, in preparing guidelines for teaching activities; descriptions of each meeting written by the researcher. Confidentiality, well-being and rights of children, of family and of teachers were assured. The analysis of data research, presented indicators of change in the learning quality of teachers, triggered and sustained by the dynamics of elaboration, development and reflection of education activities. They understood that the GTA is a way of organizing the teaching which allows the exchange of meanings between teachers and children, and not a mere strategy that favors the learning of new knowledge. The theoretical contributions of the historical-cultural perspective underlying this work allowed rethinking the training of childhood teachers, especially in regard to the processes of learning teacher.

Keywords: guiding teaching activity; teacher learning; human development

ORGANISATION *Childhood Association | Polytechnic Institute of Oporto | EECERA*

COORDINATION *Childhood Association*

PRODUCTION Abílio Ribeiro | Inês Machado | Sara Araújo | Sara Botelho | Rui Pinheiro

GRAPHIC DESIGN Sara Botelho

COLLABORATION ON LAYOUT Pedro Sousa | Ricardo Miranda

PHOTOGRAPHY Rui Pinheiro | Sara Botelho

DATE August 2012

EDITION *Childhood Association*
Rua Dr. Justino Cruz 154, 3º sala 4 | 4700-314 Braga, Portugal
www.childhoodassociation.com

Polytechnic Institute of Oporto
Rua Dr. Roberto Frias | 4200-465 Porto, Portugal
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COPIES NUMBER 700 copies

PRINTER Gráfica Maia Douro, S.A.