

2025



OMEFBOLOGNA

77th World Assembly and Conference

Arts and Culture in Early Childhood Education:
Play, Expression, Participation

Program

Bologna, Italy
14 - 18 July 2025

www.omef2025.org

The OMEP Assembly and Annual World Conference

have become a key communication and advocacy mechanism to promote cooperation among members, partners and stakeholders working in the field of early childhood education with similar goals, to promote children's rights in education, to disseminate new knowledge from research, and to discuss and share ideas and issues relevant to this field.

The Italian National Committee of OMEP will have the honour of hosting an important event, the 77th OMEP World Assembly and Conference, which symbolises OMEP's continued dedication to its cause. Italy offers a pedagogical richness based on the thought of outstanding personalities such as Montessori, the Agazzi sisters, Malaguzzi, Rodari and Lodi, among many others, as well as a cultural and artistic life that has nourished and enriched the world and early childhood pedagogy.

The event, with the theme 'Arts and Culture in Early Childhood Education: Play, Expression, Participation', will be held from 14 to 18 July 2025 in Bologna, organised by OMEP Italia with the support of national and local institutions and national and international organisations operating in social, educational and cultural spheres.

Summary

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Organisation Mondiale pour L'Éducation Préscolaire
World Organization for Early Childhood Education
Organización Mundial para la Educación Preescolar

WORLD OMEP

The World Organisation for Early Childhood Education (OMEP) is an NGO founded in 1948 operating in more than 70 countries that works to defend Human Rights of girls and boys since they are born until they are eight years of age (Early childhood). OMEP advocates for early childhood education and care as a right and a tool to attain other rights: integral development, citizenship, wellbeing, and dignity for all the girls and boys in the world.

Political Advocacy

OMEP seeks to influence public policies, their implementation, and decisions regarding allocation of resources within political, economic, social and institutional systems, aimed at protecting the right to education and early childhood care.

- OMEP World Declarations
- Influence on Local and Regional Policies
- Networks with Civil Society

Knowledge Generation

OMEP serves as a specialized advisor in Early Childhood Education and Care (ECEC), gathering and sharing good practices, collecting reports and position papers for constructive discussions, and offering consultancy and technical support to governments in developing public policies.

- Young Researchers Award
- OMEP Theory in Practice (TIP) Journal
- International Journal of Early Childhood (IJEC)

BLOG “Rights from the Start”

OMEP spreads its message to public officials, politicians, educators, families, and stakeholders interested in early childhood, promoting knowledge and commitment. The blog, "Rights from the Start", refers to a 2018 initiative with CLADE and the EDUCO Foundation, advocating for human rights in Early Childhood Education.

- Blog Rights from the Start

Communication

OMEP acknowledges the importance of communication as a tool to place important issues on the political agenda. For this reason, we develop communication campaigns and we also join organisations alike in their quest to safeguard children rights.

Education

OMEP undertakes initiatives such as training educators, professionals, and officials, and organizing events like congresses, seminars, courses, awards, and incentives to address the training needs of Early Childhood Education and Care stakeholders in different educational and social contexts.

- World and Regional Conferences
- Wash From the Start
- Colour your Rights
- International Commemorations

Education for Sustainable Development (ESD)

Since 2008, OMEP has been researching and training on Education for Sustainable Development to enrich teaching experiences, broaden perspectives, and strengthen teachers' strategies.

- Education for Sustainable Development (ESD)
- Education for Sustainable Development (ESD) award

Children Rights

OMEP helped draft the Convention on children's rights to life, health, education, play, family, and protection from violence and discrimination. It actively supports enforcement through its special consultative status with UN ECOSOC, collaborating with UN members.

- OMEP in the UN system/UNESCO
- Representatives in the United Nations and UNESCO

OMEP is divided into five regions – Africa, Asia Pacific, Europe, Latin America and North America and the Caribbean. Each region is led by a Regional Vice President. Each National Committee belongs to a region of OMEP.



Matteo Corbucci
President of OMEP Italy

The history of the OMEP Italian Committee

dates back to 1948, when Maria Luisa Brasile from Lanciano (Abruzzo, Italy), a teacher and educator, attended the first World Council for Early Childhood Education in Prague, alongside delegations from 17 countries representing every continent.

The Italian Committee was legally established in 1977, but even from its informal inception, it became an important platform for dialogue among organizations in Italy working in early childhood education. It also served as an institutional partner and advocate for advancing policies related to early childhood.

From the very beginning, the Italian Committee has had the responsibility of representing its country on a global level, participating in international conferences and engaging in ongoing transnational project collaboration.

Since 2018, a new Italian Committee has taken up this important legacy and brought it into the present.

OMEP Italia is today an association that advocates for:

- the rights of children from birth to age eight, particularly their right to quality education and care;
- early childhood pedagogy and the culture of educational and caregiving work;
- the importance of early childhood for the entire course of human life.

OMEP Italia, in addition to supporting educational and family care work through its activities, promotes a specific project on the arts and cultures of childhood, which focuses on the relationship between art, culture and education, closely linked to the recognition of the value of Italian cultural heritage.

On this topic, the first OMEP World Assembly and Conference is being organized in Italy, 77 years after the founding of the global organization. The main goal is to discuss and explore a humanistic approach to early childhood education through expressive and artistic languages and cultural elements, in order to create a high-quality early childhood pedagogy.

Homepage

<https://www.omepitalia.org>

E-mail:

segreteria@omepitalia.org

Mercedes Mayol Lassalle
World President of OMEP

Dear colleagues and OMEP members around the world,

With great enthusiasm and commitment, on behalf of the World Executive Committee of OMEP, I warmly invite you to participate in the 77th OMEP World Assembly and Conference (WAC 2025), to be held in the historic city of Bologna, Italy, from July 14 to 18, 2025. This event will focus on a fundamental theme for Early Childhood Care and Education (ECCE): “Arts and Cultures in Early Childhood Education: Play, Expression, Participation.”

Inspired by the commitments made in the 2022 Tashkent Declaration, this gathering will offer an opportunity to expand upon the concept of foundational learning, which goes far beyond the acquisition of basic literacy and numeracy. Foundational learning encompasses meaningful experiences that nurture the holistic development of each child, fostering not only cognitive but also social, emotional, and cultural skills - essential for their integral growth and active participation in society as citizens from birth.

In a global context of increasing complexity, the theme of WAC 2025 underscores the importance of arts and cultures in early childhood. These elements not only enrich the educational experience but also strengthen the identity, sense of belonging, and expressive capabilities of children. Access to art and culture is not only a human right but a fundamental value, enabling young children to explore, discover, and shape their world creatively, participatively, and joyfully.

This WAC 2025, hosted by OMEP Italy and rooted in the pedagogical legacy of figures such as Montessori, Malaguzzi, Agazzi, and other influential educators, will emphasize the right of all children to participate in culture and play and to develop their agency.

Our objective is for each participant to take away practical tools and innovative perspectives to implement in their own contexts, realizing the right of children to an inclusive, democratic, and culturally relevant learning experience.

Furthermore, this conference aims to delve into the political dimension of early childhood education, promoting a rich and relevant curricular framework and the development of educational policies that are not only inclusive and of high quality but also acceptable in relation to each child's developmental stage and adaptable to the diverse realities and needs of each community and social context.

We look forward to your participation in Bologna, where together, we can advance a transformed ECCE that empowers children as present-day citizens, capable of expressing their voices and contributing to a more just, peaceful, and sustainable society. We eagerly await the opportunity to share, learn, and build together!

Warm regards,

Mercedes Mayol Lassalle
World President of OMEP



Adrijana Višnjić-Jevtić

Chair of Scientific Committee

Professor at University of Zagreb, Faculty of Teacher Education
OMEP Vice-president for Europe

Scientific Board

Assoc. Prof. **Adrijana Višnjić-Jevtić**, PhD, University of Zagreb, Faculty of Teacher Education
Assoc. Prof. **Alicja Renata Sadownik**, Western Norway University of Applied Sciences
Asst. Prof. **Ana Žnidarec Čučković**, University of Zagreb
Emeritus Professor **Ann Farrell**, Queensland University of Technology
Assoc. Prof. **Arianna Lazzari**, University of Bologna
Dr. **Asiya Foster**, Education Development Center
Prof. **Cate Carroll-Meehan**, Liverpool Hope University
Dr. **Matteo Corbucci**, Pedagogical Coordination, Municipality of Rome
Prof. **Emiliane Rubat du Mérac**, Sapienza University of Rome
Prof. **Eunhye Park**, Ewha Womans University
Assoc. Prof. **Ingrid Engdahl**, University of Stockholm
Prof. **Ingrid Pramling Samuelsson**, University of Gothenburg
Assoc. Prof. **Ivana Visković**, University of Split
Assoc. Prof. **Jessica Essary**, Florida Gulf Coast University
Dr. **Judith Butler**, Munster Technological University
Dr. **Katarina Bogatić**, University J. J. Strossmayer Osijek
Assoc. Prof. **Kym Simoncini**, Queensland University of Technology
Dr. **Lily Wong**, ED Advent Link – SAUC Educational center in Singapore
Prof. **Manon Boily**, University of Quebec and Montreal
Prof. **Marija Sablić**, University J. J. Strossmayer Osijek
Assoc. Prof. **Marijana Županić-Benić**, University of Zagreb, Faculty of Teacher Education
Prof. **Mercedes Mayol Lassale**, University of Buenos Aires, Faculty of Philosophy
Assoc. Prof. **Mie Oba**, Fukuyama City University
Assoc. Prof. **Minyeong Jang**, Hanyang Women's University
Prof. **Renata Michalak**, Adam Mickiewicz University
Prof. **Rozalina Engels Kritidis**, Sofia University “St. Kliment Ohridski”
Prof. **Sandie Wong**, Macquarie University
Assoc. Prof. **Michela Schenetti**, University of Bologna
Prof. **Soonhwan Kim**, Ewha Womans University
Ass. Prof. **Višnja Rajić**, University of Zagreb, Faculty of Teacher Education
Ass. Prof. **Laura Cerrocchi**, Sapienza University of Rome
Assoc. Prof. **María Vassiliadou**, Frederick University, Cyprus

Keynote Speakers



**Francesco
Tonucci**

A researcher at the Italian National Research Council since 1966, he holds a degree in pedagogy and is a member of the Quality of Social and Educational Contexts Group.

He is the pillar of the Istc-Cnr Laboratory of Child Participation Psychology, of which Tonucci is head. In almost sixty years of research activity, he has studied the relationship between cognitive development and teaching methods; kindergarten methodology; the emergence of reading and writing; the development of graphic language; research as a teaching method; teacher training; assessment; science education; environmental education; science dissemination; children's museums.

His reference points are Don Milani, Mario Lodi, Paulo Freire, Loris Malaguzzi. Since 1968, under the pseudonym FRATO, he has published satirical cartoons on educational topics translated into Castilian, Catalan, Galician, French and Portuguese. Since 1991, he has been in charge of the international project "The City of Girls and Boys" that proposes the change of the city, towards sustainable development, taking the child as a parameter.



**Battista
Quinto Borghi**

Borghi Battista Quinto, has been a pedagogue at the children's services of the municipality of Modena, director of the preschools of the municipality of Brescia and director of the children's services of the city of Turin.

He has taught Pedagogy at several universities: Bolzano, Brescia (Cattolica), Portogruaro, Reggio Calabria, Santiago de Compostela, Turin, Trieste, Urbino. He currently teaches Nursery Pedagogy at the University of Bolzano.

He is a member of the Board of Directors and scientific head of services of the cooperative Città Futura in Trento. He is a member of the Board of Directors of the Orsa cooperative in Agrate Brianza.

He is co-director of the series 'Il nido d'Infanzia' and the 'Quaderni del nido' of the Erickson publishing house in Trento. He has written several books and articles in pedagogical journals.

Keynote Speakers



**Cecilia
Wallerstedt**

Professor of Education at the University of Gothenburg and Pro-Dean of the Faculty of Art.

Since 2006 he has been conducting research in close collaboration with preschool teachers, focusing on the interactions between children and teachers. Her scientific contributions explore how teaching can be carried out in preschools and what constitutes artistic knowledge.

Recently, he and his research group developed a theoretical framework for early childhood education focusing on children's learning and development through play: Play-responsive Early Childhood Education and Care. Professor of Education at the University of Gothenburg and Pro-Dean of the Faculty of Art.



**Boruem
Kim**

Professor in the Department of Literature and Cultural Content, College of Creative Convergence, Hansung University.

She was responsible for the development of cultural policy in the city of Seoul and support for arts projects at the Seoul Foundation for Arts and Culture. She worked as a researcher in visiting University of London and studied the AI programme at Saïd Business School, Oxford.

She participated as Korea's representative in the 3rd UNESCO World Conference on Education for Culture and the Arts, held in Abu Dhabi in February 2024, and presented Korea's report entitled 'A New Perspective on Culture Education Policy and the Arts in Response to Changes in Society'.

He is currently conducting research on changes in the content industry based on the growth of digital platforms and technological convergence.

Keynote Speakers



**Maria Alejandra
Castiglioni**

Teacher of Preschool Education, graduated in Public Relations and Specialist in Cultural Management and Cultural Policies, Sociology of Culture and Cultural Analysis.

Coordinator and lecturer of the Diploma 'Critical Interculturality, Arts and Childhood' at the University National University of the Arts and holder of the Seminar 'Childhood, Culture and Subjectivity' at the University National Tres de Febrero (Argentina).

Research in the field of critical intercultural education starting from early childhood articulating the perspective of Sociology of Culture, Anthropology of the Body, Education and the arts. Creator and coordinator of the regional interdisciplinary space "Interculturality and Childhood" dedicated to critical intercultural early childhood education.

She's a member of the Executive Committee of OMEP Argentina.



**Borhene
Chakroun**

Borhene Chakroun is an engineer and has a PhD in Education Sciences from Bourgogne University in France. Borhene worked, during the 1990s, as trainer, chief trainer, project manager. He has also worked as short-term consultant for the EU, World Bank and other international organizations before coming to the European Training Foundation (ETF) in 2001.

At the ETF, Borhene worked as Senior Human Capital Development specialist. He is now Director of Policies and Lifelong Learning Systems Division at UNESCO-HQ. Borhene conducted a range of policy reviews and skills systems diagnosis in different contexts. He has authored and co-authored various articles and books in the field of skills development and lifelong learning.

Much of his most recent work focuses on global trends in reforming education and training systems and global agenda for skills development in the context of the 2030 Sustainable Development Agenda.

WORLD ASSEMBLY

DAY 1

Date: Monday, 14 July 2025

Venue: SAVOIA HOTEL REGENCY - Via del Pilastro 2, Bologna Attendance: Reserved exclusively for members of the World Executive Board, National Committee Presidents and Delegates, and Invited Guests	
08:00 - 09:00	Assembly Registration
09:00 - 11:05	Opening Session
11:05 - 11:30	<i>Coffee Break</i>
11:30 - 13:09	Second Assembly Session
13:09 - 14:30	<i>Lunch Break</i>
14:30 - 17:15	Third Assembly Session
17:15 - 17:30	Closing Remarks and Conclusion of the First Day

Extra Event	Venue: Cortile d'onore, Palazzo d'Accursio - Piazza Maggiore, Bologna Open to the public / In Italian
20:30 - 22:30	"Figures to Touch and Animate": Puppet Theater and Childhood Pedagogy Organised with the association "Burattini a Bologna" (Puppets in Bologna)

DAY 2

Date: Tuesday, 15 July 2025

Venue: SAVOIA HOTEL REGENCY - Via del Pilastro 2, Bologna Attendance: Reserved exclusively for members of the World Executive Board, National Committee Presidents and Delegates, and Invited Guests	
09:00 - 10:26	Fourth Assembly Session
10:26 - 10:56	<i>Coffee Break</i>
10:56 - 12:33	Fifth Assembly Session
12:33 - 13:50	<i>Lunch Break</i>
13:50 - 16:58	Sixth Assembly Session
16:58 - 17:20	Assembly Conclusion

OFFICIAL PHOTO Venue: Piazza Maggiore and Sala Borsa - Piazza del Nettuno 3, Bologna	
18:00 - 19:00	Tour of Historic Sites
19:00 - 19:30	Meeting with the Municipal Administration
19:30	World Assembly Group Photo

INTERNATIONAL CONFERENCE

DAY 1

Date: Wednesday, 16 July 2025

Morning Venue: Location to be communicated via email	
Participation limited to those registered for the visits	
08:30 - 12:30	Visits to Bologna's Educational, School, and Cultural Institutions

Afternoon Venue: "ARENA DEL SOLE" THEATRE - Via Indipendenza 44, Bologna	
Attendance: Reserved for conference registrants only and invited guests	
12:00 - 15:00	Conference Registration
15:00 - 19:00	Opening Ceremony Keynote Speeches: - Borhene Chakroun - Francesco Tonucci - Battista Quinto Borghi
19:00	Welcome Reception

DAY 2

Date: Thursday, 17 July 2025

Venue: SAVOIA HOTEL REGENCY - Via del Pilastro 2, Bologna	
Attendance: Reserved for conference registrants only	
08:00 - 08:55	Conference Registration
08:55 - 09:45	Keynote Speeches: - Cecilia Wallerstedt - Boruem Kim
09:45 - 10:45	Parallel Session 1
10:45 - 11:00	Coffee Break
11:00 - 12:00	Parallel Session 2 / Poster Presentations
12:00 - 13:00	Parallel Session 3 / Poster Presentations
13:00 - 14:00	Lunch Break
14:00 - 15:00	Parallel Session 4
15:00 - 16:00	Parallel Session 5
16:00 - 16:15	Coffee Break
16:15 - 17:15	Parallel Session 6
17:15 - 17:55	Special Presentation: Creative Expression in Early Childhood Education

DAY 2**Date: Thursday, 17 July 2025****INTERNATIONAL NIGHT****Venue: "I Portici" Restaurant - Via Indipendenza 71, Bologna*****Participation reserved for registered guests***

19:30	Gala Dinner
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DAY 3**Date: Friday, 18 July 2025****Venue: SAVOIA HOTEL REGENCY - Via del Pilastro 2, Bologna*****Attendance: Reserved for conference registrants only***

08:30 - 09:20	Conference Registration
09:20 - 09:45	Keynote Speech: Alejandra Castiglioni
09:45 - 10:45	Parallel session 7
10:45 - 11:00	<i>Coffee Break</i>
11:00 - 12:00	Parallel session 8 / Poster Presentations
12:00 - 13:00	Parallel session 9 / Poster Presentations
13:00 - 14:00	<i>Lunch Break</i>
14:00 - 15:30	Parallel session 10
15:30 - 15:45	<i>Coffee Break</i>
15:45 - 16:00	Presentation of the World Declaration
16:00 - 16:45	Closing Ceremony

Date: 16, 17 and 18 July 2025**"COLOUR YOUR RIGHTS" Exhibition**

"Colour Your Rights" is a global artistic project promoted by OMEP that aims to highlight children's creativity as a powerful tool to imagine and build more peaceful, inclusive, and just societies. The initiative is designed to give children a space where they can express their thoughts, emotions, and ideas related to their rights through visual art—celebrating art as a universal language of childhood.

In this exhibition we can appreciate a sample of children's art works from the following countries: Bulgaria, Cyprus, Ecuador, France, Greece, Italy, Japan, Mexico, Poland, Portugal, Sierra Leone, Slovakia, Spain, Sweden and USA which are part of the project's new call reflecting on "The Right to Peace" and other important rights.

The exhibition is curated by: Maria Vassiliadou, President of OMEP Cyprus with the collaboration of Matteo Corbucci, President of OMEP Italy and the support from the Italian team.

EXTRA

Date: Friday, 18 July 2025

Extra Event	Venue: Sala Stabat Mater, Biblioteca Comunale dell'Archiginnasio - Piazza Galvani, 1 <i>Open to the public / In Italian</i>
16:00 - 19:30	"The Educating Community and the Culture of Childhood" organized with ARCE - Alleanza Reti Comunità Educanti and Educational Services Center of Ministry of Culture

Date: Saturday, 19 July 2025

Extra Event	Venue: Reggio Emilia <i>Participation reserved to registered visitors / in English</i>
09:30 - 17:00	Visit to the Loris Malaguzzi and Caffarri International Centers

Extra Event	Venue: Auditorium Biagi, Biblioteca Salaborsa - P.zza del Nettuno 3, Bologna <i>Open to the public / In Italian</i>
10:30 - 12:30	Presentation of the 2025 OMEF World Declaration to the City of Bologna

PROGRAM OF PARALLEL SESSIONS

Thursday, 17 July | Parallel Session 1

PLAY

17 July	9.45 – 10.45	Self-Organized Symposium Exploring the pedagogy of play in diversified contexts in Contemporary China Chair: Minyi Li ⁽¹⁾ Exploring children's and teachers' perspectives of Pedagogy of Anji Play <u>Xinyu Wang</u> ⁽¹⁾ A case study of the pedagogy of play to support school readiness in the Greater Bay Region, China <u>Jing Dong</u> ⁽¹⁾ An investigation on Kindergarten Teachers' Beliefs and Practices of Play-based Pedagogy <u>Wei Zhuang</u> ⁽²⁾ Mentoring the most disadvantage rural preschool teachers to work with the pedagogy of play: A case study from Yunnan Province <u>Feng Li</u> ⁽³⁾ Beijing Normal University, Faculty of Education, Beijing, China ⁽¹⁾ - Beijing Academy of Educational Sciences, Beijing, China ⁽²⁾ - Beijing Haidian Teachers Training College, Beijing, China ⁽³⁾	ROOM A - Auditorium
		Self-Organized Symposium Environnements d'apprentissage et pédagogie basée sur le jeu Chair: Charlaïne St-Jean ⁽¹⁾ UQAR, Éducation, Rimouski, Canada ⁽¹⁾ Réflexion sur l'environnement physique mathématique : maximisation des opportunités d'apprentissage de l'enfant Isabelle Deshaies ⁽¹⁾ - Crystel Bizier ⁽¹⁾ - Marie-Claire Bégin ¹ Laura Couture ⁽¹⁾ Université du Québec à Trois-Rivières, Canada ⁽¹⁾ La créativité suscitée par des structures de jeux contenant des affordances qui promeuvent le développement de la motricité globale des enfants de 3 à 5 ans Marie-Christine Allaire ⁽¹⁾ - Manon Boily ⁽¹⁾ Université du Québec à Montréal, Canada ⁽¹⁾	ROOM H

17 July	9.45 – 10.45	Du matériel et un environnement éducatif au service des mathématiques : planifier, adapter et gérer Charlaine St-Jean ⁽¹⁾ - Joannie St-Pierre ⁽¹⁾ - Marilyn Dupuis Brouillette ⁽¹⁾ - Robert Landry ⁽¹⁾ - Naomie Fournier Dubé ⁽²⁾ Université du Québec à Rimouski, Canada ⁽¹⁾ - Université de Montréal, Canada ⁽²⁾ Sensibiliser les enfants de 4 à 5 ans aux microplastiques par le jeu et l'expérimentation Emma Yiran Zhao ⁽¹⁾ - Jun Kuang ⁽¹⁾ Responsable du Programme de Développement Durable, Canada ⁽¹⁾ Le jeu libre, plusieurs nuances pour favoriser l'inclusion des enfants Mariève Blanchet ⁽¹⁾ - Karima Djellouli ⁽¹⁾ - Geneviève Lessard ⁽²⁾ Université du Québec à Montréal, Canada ⁽¹⁾ - Université du Québec en Outaouais, Canada ⁽²⁾ Conditions favorables à la mise en œuvre d'un modèle de situations d'apprentissage issues du jeu de faire- semblant (SAIJ) : résultats d'une recherche-action Krasimira Marinova, ⁽¹⁾ - Christian Dumais ⁽²⁾ - Raymond Nolin ⁽²⁾ - Camille Robitaille ⁽²⁾ Université du Québec en Abitibi-Témiscamingue, Canada ⁽²⁾ - Université du Québec à Trois-Rivières, Canada ⁽²⁾	
		Self-Organized Symposium Early childhood transitional education in Korea: Eom education for 5-6 year olds Chair: Soonhwan Kim ⁽¹⁾ Presenters: <u>Soonhwan Kim</u> ⁽¹⁾, <u>Minyeong Jang</u> ⁽²⁾ Ewha Womans University, Early Childhood Education Department, Seoul, Republic of Korea ⁽¹⁾ - Hanyang Women's University, Early Childhood Education Department, Seoul, Republic of Korea ⁽²⁾	ROOM N
		Individual Paper Presentations Chair: Lin Hua Corporate Structures and Curriculum Adaptation: The Localization of Anji Play in Miao Ethnic Minority Kindergartens <u>Keang Ieng Peggy Vong</u> ⁽¹⁾ - Xueyan Huang ⁽¹⁾ University of Macau, Faculty of Education, Macau, China ⁽¹⁾ Facilitating Children's Philosophical Inquiry in Preschool: The Impact of Teacher Strategies on Enhancing Philosophical Questioning and Responses in 5-6 Year-Old Children <u>Lin Hua</u> ⁽¹⁾ Hangzhou Yungu School, Hangzhou Yungu Kindergarten, Hangzhou, China ⁽¹⁾	ROOM D

17 July	9.45 – 10.45	The trinity of "environment, curriculum, and celebration": a possibility of early childhood aesthetic education practice <u>Dengfeng Wang</u> ⁽¹⁾ Northwestern Polytechnical University, Kindergarten, Xi'an, China ⁽¹⁾ On "children's life as a work of art" and preschool curriculum aesthetics - From Nietzsche and Deleuze's perspective <u>Li Wang</u> ⁽¹⁾ Nanjing Normal University, School of Education Science, Nanjing, China ⁽¹⁾	
		Individual Paper Presentations Chair: Judith Butler Jeu et technologies numériques à l'école maternelle: le modèle "jouer pour apprendre" <u>Cristiano Zappa</u> ⁽¹⁾ Università degli Studi eCampus, Dipartimento di Scienze Umane e Sociali, Novedrate (CO) ⁽¹⁾ Kauna: The power of love: Utilizing indigenous cultural resources to improve teacher-pupil relationships <u>Nanmah Ngwodo</u> ⁽¹⁾ - Katrina Korb ⁽²⁾ - Utek Ishaku ⁽³⁾ - Grace Selzing-Musa ⁽⁴⁾ The Busy Bee Hive Early Learning and Resource Hub, Administration, Jos, Nigeria ⁽¹⁾ - University of Jos, Department of Educational Foundations, Jos, Nigeria ⁽²⁾ - University of Jos, Department of General and Applied Psychology, Jos, Nigeria ⁽³⁾ - University of Jos, Department of Educational Foundations, Jos, New Zealand ⁽⁴⁾ S-TEAM in kindergarden - cognitive and skill development Vasilica Gazdac ⁽¹⁾ - <u>Karina Wójcik</u> ⁽²⁾ Scoala ProfesionalaTiberiu Morariu Salva, -, Salva, Romania ⁽¹⁾ - Zespół Szkół Publicznych w Szewnie, Szewna, Poland ⁽²⁾ Grounded in Love and Rooted in Relationships: The Shamrock Framework for Trauma-Sensitive Early Childhood Education and Care <u>Judith Butler</u> ⁽¹⁾ - <u>Annie Cummins</u> ⁽¹⁾ OMEP Ireland/MTU Cork, Sport, Leisure and Childhood Studies, Cork, Ireland ⁽¹⁾	ROOM E
		Individual Paper Presentations Chair: Kim Simoncini Upskilling early years teachers in Papua New Guinea <u>Kym Simoncini</u> ⁽¹⁾ - Julie Davis ⁽²⁾ - Marie White ⁽²⁾ University of Canberra, Faculty of Education, Canberra, Australia ⁽¹⁾ - Queensland University of Technology, School of Education, Brisbane, Australia ⁽²⁾ The Relationship Between Job Burnout and Work Engagement of Kindergarten Teachers: the Chain Mediating Effect of Teachers' Autonomy and Self-Concept <u>Jiayi Wang</u> ⁽¹⁾ Nanjing Normal University, School of Education Science, Nanjing, China ⁽¹⁾	ROOM L

17 July	9.45 – 10.45	Playful Pathways: Building Strong Professional Identities in Science for Early Childhood Teachers <u>Glykeria Fragkiadaki</u> ⁽¹⁾ - Argyris Nipyrakis ⁽¹⁾ - Vasilisa Christidou ⁽¹⁾ - Eleni Nalmpanti ⁽¹⁾ - Domna Kakana ⁽¹⁾ Aristotle university of Thessaloniki, School of Early Childhood Education, Thessaloniki, Greece ⁽¹⁾ Dual Dimensions of Professional Becoming: Measuring STEM Identity Convergence in Shanghai Preschool Teachers Zijia Li ⁽¹⁾ - <u>Yan Li</u> ⁽¹⁾ Shanghai Normal University, Shanghai Institute of Early Childhood Education, Shanghai, China ⁽¹⁾	
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Thursday, 17 July | Parallel Session 1

EXPRESSION

17 July	9.45 – 10.45	Self-Organized Symposium Language Development and Early Literacy Education of Young Children in the Digital Intelligence Era in China Chair: <u>Li Zhang</u> ⁽¹⁾ Parental Concerns and Content Analysis of Widely Used E-Picture Book Apps in Chinese Households <u>Yibin Zhang</u> ⁽²⁾ Parental Attitudes, Awareness and Support in Preschool Children's Digital Reading: A Comparative Analysis across Chinese Regions <u>Linhui Li</u> ⁽³⁾ - Mengdi Liu ⁽³⁾ Applying the YOBO Robot into the Language Interaction and Development study of Chinese Children <u>Jing Zhou</u> ⁽⁴⁾ A Study on the Relationship between Screen Exposure and Language Development among Rural Left-behind Children in China <u>Haidan Liu</u> ⁽⁵⁾ - <u>Tianxue Duan</u> ⁽⁶⁾ The Impact of Interactive E-Reading on Narrative Ability Development in Chinese Urban and Rural Preschoolers Aged 4-6 Years <u>Rong Li</u> ⁽⁷⁾ An Experimental Investigation of the Impact of Digital and Print Reading on Preschool Children's Reading Engagement and Comprehension <u>Li Zhang</u> ⁽¹⁾ - Chenxin Liang ⁽⁴⁾ East China Normal University, Early Childhood Education, Shanghai, China ⁽¹⁾ - East China Normal University, Institute of Brain and Education Innovation,	<u>ROOM B</u>
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17 July	9.45 – 10.45	Shanghai, China ⁽²⁾ - Shanghai Normal University, College of Early Childhood Education, Shanghai, China ⁽³⁾ - East China Normal University, Department of Early Childhood Education, Shanghai, China ⁽⁴⁾ - Shaanxi Normal University, NA, Xi'an, China ⁽⁵⁾ - China Development Research Foundation, NA, Beijing, China ⁽⁶⁾ - Suzhou Early Childhood Education College, NA, Suzhou, China ⁽⁷⁾	
		Individual Paper Presentations Chair: Jing Wu The Embodied Translation of Cultural Symbols: Implementation Pathways of Mythological Education in Kindergartens from the Perspective of Embodied Cognition <u>Huang Jing</u> ⁽¹⁾ - Li Shanze ⁽¹⁾ - Zeng Qiao ⁽¹⁾ Southwest University, The Faculty of Education, Chongqing, China ⁽¹⁾ Exploration and practice of innovative carrier of kindergarten cultural education - Taking Xi'an Jiao Tong University Kindergarten as an example <u>Jing Wu</u> ⁽¹⁾ Xi'an Jiao Tong University, Xi'an Jiao Tong University Kindergarten, Xi'an, China ⁽¹⁾ "Childhood in the Mall": A Sensory Ethnographic Study of Children's Play Experiences <u>Jinxi Zhu</u> ⁽¹⁾ East China Normal University, Department of preschool Education, Shanghai, China ⁽¹⁾ Reading and Expression of Children's Life Worlds: A Discourse-Mediated Approach <u>Shuhan Yang</u> ⁽¹⁾ - Yanjie Yang ⁽¹⁾ - Yao Chen ⁽¹⁾ - Tianfeng Li ⁽¹⁾ Yunnan Normal University, Faculty of Education, Kunming, China ⁽¹⁾	ROOM F
		Individual Paper Presentations Chair: Parisa Tadi Preschool Child narrative competence in developing countries: differences across urban and rural areas <u>Hongmei Cai</u> ⁽¹⁾ - Qian Wang ⁽¹⁾ Chongqing Normal University, School of Education Science, Chongqing, China ⁽¹⁾ The Essential Clarification of Children's Arts and Children's Representations - From the Semiotic Perspective <u>Xinyu Li</u> ⁽¹⁾ Nanjing Normal University, School of Education Science, Nanjing, China ⁽¹⁾ Exploring Children's Engagement with Reading: The Role of Art, Play, and Family Interaction <u>Parisa Tadi</u> ⁽¹⁾ - Jayne Jackson ⁽²⁾ Auckland University of Technology (AUT)/ OMEP Aotearoa, Faculty of Culture and Society, School of Education, Auckland, New Zealand ⁽¹⁾ - Manukau Institute of Technology, Education, Auckland, New Zealand ⁽²⁾	ROOM I

17 July	9.45 – 10.45	Workshop Paper Cranes Workshop from Hiroshima - Collaboration and Solidarity for Peace <u>Mie Oba</u> ⁽¹⁾ Fukuyama City University, Hiroshima, Fukuyama, Japan ⁽¹⁾	<u>ROOM G</u>
Thursday, 17 July Parallel Session 1			
PARTICIPATION			
17 July	9.45 – 10.45	Self-Organized Symposium Intergenerational Cultural Learning in Families Chair: Paulette Luff ⁽¹⁾ The pedagogical role of grandparents in the 21st century: insights from Corato, Italy <u>Daniela Mangione</u> ⁽¹⁾ - <u>Luisa Mascoli</u> ⁽¹⁾ Young children learning French within a family context <u>Ceri Morgan</u> ⁽¹⁾ Shared cultural learning between grandmothers and grandchildren <u>Paulette Luff</u> ⁽¹⁾ OMEP UK/Anglia Ruskin University, School of Education, Chelmsford, United Kingdom ⁽¹⁾	<u>ROOM C</u>
		Individual Paper Presentations Chair: Anette Hellman Young children's engagement in sustainable forest creation: an action research project inspired by the Miyawaki Method on the Swan Coastal Plain of Western Australia <u>Amanda Winnett</u> ⁽¹⁾ - Sandra Hesterman ⁽²⁾ Spearwood Alternative School, Early Childhood, Perth, Australia ⁽¹⁾ - Murdoch University, Early Childhood, Perth, Australia ⁽²⁾ Shared seeing: Diffractive engagement with children through photography <u>Saeyoung Park</u> ⁽¹⁾ - Chaisun Oh ⁽²⁾ Duru kindergarten in Sejong, Education Department, Sejong, Republic of Korea ⁽¹⁾ - Korea National University of Education, Early Childhood Education, Sejong, Republic of Korea ⁽²⁾ The cascading impact of musical agency: from informal jam sessions to public performance <u>Shinko Kondo</u> ⁽¹⁾ Bunkyo University, Dept. of Education, Koshigaya, Japan ⁽¹⁾	<u>ROOM M</u>

17 July	9.45 – 10.45	Intersections on childism, competence and innocence. Norms on children's rights and bodily integrity in Swedish Preschools <u>Anette Hellman</u> ⁽¹⁾ University of Gothenburg, Education, Gothenburg, Sweden ⁽¹⁾	
		Individual Paper Presentations Chair: Geir Aaserud How "the best interests of the child" in early childhood education and care is conceptualized Hanna Petersson ⁽¹⁾ - Ewa Skantz ⁽¹⁾ - Pia Williams ⁽¹⁾ University of Gothenburg, Department of Education, Communication and Learning, Gothenburg, Sweden ⁽¹⁾ Giving the life of the "Convention on the Rights of the Child" in early childhood education and care for teachers communicating through MANGA in Japan <u>Kazuhiko Niijima</u> ⁽¹⁾ - Kei Kihara ⁽¹⁾ Japan Federation of Accredited ECEC Centers, International Committee, Tokyo, Japan ⁽¹⁾ Parental attitudes and children's participation rights: shaping perceptions through action research <u>Duygu Yalman Polatlar</u> ⁽¹⁾ - Alperen Avci ⁽²⁾ Fatih Sultan Mehmet Vakıf University, Preschool Teaching, Istanbul, Turkey ⁽¹⁾ - Mus Alparaslan University, Child Development, Mus, Turkey ⁽²⁾ Early childhood teachers must have knowledge about children as refugees <u>Geir Aaserud</u> ⁽¹⁾ - Marit Heldal ⁽²⁾ - Fatima Moh ⁽³⁾ OsloMet, Department of Early Childhood Education, Oslo, Norway ⁽¹⁾ - DMMH, Early childhood teachers education, Trondheim, Norway ⁽²⁾ - OsloMet, Early childhood teachers education, Oslo, Norway ⁽³⁾	ROOM J
		Individual Paper Presentations Chair: Ingrid Engdahl Embedding Sustainability in Early Childhood through the Enhanced 8Rs Framework: A Swedish Case Study <u>Deniz Pamuk</u> ⁽¹⁾ - Ingrid Engdahl ⁽²⁾ University of Gothenburg and Mersin University, Department of Education Communication Learning, Early Childhood Education, Gothenburg, Sweden ⁽¹⁾ - Stockholm University, Child and Youth Sciences, Stockholm, Sweden ⁽²⁾ Nature as a place for children's bildung and participation in kindergarten <u>Hilde Alme</u> ⁽¹⁾ Western Norway University of Sciences, Faculty of Education, Arts and Sports, Bergen, Norway ⁽¹⁾ Towards the future of early childhood education <u>Yoko Taruki</u> ⁽¹⁾ Oppama Kindergarten /The Japanese National Committee of OMEP, Director, Yokosuka, Japan ⁽¹⁾	ROOM K

17 July	9.45 – 10.45	Kindergarten as an agent for a sustainable community: Perspectives and wisdom gained from an international collaboration Aihua Hu ⁽¹⁾ - <u>Elin Eriksen Ødegaard</u> ⁽¹⁾ - Åsta Birkeland ⁽¹⁾ Western Norway University of applied Sciences, Department of Pedagogy, Religion and Social Studies, Bergen, Norway ⁽¹⁾	
Thursday, 17 July Parallel Session 2			
PLAY			
17 July	11.00 – 12.00	Self-Organized Symposium A Case Study on Incorporating Artistic Games into the Curriculum of Rural Kindergartens in Ethnic Minority Regions of China Chair: Xiaoyu Zhang ⁽¹⁾ Authors: <u>Xiaoyu Zhang</u> ⁽¹⁾ - Shuhan Yang ⁽¹⁾ Yunnan Normal University, Faculty of Education, Kunming, China ⁽¹⁾	ROOM A - Auditorium
		Self-Organized Symposium Approches innovantes dans l'éducation préscolaire: créativité, engagement et apprentissage émergent Chair: Charlaïne St-Jean ⁽¹⁾ UQAR, Éducation, Rimouski, Canada ⁽¹⁾ Pratiques d'interventions directes et indirectes favorisant le développement du langage en contexte de jeu de faire semblant à la maternelle Hélène Castany-Owhadi ⁽¹⁾ - Christian Dumais ⁽²⁾ - Raymond Nolin ⁽²⁾ - Karine Desrochers ⁽²⁾ - Yves Soulé ⁽¹⁾ Université de Montpellier et Université Paul Valéry Montpellier, France ⁽²⁾ - Université du Québec à Trois-Rivières, Canada ⁽²⁾ Co-intervenir à l'éducation préscolaire pour mettre en œuvre des interventions universelles et ciblées: interrogés des orthopédagogues et enseignantes sur leur expérience de collaboration interprofessionnelle Annie Charron ⁽¹⁾ - Océanne Éthier ⁽²⁾ Université du Québec à Montréal, Canada ⁽¹⁾ - Université du Québec à Trois-Rivières, Canada ⁽²⁾ Orthopédagogie en action: Vers une évaluation inclusive des mathématiques dès le plus jeune âge Naomie Fournier Dubé ⁽¹⁾ - Nathalie Bisailon ⁽¹⁾ - Charlaïne St-Jean ⁽²⁾ - Christian Bourassa ⁽¹⁾ - Marianne Dossena ⁽¹⁾ Université de Montréal, Canada ⁽¹⁾ - Université du Québec à Rimouski, Canada ⁽²⁾ Les laboratoires créatifs: regards croisés des élèves et des personnes enseignantes	ROOM H

17 July	11.00 – 12.00	Nathalie Goulet ⁽¹⁾ - Manon Boily ⁽¹⁾ - Patrizia Villotti ⁽¹⁾ - Mélanie Ouellet ⁽¹⁾ - Marie-Christine Allaire ⁽¹⁾ Université du Québec à Montréal, Canada ⁽¹⁾ Soutenir le développement de la pensée mathématique des enfants en contexte de jeu de faire semblant : Pratiques d'interventions directes et indirectes mises en œuvre à l'éducation préscolaire au Québec Raymond Nolin, doctorant ⁽¹⁾ - Krasimira Marinova ⁽²⁾ - Charlaïne St-Jean ⁽³⁾ Université du Québec à Trois-Rivières Canada ⁽¹⁾ - Université du Québec en Abitibi-Témiscamingue, Canada ⁽²⁾ - Université du Québec à Rimouski, Canada ⁽³⁾	
		Self-Organized Symposium Children's play, agency and participation in ECE in different cultural contexts – teacher role and inclusion of all children Chair: Teresa Aslanian ⁽¹⁾ Illumination of conditions for play in Maryland, USA contexts - aspects of child initiation and agency in relation to teacher interactions <u>Lea Ann Christenson</u> ⁽²⁾ Children's purposeful play in a Norwegian kindergarten <u>Teresa Aslanian</u> ⁽²⁾ Play in ECE in Denmark - teacher role in creating equal conditions for the participation in play for all children <u>Grethe Kragh-Müller</u> ⁽³⁾ University of South Eastern Norway, Department of Education, Porsgunn, Norway ⁽¹⁾ - Towson University, Department of Education, Towson, USA ⁽²⁾ - Universitetet i South Eastern Norway, Department of Education, Porsgunn, Norway ⁽²⁾ - Aarhus University, Department of Education, Aarhus, Denmark ⁽³⁾	<u>ROOM N</u>
		Individual Paper Presentations Chair: Soonhwan Kim Teachers' Perceptions and Difficulties in Digital Literacy Education in Early Childhood <u>Minji Kang</u> ⁽¹⁾ - Soonhwan Kim ⁽¹⁾ Ewha Womans University, Early Childhood Education, Seoul, Republic of Korea ⁽¹⁾ Innovative Curriculum Co-Creation: Empowering Children Through the Mosaic Approach and Integrated Play-Based Learning <u>Muxuzi Li</u> ⁽¹⁾ - Huizhen Zhu ⁽¹⁾ Shenzhen No.12 kindergarten, Teaching Department, Shenzhen, China ⁽¹⁾ Examining the effect of the picture storybook-based "Listen, Code, Tell!" coding program on the language development, computational thinking skills of children aged 60-72 months <u>Fatma Merve Simsek</u> ⁽¹⁾ - Gulden Uyanik ⁽²⁾ Istanbul Kent University, Child Development, Istanbul, Turkey ⁽¹⁾ - Marmara University, Preschool Teacher Education, Istanbul, Turkey ⁽²⁾	<u>ROOM D</u>

17 July	11.00 – 12.00	Integrating Survival Skills into College Education for Employment Readiness in Sindh, Pakistan <u>Dr. Muhammad Shoaib Khan Pathan</u> ⁽¹⁾ Government College University Hyderabad, Sindh, Pakistan, Department of Economics, Hyderabad, Pakistan ⁽¹⁾	
		Individual Paper Presentations Chair: Elvira Milano El Juego como entorno para la construcción de lo común. Una experiencia de territorios de juego en familia para el abordaje de la E.S.I. (ed. sexual integral) en las instituciones de primera infancia <u>Vanina Poczymok</u> ⁽¹⁾ Jardin Sarmiento, Omep Argentina, CABA, Argentina ⁽¹⁾ Modelamiento de Ambientes Físicos de Aprendizaje (MAFA) aplicado a la Formación Inicial Docente, con foco en Educadoras de Párvulos: un caso piloto de Transferencia Tecnológica Alejandra Pavez Pardo ⁽¹⁾ - <u>Carolina Bravo Tobar</u> ⁽¹⁾ Universidad de Talca, Facultad de Ciencias de la Educación, Linares, Chile ⁽¹⁾ Aprender, crear e imaginar en modo ludico <u>Elvira Milano</u> ⁽¹⁾ Instituto Integral del Sud, Escuela infantil, Ciudad de Buenos Aires, Argentina ⁽¹⁾ The ones who care: Professionalization of assistant teachers in early childhood education in Chile <u>Ximena Poblete</u> ⁽¹⁾ - <u>Piedad Cabrera</u> ⁽²⁾ Universidad Andrés Bello, Education, Santiago, Chile ⁽¹⁾ - Universidad Alberto Hurtado, Education, Santiago, Chile ⁽²⁾	ROOM E
		Individual Paper Presentations Chair: Kristin Dyrfjord Modeling the Stages and Pathways of Preschool Teachers' Professional Development <u>Beilei Zang</u> ⁽¹⁾ Nanjing Normal University, Department of Early Childhood Education, School of Education Sciences, Nanjing, China ⁽¹⁾ From Pedagogical Autonomy to Standardized Literacy: A Gramscian Analysis of Experienced Preschool Teachers' Perspectives <u>Kristin Dyrfjord</u> ⁽¹⁾ University of Akureyri, Teacher, Akureyri, Iceland ⁽¹⁾ Capturing Professional Narratives: A Documentary-Based Professional Learning Community for Early Childhood Educators <u>Chih-Hsiu Ou</u> ⁽¹⁾ - <u>Shu-Chi Chen</u> ⁽²⁾ National Taipei University of Nursing and Health Sciences, Department of Infant and Child Care, Taipei, Taiwan, China ⁽¹⁾ - University of Taipei, Department of Early Childhood Education, Taipei, Taiwan, China ⁽²⁾	ROOM L

17 July	11.00 – 12.00	Exploring the Career Development and Workplace Support of Preschool Teachers in Taiwan <u>PEI-YU YANG</u> ⁽¹⁾ - CHIH-HSIU OU ⁽¹⁾ National Taipei University of Nursing and Health Sciences, Infant and Child Care, Taipei, Taiwan, China ⁽¹⁾	
Thursday, 17 July Parallel Session 2			
EXPRESSION			
17 July	11.00 – 12.00	Individual Paper Presentations Chair: Mari Mori Creating the atelier of food at kindergarten in Japan: nurturing appreciation of life and sustainability <u>Mari Mori</u> ⁽¹⁾ - Hiroaki Kurihara ⁽²⁾ - Ikuko Gyobu ⁽³⁾ Kobe Shinwa University, Education, Kobe, Japan ⁽¹⁾ - Seishin Yochien Kindergarten, Education, Maebashi, Japan ⁽²⁾ - Ochanomizu University, Life and Science, Tokyo, Japan ⁽³⁾ Ensuring freedom of expression as the key for nurturing creativity and innovation of young children: through 3-year-olds' project of flowers and plants at kindergarten in Japan <u>Miho Ito</u> ⁽¹⁾ - Mari Mori ⁽²⁾ Shirayuri Kindergarten, Kindergarten, Utsunomiya, Japan ⁽¹⁾ - Kobe Shinwa University, Faculty of Education, Kobe, Japan ⁽²⁾ Harmony with Nature, Colors from Plants: Implementing Botanical Dyeing in Kindergartens through Seasonal Practices <u>Danqing Su</u> ⁽¹⁾ Hangzhou Yungu Kindergarten, Xihu District, Hangzhou, China ⁽¹⁾ From Curiosity to Creation: Artistic Practice and Problem-Solving in the "Rotation" Project for Kindergarteners <u>Yi Fan Yu</u> ⁽¹⁾ Yungu Kindergarten, Hangzhou, Yungu Kindergarten, Hangzhou, China ⁽¹⁾	ROOM B
		Individual Paper Presentations Chair: Nathalie Rotchschild L'espoir et la résilience dans l'album jeunesse Un Instant de Silence <u>Heather Phipps</u> ⁽¹⁾ - Florence Jenner Metz ⁽²⁾ University of Regina, Education, Regina, Canada ⁽¹⁾ - Université de Strasbourg, INSPÉ, Strasbourg, France ⁽²⁾ Newcomer Children's Multimodal Perspectives on their Primary School Experiences and the Role of Primary Educators in Newcomer Children's Lives: A Global Art Exhibit <u>Jodi Streelasky</u> ⁽¹⁾	ROOM F

17 July	11.00 – 12.00	University of Victoria, Curriculum & Instruction, Victoria, Canada ⁽¹⁾ Black Feminist Storytelling in Early Childhood Education: Advancing Social Justice Through Arts-Based Methods <u>Nidhi Menon</u> ⁽¹⁾ University of New Brunswick, Early Childhood Education, Fredericton, Canada ⁽¹⁾ Harnessing the Power of Humour in Primary School Education: A Quebec-Wales Partnership <u>Nathalie Rothschild</u> ⁽¹⁾ - Nina Howe ⁽¹⁾ - Amy Paine ⁽²⁾ Concordia University, Education, Montreal, Canada ⁽¹⁾ - Cardiff University, Psychology, Cardiff, United Kingdom ⁽²⁾	
		Individual Paper Presentations Chair: Min Guo A Study on the Characteristics of Play-Based Narrative Drawings of 5-6-Year-Old Children <u>Xiaohong Liu</u> ⁽¹⁾ - Cehong Luo ⁽²⁾ Guizhou Education University, School of Education Science, Guiyang, China ⁽¹⁾ - Tianshan Kindergarten, Tianshan Kindergarten, Urumqi, China ⁽²⁾ From Traditional Opera Games to Cultural Identity: Exploration of the Value of Artistic Participation in Preschool Education <u>Xinlin Yang</u> ⁽¹⁾ - Jinfeng Yuwen ⁽²⁾ - Te Qi ⁽¹⁾ Xi'an First Nursery School, Conservation and Education, Shaanxi Xi'an, China ⁽¹⁾ - Shaanxi Zhihuiyuan Education Technology Co., Ltd, Conservation and Education, Shaanxi Xi'an, China ⁽²⁾ A Dialogue Between An Early Childhood Educator and An Artist-Photographer on Images of Children in Photographs <u>Chaisun Oh</u> ⁽¹⁾ - Heeseo Ji ⁽²⁾ Korea National University of Education, Early Childhood Education, Cheongju, Republic of Korea ⁽¹⁾ - Datz Museum of Art, Art, Gwangju, Republic of Korea ⁽²⁾ An Exploration of the Practice Path of Music Education ADRE in Chinese Poor Rural Kindergartens <u>Min Guo</u> ⁽¹⁾ - Ming Zheng ⁽²⁾ Hainan Normal University, School of education, Haikou, China ⁽¹⁾ - Northwest Normal University, School of Educational Sciences, Lanzhou, China ⁽²⁾	ROOM I
		Workshop Sensibilización Musical a Tiempo - Timely Musical Awareness <u>Mariana Paula Torres</u> ⁽¹⁾ Munay ki Musica Rodante, Educación Musical, Esteban Adroque, Argentina ⁽¹⁾	ROOM G

Thursday, 17 July | Parallel Session 2

PARTICIPATION

17 July	11.00 – 12.00	NSA Presentation Session The effects of Onigokko which is a traditional Japanese physical play in improving executive function in 5-year-old children Sho Aoyama (Yamaguchi University, Japan) & Sayaka Morita (Yamaguchi University, Japan) Early career position winner State language and culture as values in a linguistically diverse preschool education environment Gunita Delijeva (Riga Technical University, Latvia) & Aija Ozola (Riga Stradins University, Latvia) Post graduate position winner	ROOM C
		Individual Paper Presentations Chair: Renata Michalak The Implementation of Holistic Food Education Activities in Toddler Classes: Empowering Children and Ensuring Their Active Participation and Rights <u>Li Yang</u> ⁽¹⁾ China Welfare Institute Nursery, Teaching Department, Shanghai, China ⁽¹⁾ The Right to rest, leisure and play in the Reggio Emilia Approach, practical applications Eloise Drure ⁽¹⁾ - <u>Benedetta Melloni</u> ⁽²⁾ UNIMORE, Education and human sciences, Reggio Emilia, Italy ⁽¹⁾ - UNIMORE and Fondazione Reggio Children, Education and human sciences, Reggio Emilia, Italy ⁽²⁾ Silence vs. Communication: Preschool Teachers' and Parents' Divergent Views on Children's Mealtime Conversations in China <u>Xue Yu</u> ⁽¹⁾ , <u>WanJun Nie</u> ⁽¹⁾ ChongQing Normal University, School of Education Science, ChongQing, China ⁽¹⁾ Representation of the child in the environmental discourse of early childhood education students <u>Renata Michalak</u> ⁽¹⁾ Adam Mickiewicz University in Poznań/Polish OMEP Committee, Poznań, Poland ⁽¹⁾	ROOM M

17 July	11.00 – 12.00	Individual Paper Presentations Chair: Susanne Thulin Exploring teachers' perspectives on promoting child participation in nature-based learning <u>Aija Ozola</u> ⁽¹⁾ - Gunita Delijeva ⁽²⁾ Rezekne Academy of Technologies, Riga Stradins University, Faculty of Education, Languages and Design, Rezekne, Riga, Latvia ⁽¹⁾ - Riga Technical University, Liepaja Academy, Riga, Latvia ⁽²⁾ Early childhood education for sustainability: past, present, reshaping futures Julie Davis ⁽¹⁾ - Elliott Sue ⁽²⁾ - <u>Eva Ärlemalm-Hagsér</u> ⁽³⁾ Queensland University of Technology, Faculty of Creative Industries, Education and Social Justice, Brisbane, Australia ⁽¹⁾ - University of New England, School of Education, Armidale, Australia ⁽²⁾ - Mälardalen University, Academy of Education, Culture and Communication, Västerås, Sweden ⁽³⁾ Come Rain or Shine - a Pedagogy for Sustainable Development in Collaboration with Nature Laila Gustavsson ⁽¹⁾ - <u>Susanne Thulin</u> ⁽¹⁾ Kristianstad University, Faculty of education, Kristianstad, Sweden ⁽¹⁾ Planting seeds of resilience: cultivating sustainable growth in South Africa's early childhood care and education through local hubs and collaboration <u>Lesley Wood</u> ⁽¹⁾ - Sandra Bruwer ⁽¹⁾ North-West University, Education, Potchefstroom, South Africa ⁽¹⁾	<u>ROOM J</u>
		Individual Paper Presentations Chair: Kei Kihara Education for survival. A wake-up call, in hope <u>Mathias Urban</u> ⁽¹⁾ Dublin City University, Early Childhood Research Centre, Dublin, Ireland ⁽¹⁾ “Institutional Discontinuity” and “Spatial Disembedding”: The Allocation Dilemma of Urban Early Childhood Education Resources in the Context of De-unitization in China <u>Chuchu Zheng</u> ⁽¹⁾ Nanjing Normal University, School of Education Science, Nanjing, China ⁽¹⁾ Early childhood care and education as ESD in harmony with the natural environment of Japan: Based on ECCE theory of Sozo Kurahashi <u>Nobuko Kamigaichi</u> ⁽¹⁾ Ochanomizu University, Institute for Education and Human Development, Tokyo, Japan ⁽¹⁾ Lifelong learners and sustainable societies - Musical instrument creation by young learners <u>Kei Kihara</u> ⁽¹⁾ Forest of creativity, OikeAshita Nursery school, Director / Atelierista, Kyoto, Japan ⁽¹⁾	<u>ROOM K</u>

Thursday, 17 July | Parallel Session 3

PLAY

17 July	12.00 – 13.00	Self-Organized Symposium Soutenir le droit de jouer de l'enfant pour l'engager dans son propre développement Chairs: Gilles Pétreault ⁽¹⁾ - Agathe Djamba Donda ⁽²⁾ Garantir les droits de l'enfant en préscolaire : un levier fondamental pour bâtir un environnement stimulant et bienveillant favorisant le bien-être et le développement global de l'enfant <u>Aziz Kaichouh</u> ⁽³⁾ Les blocs cubiques, des matériaux ordinaires aux effets extraordinaires <u>Michel Otto</u> ⁽⁴⁾ Entre exploration libre et activité d'apprentissage, quelle place accorder au jeu dans l'éducation préscolaire en France? <u>Denis Quin</u> ⁽¹⁾ OME2025 France, Paris, France ⁽¹⁾ - Ministry of Education, Deputy General Inspector, Kinshasa, Democratic Republic Of The Congo ⁽²⁾ - Université Mohammed V, FMPS, Rabat, Morocco ⁽³⁾ – OME2025 RDC, Kinshasa, Democratic Republic of the Congo ⁽⁴⁾	ROOM A - Auditorium
17 July	12.00 – 13.00	Self-Organized Symposium Apprentissage basé sur le jeu pour la professionnalisation du personnel éducatif Chair: Isabelle Deshaies ⁽¹⁾ Université du Québec à Trois-Rivières, Education, Trois-Rivières, Canada ⁽¹⁾ Développer les compétences socio-émotionnelles des enfants d'âge préscolaire : quelles pratiques éducatives sont mises en place par les personnes enseignantes ? Marie-Andrée Pelletier ⁽¹⁾ Université TÉLUQ ⁽¹⁾ Des personnes bénévoles pour soutenir l'aide à la première transition d'enfants vulnérables à l'éducation préscolaire : la voix aux acteurs d'un projet mené par Les Aidants scolaires J. Mélançon ⁽¹⁾ - L. Allard ⁽²⁾ - A. Fiset ⁽³⁾ - J. Rhéaume ⁽⁴⁾ - G. Maurice ⁽⁵⁾ - G. De Lhoneux ⁽⁶⁾ Université du Québec à Rimouski ⁽¹⁾ - Fondatrice des Aidants scolaires ⁽²⁾ - Université Laval ⁽³⁾ - Directrice des Aidants scolaires ⁽⁴⁾ - CSSDN ⁽⁵⁾ - Responsable des Aidants bénévoles scolaires en Belgique ⁽⁶⁾	ROOM H

17 July	12.00 – 13.00	Coconstruire des récits d'apprentissage à l'éducation préscolaire : retombées d'une recherche collaborative Elisabeth Jacob ⁽¹⁾ - Marie-Michèle Tremblay ⁽¹⁾ - Maude Roy-Vallières ⁽²⁾ - Magali Gilbert ⁽¹⁾ - Jessica Beaulieu ⁽¹⁾ Université du Québec à Chicoutimi ⁽¹⁾ - Université Laval ⁽²⁾ Développer les compétences des enseignantes en classe de maternelle 4 ans inclusive pour soutenir l'émergence des habiletés en littératie des enfants Colombe Lemire ⁽¹⁾ - Isabelle Deshaies ⁽¹⁾ - Mariane Chiasson-Roussel ⁽¹⁾ Université du Québec à Trois-Rivières ⁽¹⁾ Initiatives visant à promouvoir une culture de la paix dès la petite enfance pour la reconstruction d'Hiroshima après la bombe atomique : la participation des enfants Mie Oba ⁽¹⁾ Université Municipale de Fukuyama ⁽¹⁾	
		Self-Organized Symposium Assessment-Driven Innovation in Preschool Education: Synergizing Project-Based Learning and Teacher Development Chair: Qian Tao ⁽¹⁾ Research on Support Pathways for Preschool Education Teachers' Implementation Capacity of Project-Based Learning Driven by Performance-Based Assessment: A Collaborative Innovation Practice Based on Nanning Meisha Kindergarten and Beijing Moonshot Educators Academy Qian Tao ⁽¹⁾, Xiya Yuan ⁽¹⁾, Wenya Fan ⁽¹⁾ A Practical Study on the Design and Assessment of Children's Project-Based Learning Under the Framework of Core Aesthetic Literacy Xiaolei Sun ⁽²⁾, Binglong Chen ⁽³⁾, Ying Lu ⁽⁴⁾, Jiayu Xu ⁽²⁾, Songtai Li ⁽²⁾, Mingfeng Yan ⁽³⁾ Exploring Performance-Based Assessment-Driven Cultivation of Novice Teachers' Aesthetic Literacy: A Practical Study on Project-Based Learning at Beijing Haidian Future Academy Kindergarten Nan Wu ⁽⁵⁾, Jiaoyan Zhong ⁽⁵⁾ Beijing Moonshot Educators Academy, Teacher Education, Beijing, China ⁽¹⁾ - Nanning Meisha Kindergarten, Nanning, China ⁽²⁾ - Fujian Preschool Education College, Preschool Education Department, Fuzhou, China ⁽³⁾ - Guangxi Science Science and Technology Normal University, Nanning, Guangxi, China ⁽⁴⁾ - Beijing Haidian Future Academy Kindergarten, Beijing ⁽⁵⁾	<u>ROOM N</u>
		Individual Paper Presentations Chair: Jisun Mok Children's Voices: Their Experiences and Views on Using Tablets Hanna Yoo ⁽¹⁾ - Minji Kang ⁽¹⁾ Ewha Womans University, Early Childhood Education, Seoul, Republic of Korea ⁽¹⁾	<u>ROOM D</u>

17 July	12.00 – 13.00	Exploring the integration of artificial intelligence technologies in young children's play <u>Xi Wang</u> ⁽¹⁾ East China Normal University, Faculty of Education, Shanghai, China ⁽¹⁾ Supporting Second Language Learning in the Kindergarten with AI: A Case Study on Enhancing Student Language Skills and Teacher Instructional Support <u>Qian Liu</u> ⁽¹⁾ Yungu Kindergarten, Xihu Distract, Hangzhou, China ⁽¹⁾ "If You Eat a Cookie, You Need Milk, and to Drink Milk You Need...": Empirical Research on the Role of a Story-based Unplugged Activity in Developing Young Children's Computational Thinking <u>Jisun Mok</u> ⁽¹⁾ - Seung Yeon Lee ⁽²⁾ Ewha Womans University, Ewha Kindergarten, Seoul, Republic of Korea ⁽¹⁾ - Ewha Womans University, Department of Early Childhood Education, Seoul, Republic of Korea ⁽²⁾	
		Individual Paper Presentations Chair: Nirmala Rao The implementation and results of Early interventions and play responsive theory Erica Strand ⁽¹⁾ - <u>Karin McKee</u> ⁽¹⁾ Stenungsund municipality, sector education, stenungsund, Sweden ⁽¹⁾ Playful environment: The role of teacher agency in creating play spaces for socio-economically disadvantaged children <u>Chrysa Keung</u> ⁽¹⁾ Education University of Hong Kong, Education Policy and Leadership, Hong Kong, China ⁽¹⁾ Embodied effect of play environment on physical activity for Japanese preschool children <u>Mayumi Kuno-Mizumura</u> ⁽¹⁾ Ochanomizu University, Graduate School of Humanities and Science, Tokyo, Japan ⁽¹⁾ Promoting learning through play in Hong Kong kindergartens: A review of policy and research Stephanie W. Y. Chan ⁽¹⁾ - Hechunzi Wang ⁽¹⁾ - Rui Zhang - <u>Nirmala Rao</u> ⁽¹⁾ The University of Hong Kong, Faculty of Education, Hong Kong, China ⁽¹⁾	<u>ROOM E</u>
		Individual Paper Presentations Chair: Eonkyung Kim Unequal participation? Understanding how context shapes early childhood education teachers' professional development experience in China Yi Yang ⁽¹⁾ - <u>Jason Cong Lin</u> ⁽²⁾	<u>ROOM L</u>

17 July	12.00 – 13.00	Hong Kong Baptist university, Academy of Wellness and Human Development, Hong Kong, China ⁽¹⁾ - The Education University of Hong Kong, Department of International Education, Hong Kong, China ⁽²⁾ Need Assessment for Child Centered Play-Based Intervention Program in Pre-schools <u>Merve Gemici Koşar</u> ⁽¹⁾ - <u>Gülden Uyanik</u> ⁽²⁾ Fatih Sultan Mehmet Vaqıf University, Child Development- Preschool Teaching, Istanbul, Turkey ⁽¹⁾ - Marmara University, Preschool Education, Istanbul, Turkey ⁽²⁾ Analyzing the Experiences of Korean Pre-Service Early Childhood Teachers in Implementing the Play-Centered Curriculum <u>Eonkyung Kim</u> ⁽¹⁾ - <u>Seenyoung Park</u> ⁽²⁾ Korea National University of Education, Department of Early Childhood Education, Cheongju-si, Republic of Korea ⁽¹⁾ - Bucheon University, Department of Early Childhood Education, Bucheon, Republic of Korea ⁽²⁾ Mathematical photoeducation as an innovative didactic concept <u>Małgorzata Turczyńska</u> ⁽¹⁾ Zespół Szkół Publicznych w Szewnie, Szewna, Poland ⁽¹⁾	
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Thursday, 17 July | Parallel Session 3

EXPRESSION

17 July	12.00 – 13.00	Self-Organized Symposium Development of children's literacy skills at daycare centers in Helsinki Chair: <u>Piia Kyntäjä</u> ⁽¹⁾ Presenters: <u>Piia Kyntäjä</u> ⁽¹⁾ - <u>Anniina Siponen</u> ⁽¹⁾ - <u>Tuulikki Borgström</u> ⁽¹⁾ City of Helsinki, ECEC Early Childhood Education and Care, Helsinki, Finland ⁽¹⁾ Individual Paper Presentations Chair: Caroline Proulx Promoting inclusion: having a plurilingual perspective on preschoolers' mathematical activities in Quebec <u>Sarah Dufour</u> ⁽¹⁾ - Catherine Gosselin-Lavoie ⁽¹⁾ Université de Montréal, Didactique, Montréal, Canada ⁽¹⁾ Supporting Vocabulary Development in Disadvantaged Environments: Fostering Inclusive Practices through Collaboration <u>Dominic Anctil</u> ⁽¹⁾ - <u>Aya Bouebdelli</u> ⁽¹⁾ - <u>Caroline Proulx</u> ⁽¹⁾ Université de Montréal, Département de didactique, Faculté des sciences de l'éducation, Montréal, Canada ⁽¹⁾	ROOM B ROOM F
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17 July	12.00 – 13.00	The potential of 'Drama-in-Education' (DiE) in enhancing pedagogy and children's creativity in China kindergartens <u>Yuxin Duan</u> ⁽¹⁾ - Kamariah Abu Bakar ⁽¹⁾ National University of Malaysia, Faculty of Education, Selangor, Malaysia ⁽¹⁾	
		Individual Paper Presentations Chair: Wen-Feng Lai A Study on the Characteristics of 3-6 Year Old Children's Emotional Perception of Animated Film Soundtracks <u>Chenyu Zhao</u> ⁽¹⁾ Nanjing Normal University, Institute of Education Sciences, Nanjing, China ⁽¹⁾ Cocoon breaking and innovation: Children's Aesthetic Dilemmas and Breakthrough Paths in the Era of Digital Intelligence <u>Shuangquan Feng</u> ⁽¹⁾ - Shanze Li ⁽¹⁾ - Fei Gao ⁽¹⁾ Southwest University, Faculty of Education, Chongqing, China ⁽¹⁾ Young children's voices in action: Localized Practices of Vivian G. Paley's "Storytelling and Story Acting" Pedagogy in Taiwan <u>Wen-Feng Lai</u> ⁽¹⁾ National Taiwan Normal University, Department of Child and Family Science, Taipei, Taiwan, China ⁽¹⁾ Music in the lives of children of early and preschool age The opinion of preservice teachers <u>Ivana Visković</u> ⁽¹⁾ University of Split, Faculty of Humanities and Social Sciences, Department of Early and Preschool Education, Split, Croatia ⁽¹⁾	ROOM I
		Workshop Out of the Book – Into the Room: Bringing Children's Literature to Life through Drama, Music and Arts and crafts <u>Kirsti Aksnes</u> ⁽¹⁾ - Hannah Belsvik Hansen ⁽²⁾ - Marte Aadland Simonsen ⁽³⁾ Western Norway University of Applied Sciences, Drama, Early childhood education, Stord, Norway ⁽¹⁾ - Western Norway University of Applied Sciences, Children's literature, Early childhood education, Stord, Norway ⁽²⁾ - Western Norway University of Applied Sciences, Arts and crafts, early childhood education, Stord, Norway ⁽³⁾	ROOM G

Thursday, 17 July | Parallel Session 3

PARTICIPATION

17 July	12.00 – 13.00	Self-Organized Symposium Advancing child rights in a changing world: regional perspectives from the U.S., Canada, and Jamaica Chair: Asiya Foster ⁽¹⁾ The Right to an Equitable Education for All Children: A Review of Inclusive Policies and Support Programs in Quebec (Canada) <u>Manon Boily</u> ⁽²⁾ - <u>Sara Lachance</u> ⁽²⁾ - <u>Tamie Jean-Baptiste</u> ⁽²⁾ Rights from the Start: Advocacy and Child Rights (USA) <u>Ebony Cray</u> ⁽³⁾ - <u>Judith Wagner</u> ⁽⁴⁾ - <u>Fran Chasen</u> ⁽³⁾ Advancing Child Rights in a Changing World: Jamaica's Perspective <u>Karlene Deslandes</u> ⁽⁵⁾ - <u>Nicole Morgan</u> ⁽⁵⁾ Education Development Center, Overland Park, Kansas, USA ⁽¹⁾ - Université du Québec à Montréal (UQAM), Quebec, Canada ⁽²⁾ - OMEP United States of America, USA ⁽³⁾ - Whittier College, Whittier, USA ⁽⁴⁾ - The Early Childhood Commission, Kingston, Jamaica ⁽⁵⁾	ROOM C
		Self-Organized Symposium Improving the Quality of Preschool Education in China: A Comprehensive Path from Tool Construction, Evaluation Practices to Teacher Training Chairs: Limin Hou ⁽¹⁾ - Jing Zhou ⁽²⁾ - Yongping Yu ⁽³⁾ Theoretical Construction, Cultural Adaptability, and Global Implications of China's Kindergarten Education Quality Rating Standards <u>Kejian Li</u> ⁽⁴⁾ Critical Analysis and Improvement Strategies for Curriculum Implementation Quality in Chinese Kindergartens <u>Jinxia Yuan</u> ⁽³⁾ - Yongping Yu ⁽³⁾ Evaluation of Teacher-Child Interaction Quality to Support Children's Active Learning <u>Jianqing Wen</u> ⁽⁵⁾ Innovative Practices in Formative Evaluation of Integrated Curriculum in Kindergarten under Human-Machine Collaboration <u>Li Zhang</u> ⁽⁶⁾ The Multifaceted Impact of Classroom Curriculum Quality on Children's Receptive Vocabulary Ability <u>Limin Hou</u> ⁽¹⁾ - Yuqing Bao ⁽¹⁾ - Huiyuan Wu ⁽¹⁾	ROOM J

17 July	12.00 – 13.00	Improving the Quality of Kindergarten Teachers' Training in China: Policy Requirements, Existing Problems and Optimization Strategies <u>Qiong Wu</u> ⁽⁷⁾ - Wei Yao ⁽⁷⁾ - Haimin Liu ⁽⁷⁾ Guangxi Normal University, Faculty of Education, Guilin, China ⁽¹⁾ - East China Normal University, Department of Early Childhood Education, Shanghai, China ⁽²⁾ - Nanjing Normal University, Department of Early Childhood Education, Nanjing, China ⁽³⁾ - Zhejiang Normal University, College of Child Development and Education, Hangzhou, China ⁽⁴⁾ - Shanghai Jing'an District Anqing Kindergarten, NA, Shanghai, China ⁽⁵⁾ - Nanjing Experimental Kindergarten, NA, Nanjing, China ⁽⁶⁾ - Northeast Normal University, Faculty of Education, Changchun, China ⁽⁷⁾	
		Individual Paper Presentations Chair: Anaid Llorente Topete Pedagogías para la ciudadanía vivida: experiencias en la primera infancia <u>Estefanía Pezoa Frazier</u> ⁽¹⁾ - Cynthia Adlerstein Grimberg ⁽²⁾ - Graciela Muñoz Zamora ⁽¹⁾ Universidad Metropolitana de Ciencias de la Educación, Departamento de Educación Parvularia, Santiago, Chile ⁽¹⁾ - Universidad de Chile, Facultad de Ciencias Sociales, Santiago, Chile ⁽²⁾ El potencial del arte socioconstruido a partir de la participación de la niñez para detonar entornos de bienestar personal y mejorar la calidad de vida de su comunidad <u>Anaid Llorente Topete</u> ⁽¹⁾ - <u>Berenice Guadalupe Rodríguez Gutiérrez</u> ⁽¹⁾ OMEP México, Delegación Querétaro, Querétaro, Mexico ⁽¹⁾ Access to children's rights living with their mothers in prison in Uruguay. Master's thesis research advances <u>Lucia Fernández Ramirez</u> ⁽¹⁾ OMEP Uruguay, Montevideo, Uruguay ⁽¹⁾ Desarrollo del Lenguaje en la Primera Infancia una cuestión de derecho. El caso de la Ciudad de Buenos Aires <u>Iliana Grisel Rodríguez Villoldo</u> ⁽¹⁾ GCABA-Ministerio de Educación, Unidad de Evaluación Integral de la Calidad y Equidad Educativa (UEICEE), Versalles, Argentina ⁽¹⁾	ROOM M
		Individual Paper Presentations Chair: Sandra Hesterman Reflections of the Sustainable Development Goals in Turkish Early Childhood Education Programs <u>Nazmiye Temiz</u> ⁽¹⁾ - Meltem Emen Parlattan ⁽¹⁾ - Raziye Günay Bilaloğlu ⁽¹⁾ - İnanç Eti ⁽¹⁾ - Betül Karaduman ⁽²⁾ - İmray Nur ⁽³⁾ - Ayşegül Karabay ⁽⁴⁾ Çukurova University, Early Childhood Education, ADANA, Turkey ⁽¹⁾ - Çukurova University, Science Education, ADANA, Turkey ⁽²⁾ - Osmaniye Korkut Ata University, Child Development, Osmaniye, Turkey ⁽³⁾ - Çukurova University, Primary Education, ADANA, Turkey ⁽⁴⁾	ROOM K

17 July	12.00 – 13.00	Advocacy and leadership in championing children's right to play: participation and freedom of expression in Western Australia <u>Sandra Hesterman</u> ⁽¹⁾ Murdoch University, Education, Perth, Australia ⁽¹⁾ Experiences of Pre-Service Early Childhood Teachers Participating in Global Service-Learning <u>Gabjung Yoon</u> ⁽¹⁾ Daegu Haany University/Daegu/South Korea, Child Welfare & Counseling, Geyongsan, Republic of Korea ⁽¹⁾ Blue dyeing and culture experience - An example of integrating community life into early childhood education <u>Ching-Yi Chen</u> ⁽¹⁾ - <u>Chi-Chen Tseng</u> ⁽²⁾ Long-Pu health growth Non-Profit Preschool, administration, New Taipei, Taiwan Province, China ⁽¹⁾ - Long-Pu health growth Non-Profit Preschool, 4-5 Years Old Class, New Taipei, Taiwan, China ⁽²⁾	
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Thursday, 17 July | Parallel Session 4

PLAY

17 July	14.00 – 15.00	Self-Organized Symposium El juego y la participación de los niños desde la mirada de la diversidad cultural en Latinoamérica Chair: Desiree Lopez de Maturana Luna ⁽¹⁾ El juego libre de los niños/niñas como ventana para reconocer la cultura de las infancias. Investigación realizada en Chile con grupos de 4 a 6 años <u>Desiree Lopez de Maturana Luna</u> ⁽¹⁾ El juego infantil en comunidades indígenas y migrantes: Una perspectiva desde la interculturalidad crítica <u>Dina Castro</u> ⁽²⁾ El derecho al juego, la participación y a la ciudad: proyecto “ganando la calle para las infancias” en Uruguay <u>Gabriela Etchebehere</u> ⁽³⁾ Universidad de la Serena/OMEP Chile, Coordinadora de la Carrera de Pedagogía en Educación Parvularia, La Serena, Chile ⁽¹⁾ - Universidad de Boston, Directora del Instituto de Investigación para el Bienestar Infantil, Boston, USA ⁽²⁾ - Universidad de la República/OMEP Uruguay, Coordinadora del Programa Primera Infancia y Educación Inicial, Montevideo, Uruguay ⁽³⁾	ROOM A - Auditorium
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17 July	14.00 – 15.00	Self-Organized Symposium Jouer au cœur des meilleures pratiques pédagogiques Chair: Isabelle Deshaies ⁽¹⁾ Université du Québec à Trois-Rivières, Education, Trois-Rivières, Canada ⁽¹⁾ Des mathématiques sur la banquise rimouskoise – Regards didactiques, initiatives des enfants et accompagnement des personnes enseignantes Marilyn Dupuis Brouillette ⁽¹⁾ - Charlaïne St-Jean ⁽¹⁾ - Robert Landry, M.A. ⁽¹⁾ - Naomie Fournier Dubé ⁽²⁾ Université du Québec à Rimouski ⁽¹⁾ - Université de Montréal ⁽²⁾ L'interdomainarité du jeu risqué: un levier pour l'apprentissage et le développement global des enfants Mathieu Point ⁽¹⁾ - Naomie Fournier Dubé ⁽²⁾ Université du Québec à Trois-Rivières ⁽¹⁾ - Université de Montréal ⁽²⁾ Réflexion et création d'une progression développementale en mathématiques à l'éducation préscolaire 5 ans : changements de pratiques enseignantes Crystel Bizier ⁽¹⁾ - Isabelle Deshaies ⁽¹⁾ Université du Québec à Trois-Rivières ⁽¹⁾ Lorsque le jeu de faire semblant fait son entrée en première année du primaire: portrait des pratiques pédagogiques mises en place pour favoriser le développement langagier Christian Dumais ⁽¹⁾ - Emmanuelle Soucy ⁽¹⁾ Université du Québec à Trois-Rivières ⁽¹⁾ Processus d'élaboration et de validation d'une grille d'observation des habiletés langagières des enfants d'âge préscolaire en contexte de jeu de faire semblant Karine Desrochers ⁽¹⁾ - Roxane Drainville ⁽²⁾ Université du Québec à Trois-Rivières ⁽¹⁾ - Université du Québec en Abitibi-Témiscamingue ⁽²⁾	<u>ROOM H</u>
		Self-Organized Symposium Changing the Ecological Environment of Early Childhood Art Education in China: Perspectives and Practices Chair: Yunfei Ji ⁽¹⁾ Children's Autonomous Play and Emotional Support through Artistic Representation <u>Jianqing Wen</u> ⁽²⁾ How is the Current Status and Teacher Satisfaction of Art Education in Rural Kindergartens in China? A Case Study on the Western Area of Guangdong Province <u>He Zhu</u> ⁽³⁾ - <u>Wenjing Huang</u> ⁽³⁾ The Empowerment of Community in Art Education Through Play <u>Jieqiong Fan</u> ⁽¹⁾ - Zheng Qian ⁽⁴⁾ - Xiner Xu ⁽⁵⁾	<u>ROOM N</u>

17 July	14.00 – 15.00	An Exploration of Multi-subject Collaborative Support for the Cultivation of Pre-service Teachers' Arts Education Literacy: An Action Research from East China Normal University <u>Yunfei Ji</u> ⁽¹⁾ - <u>Lin Li</u> ⁽¹⁾ East China Normal University, Department of Early Childhood Education, Shanghai, China ⁽¹⁾ - Shanghai Jing'an Anqing Kindergarten, Shanghai, China ⁽²⁾ - East China Normal University, Department of Preschool Education, Shanghai, China ⁽³⁾ - PARS Mainland China Hub, Shanghai, China ⁽⁴⁾ - Save the Children International (UK) Beijing Representative Office, Shanghai, China ⁽⁵⁾	
		Individual Paper Presentations Chair: Klavdija Svet Research on the Application of OBE Theory in Project-Based Activities in Kindergartens: A Case Study of X Kindergarten's Festival Activities <u>Yao Jing</u> ⁽¹⁾ China Welfare Institute Kindergarten, Teacher, Shanghai, China ⁽¹⁾ M.A.P. framework for teacher well-being and student success <u>Klavdija Svet</u> ⁽¹⁾ OMEP Slovenia, Management board, Maribor, Slovenia ⁽¹⁾ Risky play as a mechanism for improving childhood creativity: a conceptual model <u>Jingyang Hua</u> ⁽¹⁾ East China Normal University, Faculty of Education, Shanghai, China ⁽¹⁾ Art as Breathing: The Model of Integrating Aesthetic Education into Children's Lives in Xihu District, Hangzhou <u>Shen Yingjie</u> ⁽¹⁾ Preschool Education Guidance Center of Xihu District, Teaching and research office, Hangzhou, China ⁽¹⁾	<u>ROOM D</u>
		Individual Paper Presentations Chair: Angeliki Vellopoulou Difficulties encountered by early childhood student teachers in designing and implementing play-based learning activities in the context of their Practicum <u>Angeliki Vellopoulou</u> ⁽¹⁾ - <u>Vasiliki Fotopoulou</u> ⁽¹⁾ University of Patras, Department of Educational Sciences and Early Childhood Education, Patras, Greece ⁽¹⁾ Playful discoveries at the children's museum: What can infants teach us about play-based pedagogy and science learning during a programme for families and their babies <u>Despina Kalessopoulou</u> ⁽¹⁾ - <u>Eirini Ourani</u> ⁽²⁾ - <u>Maria Bofou</u> ⁽²⁾ University of West Attica, Early Childhood Education and Care, Athens, Greece ⁽¹⁾ - KidintheField/Hellenic Children's Museum, Education Department, Athens, Greece ⁽²⁾	<u>ROOM E</u>

17 July	14.00 – 15.00	From Copying to Creating: How Play-Based Pedagogy and Teacher Collaboration Transform Emergent Writing Practices in a Chinese Kindergarten <u>Yanping Su</u> ⁽¹⁾ Jimei University, Teachers College, Xiamen, Fujian Province, China ⁽¹⁾	ROOM L
		Everyday scientific concepts in kindergartens: documenting children's learning pathways Eleni Stavropoulou ⁽¹⁾ - <u>Glykeria Fragkiadaki</u> ⁽¹⁾ Aristotle University, School of Early Childhood Education, Thessaloniki, Greece ⁽¹⁾	
		Workshop Make and Take: Hands-On Literacy Tools for Engaging Young Learners <u>Lisa Vodola</u> ⁽¹⁾ - Mary Reasner ⁽¹⁾ Florida Gulf Coast University, College of Education, Fort Myers, USA ⁽¹⁾	

Thursday, 17 July | Parallel Session 4

EXPRESSION

17 July	14.00 – 15.00	Self-Organized Symposium	ROOM B
		Cultural Heritage and Innovation Integration: Interdisciplinary Education Practices in Group-Managed Kindergartens Chair: Wang Jun ⁽¹⁾	
		Art on the Tip of the Tongue: Traditional Solar Term Culture Curriculum in Kindergarten from the Perspective of Life Aesthetics <u>Tian Weili</u> ⁽²⁾ , Lu Li ⁽²⁾ , Wu Dan ⁽²⁾	
		Where We Live - Discovering Minnan Culture Through Transdisciplinary Learning <u>Cheng Li</u> ⁽³⁾ , Zhang Li ⁽⁴⁾	
		From Curiosity to Inheritance: How a Seed Activates Cultural DNA <u>Hu Xiaoyue</u> ⁽⁵⁾ , Yang Dan ⁽⁵⁾	
		The Natural Art in the Spring Solar Terms - A Practical Exploration Path Based on Project-based Learning <u>Xu Zhen</u> ⁽⁶⁾ , Zhang Li ⁽⁴⁾ , Wang Jun ⁽¹⁾	
		East China Normal University, Basic Education Division, Shanghai, China ⁽¹⁾ - East China Normal University, Affiliated Kindergarten of ECNU, Shanghai, China ⁽²⁾ - East China Normal University, ECNU Xiping Kindergarten, Xiamen, China ⁽³⁾ - East China Normal University, Department of Preschool Education, Shanghai, China ⁽⁴⁾ - East China Normal University, Minhang Yongde Kindergarten Affiliated To ECNU, Shanghai, China ⁽⁵⁾ - East China Normal University, Zizhu Kindergarten Attached To ECNU, Shanghai, China, Shanghai, China ⁽⁶⁾	

17 July	14.00 – 15.00	Individual Paper Presentations Chair: Qlang Li Enhancing Teacher-Child Interaction Quality in Kindergarten Dialect Song Instruction: An Action Research <u>Qlang Li</u> ⁽¹⁾ - Yi-Li Chang ⁽¹⁾ - Wei Lu ⁽²⁾ University of Malaya, Faculty of Creative Arts/Music Department, Kuala Lumpur, Malaysia ⁽¹⁾ - Chengdu College of Arts and Sciences, School of Education, Chengdu, China ⁽²⁾ Promoting children's cultural identity and active agency through participatory theatre in Hong Kong <u>Po Chi Tam</u> ⁽¹⁾ The Education University of Hong Kong, Early Childhood Education, Hong Kong, China ⁽¹⁾ Chinese Folk Art in Early Childhood Curriculum: Cultural Heritage and Pedagogical Innovation <u>Feng Yajing</u> ⁽¹⁾ - <u>Yu Yongping</u> ⁽²⁾ Jiaoyu kindergarten, Suzhou Early Childhood Education College, Suzhou, China ⁽¹⁾ - Nanjing Normal University, Nanjing China ⁽²⁾ Interdisciplinary Innovation in Early Childhood Education: A Practice Study Integrating Creative Dance with Chinese Language <u>Shun Li</u> ⁽¹⁾ National Tsing Hua University, Department of Education and Learning Technology, College of Education, Hsinchu, Taiwan, China ⁽¹⁾	<u>ROOM F</u>
		Individual Paper Presentations Chair: Marijana Županić Benić Art Portfolio as a Mirror of Professional Growth: Art and Reflection in Teacher Education <u>Marijana Županić Benić</u> ⁽¹⁾ Faculty of Teacher Education University of Zagreb, Art Department, Zagreb, Croatia ⁽¹⁾ Music is history, music as history, in early childhood education <u>Giovanna Carugno</u> ⁽¹⁾ Conservatory of Music "Agostino Steffani", Department of Music Education, Castelfranco Veneto (Treviso), Italy ⁽¹⁾ The role of fantasy and artistic expression in Early Childhood Education: bridging the Primary and Secondary World through children's literature <u>Haoran Liu</u> ⁽¹⁾ East China Normal University, Department of Preschool Education, Shanghai, China ⁽¹⁾ Exploring the Impact of Gender and Age on Preschoolers' Recognition of Emotional Metaphors in Picture Books: Based On Children's Perspective <u>Ruoyu Li</u> ⁽¹⁾ Nanjing Normal University, School of Education Science, Nanjing, China ⁽¹⁾	<u>ROOM I</u>

17 July	14.00		
	– 15.00	Workshop Play, music and movement - integrated stimulation of the pre-school and early school age child <u>Agnieszka Leszcz-Krysiak</u> ⁽¹⁾ Jan Dlugosz University in Czestochowa, Faculty of Social Sciences, Department of Pedagogy, Czestochowa, Poland ⁽¹⁾	ROOM G
Thursday, 17 July Parallel Session 4			
PARTICIPATION			
17 July	14.00	Self-Organized Symposium	ROOM C
	– 15.00	Sustainability and children's rights Chair: Ingrid Pramling Samuelsson ⁽¹⁾ Sustainable Preschools <u>Ingrid Pramling Samuelsson</u> ⁽¹⁾ Children's rights in the US <u>Judith Wagner</u> ⁽²⁾ Nappy free children <u>Ingrid Engdahl</u> ⁽³⁾ University of Gothenburg, IPKL, Gothenburg, Sweden ⁽¹⁾ - Whittier College, Whittier, USA ⁽²⁾ - OMEP Sweden, Stockholm, Stockholm, Sweden ⁽³⁾	
		Individual Paper Presentations Chair: Loredana Ayala Una formación para el desarrollo humano y sostenible en una institución pública en Chile <u>Victoria Peralta</u> ⁽¹⁾ - Monica Basaure ⁽²⁾ Universidad Central de Chile Fundación Integra, Direccion Instituto Internacional de Educación Infantil, Santiago, Chile ⁽¹⁾ - Fundación Integra, Dirección Nacional de Fundación Integra, Santiago, Chile ⁽²⁾ Participación infantil en los espacios ciudadanos: experiencias desde el desierto de Atacama, Chile <u>Yestali Cárcamo Toro</u> ⁽¹⁾ Escuela de Lenguaje Rincón del Saber, Educación, VALLENAR, Chile ⁽¹⁾ Centro de Aprendizaje Integral (CAI), un espacio-ambiente para el aprendizaje y el encuentro inclusivos <u>Loredana Ayala</u> ⁽¹⁾ - Patricia Troncoso ⁽¹⁾ - Ximena Rebolledo ⁽¹⁾	ROOM M

17 July	14.00 – 15.00	Universidad Central de Chile, Facultad de Educación, Carrera de Educación Parvularia, Santiago, Chile ⁽¹⁾ La enseñanza de las Ciencias Sociales en el Nivel Inicial desde el Modelo de Aprendizaje Inclusivo y Efectivo (AIE-UCA) <u>Iliana Grisel Rodríguez Villoldo</u> ⁽¹⁾ - Hernán Rodríguez ⁽¹⁾ Universidad Católica Argentina (UCA), Facultad de Ciencias Sociales- Departamento de Educación, Ciudad Autónoma de Buenos Aires, Argentina ⁽¹⁾	
		Individual Paper Presentations Chair: Jane Spiteri Climate anxiety in early childhood: a policy analysis of the protection gaps for migrant and displaced children <u>Jane Spiteri</u> ⁽¹⁾ University of Malta, Early Childhood and Primary Education, Msida, Malta ⁽¹⁾ Empowering early childhood education students to promote the sustainable development goals (SDGs) in their professional practice; the journey <u>Dr Margaret O Donoghue</u> ⁽¹⁾ Technological University of Dublin, School of Social Sciences, Law, and Education, Dublin, Ireland ⁽¹⁾ Investing In and Sustaining Quality PreK Programs in South Texas, USA; Changing the educational and workforce trajectory of San Antonio in one generation <u>Susan Hancock</u> ⁽¹⁾ Hancock Professional Development Resources & Consulting, Consultant, San Antonio, USA ⁽¹⁾ Enhancing awareness and practices to combat plastic pollution in preschools: Insights from Jaffna, Sri Lanka <u>Sue Elliott</u> ⁽¹⁾ - Nivetha Sivarajah ⁽²⁾ University of New England, Early childhood education, Armidale, Australia ⁽¹⁾ - University of New England, Pollution Science Research Group School of Environmental and Rural Science, Armidale, Australia ⁽²⁾	ROOM J
		Individual Paper Presentations Chair: Yufan Lei On the Subject Position of Children in Community Education with Chinese Characteristics <u>Qing Mei Zhao</u> ⁽¹⁾ Deyang Economic Development District No.2 Kindergarten, Kindergarten, Deyang, China ⁽¹⁾ Family Shared Reading in Refugee Resettlement in New Zealand <u>Parisa Tadi</u> ⁽¹⁾ - Amir Sadeghi ⁽²⁾ Auckland University of Technology (AUT)/ OMEP Aotearoa, Faculty of Culture and Society, School of Education, Auckland, New Zealand ⁽¹⁾ - Cluster 12, RTLb, Auckland, New Zealand ⁽²⁾	ROOM K

17 July	14.00 – 15.00	Redefining Montessori Curriculum to ensure inclusivity in early childhood education: A case from Lalitpur, Nepal <u>Rita Devi Acharya</u> ⁽¹⁾ Kinderjoy Montessori School Pvt. Ltd., Principal, Mahalaxmi-05, Tikathali, Nepal ⁽¹⁾ The development trajectory of early math learning outcomes and its relation with family socioeconomic status <u>Yufan Lei</u> ⁽¹⁾ - <u>Yuejuan Pan</u> ⁽²⁾ China Welfare Institute Kindergarten, Teacher team, Shanghai, China ⁽¹⁾ - Beijing Normal University, Faculty of education, Beijing, China ⁽²⁾	
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Thursday, 17 July | Parallel Session 5

PLAY

17 July	15.00 – 16.00	Self-Organized Symposium A study on the Mechanism of Building Block Games in Fostering Creativity in Early Childhood Chair: <u>Yiqiao Wang</u> ⁽¹⁾ Presenter: <u>Yiqiao Wang</u> ⁽¹⁾ Yunnan Normal University, Faculty of Education, Kunming, China ⁽¹⁾	<u>ROOM A - Auditorium</u>
		Self-Organized Symposium Chair: Christopher Owen Enhancing Preschool Quality: Insights from Policy Innovations and Pedagogical Practices in Iceland Chair: Svava Mork ⁽¹⁾ The Impact of COVID-19 on Preschool Operations and Children's Play: What Remains? Svava Mork ⁽¹⁾ - <u>Ingibjorg Sigurdardottir</u> ⁽¹⁾ Effect of Policy Changes on Children's Play and Well-being in Icelandic Preschools <u>Anna Elisa Hreidarsdottir</u> ⁽²⁾ - Svava Mork ⁽¹⁾ Play, Slow Pedagogy, and Pedagogical Documentation: Unhurried Learning with Dinosaurs, Planes, and a Child-Eating Bathtub <u>Anna Greta Gudmundsdottir</u> ⁽¹⁾ University of Iceland, School of Education, Reykjavik, Iceland ⁽¹⁾ - University of Akureyri, School of Humanities and Social Sciences-Faculty of Education, Akureyri, Iceland ⁽²⁾	<u>ROOM N</u>

17 July	15.00 – 16.00	Individual Paper Presentations Chair: Christopher Owen Examining the Impact of Creativity in Early Childhood <u>Christopher Owens</u> ⁽¹⁾ - Bertha Ochieng ⁽¹⁾ De Montfort University, Health & Life Sciences, Leicester, United Kingdom ⁽¹⁾ Multicultural Education in Sustainable Outdoor Settings <u>Simone Restall</u> ⁽¹⁾ MCAST, Early Childhood Education, Paola, Malta ⁽¹⁾ Embodied Experience: Spatial Experience in Children's Activity Areas and Educational Implications <u>Hong-mei Cai</u> ⁽¹⁾ - liuyuan XU ⁽¹⁾ Chongqing Normal University, School of Education Science, ChongQing, China ⁽¹⁾ Principles and Practices of Ethical Research with Young Children: A Framework <u>Zeynep Isik-Ercan</u> ⁽¹⁾ Rowan University, Early Childhood, Elementary Education, and Critical Foundations, Glassboro, USA ⁽¹⁾	<u>ROOM D</u>
		Individual Paper Presentations Chair: Ingela Friberg Semiotic Interaction and Agency Construction: A Multimodal Ethnographic Investigation of Cross-Cultural Adaptation Mechanisms in Reggio Emilia-Inspired Learning Environments <u>Xie Mengxue</u> ⁽¹⁾ Chongqing Normal University, College of Educational Sciences, Chongqing, China ⁽¹⁾ Sibling-mediated LEGO play on social interactions for autistic children <u>Yunxuan Sun</u> ⁽¹⁾ - Gabrielle Lee ⁽²⁾ - Xiaoyi Hu ⁽³⁾ - Zhe An ⁽¹⁾ University of Wisconsin-Madison, Department of Rehabilitation Psychology and Special Education, Madison, USA ⁽¹⁾ - University of Western Ontario, Faculty of Education, London, Canada ⁽²⁾ - Beijing Normal University, Faculty of Education, Beijing, China ⁽³⁾ To develop skills for professional development - Childminders studying to become preschool teachers <u>Ingela Friberg</u> ⁽¹⁾ - Laila Gustavsson ⁽¹⁾ Kristianstad University, Faculty of Education, Kristianstad, Sweden ⁽¹⁾ Aistear, Ireland's early childhood curriculum framework: Supporting practice with babies, toddlers and young children <u>Lorraine Farrell</u> ⁽¹⁾ National Council for Curriculum and Assessment, Early Childhood, Dublin, Ireland ⁽¹⁾	<u>ROOM E</u>

17 July	15.00 – 16.00	Workshop Let's Play: Sparking Educational Magic with Six Bricks <u>Brent Hutcheson</u> ⁽¹⁾ Care for Education, CEO, Johannesburg, South Africa ⁽¹⁾	<u>ROOM L</u>
Thursday, 17 July Parallel Session 5			
EXPRESSION			
17 July	15.00 – 16.00	Individual Paper Presentations Chair: Paulina Boborowska Constructing a Goal Framework for Cultural Identity Formation in Early Childhood Heritage Education <u>Ran Zheng</u> ⁽¹⁾ Southwest University, Faculty of Education, Chongqing, China ⁽¹⁾ Practical Research on the Integration of Intangible Cultural Heritage into Early Childhood Art Education <u>Wen Ting Wu</u> ⁽¹⁾ China Welfare Institute Nursery, Education department, Shanghai, China ⁽¹⁾ Concept-driven inquiry supported by on-campus library and community museums: a case study of the "Sichuan opera face-changing" project <u>Yu Li</u> ⁽¹⁾ Golden Apple Garden City Kindergarten, Management, Chengdu, China ⁽¹⁾ "The Preschooler in the World of Regional Traditions" - Nationwide project in Poland Karina Wójcik ⁽¹⁾ - Barbara Buczkowska-Staniec ⁽²⁾ - <u>Paulina Boborowska</u> ⁽³⁾ Public School Complex in Szewna, OMEP Poland, Szewna, Poland ⁽¹⁾ - Primary School Nr 24 in Częstochowa, Częstochowa, Poland ⁽²⁾ - Municipal Kindergarten in Dąbrowa Zielona, Dąbrowa Zielona, Poland ⁽³⁾	<u>ROOM B</u>
		Individual Paper Presentations Chair: Ling Lei Exploring the integration of process drama in early childhood education in China: opportunities, challenges, and the path forward <u>Haorui Wang</u> ⁽¹⁾ - Po Chi Tam ⁽¹⁾ The Education University of Hong Kong, Early Childhood Education, Hong Kong, China ⁽¹⁾ The mediating role of preschool art education in promoting balanced development of reading and writing skills among urban and rural children <u>Ling Lei</u> ⁽¹⁾ Nanjing Normal University, Institute of Education Sciences, Nanjing, China ⁽¹⁾	<u>ROOM F</u>

17 July	15.00 – 16.00	Marginalized Position of Early Childhood Dance Education in Chinese Kindergarten Curriculum <u>Xinlu Zhou</u> ⁽¹⁾ - Po Chi Tam ⁽¹⁾ The Education University of Hong Kong, Early Childhood Education, Hong Kong, China ⁽¹⁾	
		Values, Challenges and Prospects of Children's Digital Art Creation - A Qualitative Analysis of NVivo Based on Teachers' Perspectives <u>Xinyu Li</u> ⁽¹⁾ Nanjing Normal University, School of Education Science, Nanjing, China ⁽¹⁾	
		Individual Paper Presentations Chair: Wang Yu Exploring death education through picture books: teachers' attitudes and strategies in supporting death education <u>Wang Yu</u> ⁽¹⁾ East China Normal University, Department of Education, Shanghai, China ⁽¹⁾ Cultivating Spatial Vocabulary Application Ability of Large-class Children Based on Thematic Picture Book Activities <u>Xiaolan Yang</u> ⁽¹⁾ Changzhou Institute of Technology, Preschool Education, Changzhou, China ⁽¹⁾ Study on rural children's peer interaction behavior in outdoor adventure games <u>Lina Yang</u> ⁽¹⁾ - Yu Zeng ⁽¹⁾ - Yingying Wang ⁽¹⁾ First Kindergarten of Xindu District, First Kindergarten of Xindu District, Chengdu, China ⁽¹⁾ The Relation Between Teacher-Child Interaction Quality and Children's Social-Emotional Competence in Rural Kindergartens in China Xiulan Cheng ⁽¹⁾ - <u>Yingying Wang</u> ⁽¹⁾ Shaanxi Normal University, Faculty of Education, Xi'an, China ⁽¹⁾	ROOM I
		Workshop Social-emotional learning for early childhood care and education: The Why and How <u>Bhavya Joshi</u> ⁽¹⁾ - Anya Chakraborty ⁽¹⁾ - Nandini Chatterjee ⁽¹⁾ UNESCO, Mahatma Gandhi Institute of Education for Peace and Sustainable Development, New Delhi, India ⁽¹⁾	ROOM G

Thursday, 17 July | Parallel Session 5

PARTICIPATION

17 July	15.00	Self-Organized Symposium	ROOM H
	16.00	La participation des enfants pour construire des environnements éducatifs et exprimer leurs points de vue Chair: Manon Boily ⁽¹⁾ University of Quebec in Montreal, Education and pedagogy, Montreal, Canada ⁽¹⁾ La place réservée à l'enfant dans les transformations des milieux de la petite enfance (0-5 ans) en réponse aux enjeux de l'éducation au développement durable Mélanie Bélanger ⁽¹⁾ - Manon Boily ⁽¹⁾ Université du Québec à Montréal ⁽¹⁾ Les représentations du bien-être et du développement du plein potentiel de l'enfant : perspectives de l'enfant, de l'éducatrice et des parents Hélène Morin ⁽¹⁾ - Manon Boily ⁽¹⁾ Université du Québec à Montréal ⁽¹⁾ Regard sur les apprentissages autogérés de l'enfant dans l'approche froebélienne et le développement de ses compétences socio émotionnelles : des environnements d'apprentissages des plus diversifiés et créatifs Mahdjouba Abbas ⁽¹⁾ - Manon Boily ⁽¹⁾ Université du Québec à Montréal ⁽¹⁾ Les laboratoires créatifs: une solution pédagogique pour développer les compétences du 21^e siècle en milieu scolaire Mélanie Ouellet ⁽¹⁾ - Nathalie Goulet ⁽¹⁾ Université du Québec à Montréal ⁽¹⁾	
		Self-Organized Symposium A Polyphony of Voices: Reconfiguring Children's Participation in Environmental Policymaking Chairs: Lisa Goddard ⁽¹⁾ - Malvika Agarwal ⁽²⁾ Becoming-with in Public Pedagogies: Reconfiguring Children's Participation in Urban Design <u>Malvika Agarwal</u> ⁽²⁾ More-than-human Participation in Children's Play: Pedagogical Openings <u>Lisa Goddard</u> ⁽¹⁾ Visual Metaphors in Science Communication <u>Sergio Passanante</u> ⁽¹⁾	ROOM C

17 July	15.00 – 16.00	Nature, Creativity, and Ecological Awareness in Early Childhood <u>Leticia Munhoz Vellozo</u> ⁽³⁾ University of Modena and Reggio Emilia, Department of Education and Human Sciences, Reggio Emilia, Italy ⁽¹⁾ - Western University, Faculty of Education, London, Canada ⁽²⁾ - Federal University of São Carlos, Education, Sao Carlos, Brazil ⁽³⁾	
		Individual Paper Presentations Chair: Gabriela Etchebehere Participation spaces as a social right of children in Antioquia, Colombia <u>Nadia Milena Henao García</u> ⁽¹⁾ - Sebastián Gómez Jaramillo ⁽²⁾ - Manuela Serna González ⁽¹⁾ Tecnológico de Antioquia I.U., Facultad de Educación y Ciencias Sociales, Medellín, Colombia ⁽¹⁾ - Tecnológico de Antioquia I.U., Facultad de Ingeniería, Medellín, Colombia ⁽²⁾ 2024 edition of the Color your rights project: collecting the children's perspective of children in Uruguay <u>Gabriela Etchebehere</u> ⁽¹⁾ Universidad de la República/ OMEP Uruguay, Facultad de Psicología, Montevideo, Uruguay ⁽¹⁾ ¿Desarrollo la Promoción de habilidades sociales en las familias en el contexto del Estándar de Vínculo Familiar-Establecimiento? <u>Claudia Concha Erices</u> ⁽¹⁾ Universidad de Playa Ancha, Facultad de Educación, Valparaíso, Chile ⁽¹⁾ Latin American cross-cultural study on screen use and early childhood development <u>Gabriela Etchebehere</u> ⁽¹⁾ - Dra Esther Angeriz ⁽¹⁾ - Dr. Lucas Gago-Galvagno ⁽²⁾ Universidad de la República/OMEP Uruguay, Facultad de Psicología, Montevideo, Uruguay ⁽¹⁾ - Universidad Abierta Interamericana (UAI), Facultad de Psicología Relaciones Humanas, Buenos Aires, Argentina ⁽²⁾	ROOM M
		Individual Paper Presentations Chair: Ying Xu The Power of Weaving: The Dilemma of “kindergarten-village” Interaction and Its Field Echoes <u>Jiamin Xu</u> ⁽¹⁾ - Yuxia Gao ⁽¹⁾ - Manli Xue ⁽¹⁾ - Haiying Wang ⁽¹⁾ Nanjing Normal University, Institute of Education Sciences, Nanjing, China ⁽¹⁾ Constructing a teaching identity: How early childhood pre-service teachers making meanings from their practicum experiences <u>Ya-hui Chung</u> ⁽¹⁾ University of Taipei, Early Childhood Education, Taipei, Taiwan, China ⁽¹⁾ Safeguarding children’s rights in culture and play: Current mechanisms and optimization pathways for Kindergarten Teaching-Research Communities through the lens of Interaction Ritual Chains Theory	ROOM J

17 July	15.00 – 16.00	<u>Ying XU</u> ⁽¹⁾ East China Normal University, Faculty of Education, Shanghai, China ⁽¹⁾ From Observation to Implementation: A Practice-Driven Framework for Experiential Family-School Partnerships <u>Shichao Chen</u> ⁽¹⁾ Hangzhou Yungu Kindergarten, Zhejiang Province, Hangzhou, China ⁽¹⁾	
		Individual Paper Presentations Chair: Denise Baker The Mysteries of Autism and How the Lack of Proper Educator Training Adversely Affects the Early Childhood Classroom <u>Marlyn Kramer</u> ⁽¹⁾ ECE Training Dynamics, LLC, CEO, Georgetown, USA ⁽¹⁾ A Case Study on Reverse Inclusion of Children with Autism in Home-School-Community Collaboration: Implementing Integrated Play-Based Activities <u>Ning Wang</u> ⁽¹⁾ Yangzhou University, College of Educational Sciences, Yangzhou City, China ⁽¹⁾ A Review of current platforms for supporting young children's development in South Korea <u>Hyung Mee Kim</u> ⁽¹⁾ - Il Sun Choi ⁽²⁾ - Young Ah Kim ⁽³⁾ Korean Bible University, Child Care & Education, Seoul, Republic of Korea ⁽¹⁾ - Gyeongin National University of Education, Early Childhood Education, Seoul, Republic of Korea ⁽²⁾ - Soongeui Women's University, Early Childhood Education, Seoul, Republic of Korea ⁽³⁾ The Hidden Voice of the Traveller Child <u>Denise Baker</u> ⁽¹⁾ Health Service Executive Ireland (HSE), Mental Health, Cork, Ireland ⁽¹⁾	<u>ROOM K</u>
Thursday, 17 July Parallel Session 6			
PLAY			
17 July	16.15 - 17.15	Self-Organized Symposium The Multifaceted Role of Play in Early Childhood Education and Inclusive Education in China: Perspectives, Strategies, and Practices <u>Li Zhang</u> ⁽¹⁾ Play-based Parent-Child Picture-Book Reading Guidance: An Analysis of the Perspective of Positive Construction <u>Zhihong Zuo</u> ⁽¹⁾, Juzhe Xi ⁽²⁾, Dan Wu ⁽³⁾, Ying Chen ⁽⁴⁾	<u>ROOM N</u>

17 July	16.15 – 17.15	The Impact of Reading and Play Interventions on Preschool Children's Psychological Development: An Empirical Analysis of Three Educational Experiments <u>Li Zhang</u> ⁽¹⁾, Hui Fu ⁽⁵⁾, Zhouqi Wang ⁽⁶⁾ Teacher's Perspectives of Children with Special Educational Needs and Disabilities Playing in Inclusive Preschool Settings: A Scoping Review Ranle Tao ⁽¹⁾, <u>Xueyun Su</u> ⁽¹⁾ Free Play as A Step toward Inclusive Education for Children with Disabilities in Early Childhood Education: The Case of China <u>Xiaomei Peng</u> ⁽¹⁾ The Study on Self-assessment of Teacher-child Interaction in Kindergartens : Based on the Educational Improvement Science <u>Lin Li</u> ⁽¹⁾, Wei Xie ⁽⁷⁾ East China Normal University, Early Childhood Education, Shanghai, China ⁽¹⁾ - East China Normal University, School of Psychology and Cognitive Science, Shanghai, China ⁽²⁾ - East China Normal University Affiliated Kindergarten, NA, Shanghai, China ⁽³⁾ - Minhang Institute of Education, Early Childhood Education, Shanghai, China ⁽⁴⁾ - South Sichuan College for Preschool Education, Early Childhood Education, Neijiang, China ⁽⁵⁾ - Zhejiang Pharmaceutical University, School of Traditional Chinese Medicine, Ningbo, China ⁽⁶⁾ - Sinan Kindergarten, Shanghai, China ⁽⁷⁾	
		Individual Paper Presentations Chair: Adrijana Visnjic Jevtic Ensuring Quality in Play Environments: Teachers' Perceptions in Croatia and Republic of Korea <u>Adrijana Visnjic Jevtic</u> ⁽¹⁾ - Soonhwan Kim ⁽²⁾ - Wooyong Jeun ⁽³⁾ - Helena Biškup ⁽¹⁾ University of Zagreb, Faculty of Teacher Education, Zagreb, Croatia ⁽¹⁾ - Ewha Womans University, Department of Early Childhood Education, Seoul, Republic of Korea ⁽²⁾ - Baekseok University, Cheonan, Republic of Korea ⁽³⁾ The interplay of play and learning at home: parents' perspectives <u>Maria Kanaki</u> ⁽¹⁾ - Maria Papandreou ⁽¹⁾ Aristotle University of Thessaloniki, School of Early Childhood Education, Thessaloniki, Greece ⁽¹⁾ Teachers' Practices and Beliefs in a Play-Based Curriculum <u>Shu-chen Wu</u> ⁽¹⁾ The Education University of Hong Kong, Early Childhood Education, Taipo, Hong Kong ⁽¹⁾	ROOM D
		Individual Paper Presentations Chair: Marie White Little shopkeepers: Financial education through real-life play in early childhood settings	ROOM E

17 July	16.15 – 17.15	Kazunaga Aoki ⁽¹⁾ - Eri Sugimoto ⁽²⁾ Social Welfare Corporation Lemonkai, Headquarters, Kinokawa, Japan ⁽¹⁾ - FP Partner Inc., Marketing Division, Osaka, Japan ⁽²⁾ Come and play with me: Teachers' development of relational competence in interaction and play with young children Charlotte Johannessen ⁽¹⁾ - Benedicte Larsen Haug ⁽²⁾ - <u>Ellen Os</u> ⁽³⁾ Oslomet, ECEC, Kindergarten teacher education, Oslo, Norway ⁽¹⁾ - Lønnås kindergarten, Kindergarten, Oslo, Norway ⁽²⁾ - Oslomet, ECEC, Oslo, Norway ⁽³⁾ Keys to ensuring professionalism in childcare: starting with building competency indicators of childcare directors <u>Chien Huei Hsu</u> ⁽¹⁾ Fu Jen Catholic University, Child and Family Studies, New Taipei, Taiwan, China ⁽¹⁾ "I keep bumping into people": Tensions in the construction of 'good' leadership in early childhood education and care <u>Marie White</u> ⁽¹⁾ Queensland University of Technology, School of Education, Brisbane, Australia ⁽¹⁾	
		Workshop Designing and implementation of activity-based learning environment that promotes environmental sustainability, cultural relevance, and play-based pedagogy <u>Oyindamola Sonola</u> ⁽¹⁾ OMEP Nigeria (Lagos State Chapter), Education & Continuous Professional Development Committee, Lagos, Nigeria ⁽¹⁾	<u>ROOM L</u>
Thursday, 17 July Parallel Session 6			
EXPRESSION			
17 July	16.15 – 17.15	Individual Paper Presentations Chair: Daria Antonović Solar Terms in the Mountain Forest: The Yungu Practice of 24 Solar Terms Curriculum in Kindergarten <u>Weiling Cai</u> ⁽¹⁾ Hangzhou Yungu School, Hangzhou Yungu Kindergarten, Hangzhou, China ⁽¹⁾ Bringing back sericulture in ECCE to rebuild the relationship of nature and children <u>Osamu Fujii</u> ⁽¹⁾ Kyoto Hoiku Centre, head office, Kyoto, Japan ⁽¹⁾ Embodied Transliteration of Mythological Symbols: An Action Research on Cultural Heritage Education in Kindergarten from the Perspective of Embodied Cognition	<u>ROOM B</u>

17 July	16.15 – 17.15	<u>Huang Jing</u> ⁽¹⁾ - Li Shanze ⁽¹⁾ Southwest University, The Faculty of Education, Chongqing, China ⁽¹⁾ Samobor Carnival tradition and its impact on the development of children's basic competencies <u>Daria Antonović</u> ⁽¹⁾ - Ksenija Štibohar ⁽¹⁾ Dječji vrtić Grigor Vitez, Kindergarten, Samobor, Croatia ⁽¹⁾	
		Individual Paper Presentations Chair: Gang Wu Supporting Children's Expression and Participation: The Application of the Mosaic Approach in Nature Education in China <u>Li Peng</u> ⁽¹⁾ - Xiuli Chen ⁽¹⁾ The No.9 Kindergarten of Shenzhen, Instructional Department, Shenzhen, China ⁽¹⁾ Infusing artistic vitality into children's physical education - A practical study on integrating <u>Siyuan Liu</u> ⁽¹⁾ Soong Ching Ling Kindergarten, Multicultural diversity, Shanghai, China ⁽¹⁾ Four phases of integrated learning: a possible pathway for integrating children's science and arts learning <u>Shanshan Zhang</u> ⁽¹⁾ - Rongna He ⁽¹⁾ - Li Wang ⁽¹⁾ Kindergarten of Northwestern Polytechnical University, Teaching and research section, Xi'an, China ⁽¹⁾ A Case Study on the Graphic Representation in Construction Play Among Older and Middle Kindergarten Classes <u>Gang Wu</u> ⁽¹⁾ Huizhou University, School of Education Science, Huizhou, China ⁽¹⁾	<u>ROOM F</u>
		Individual Paper Presentations Chair: Rozalina Engels-Kritidis Forest as a space of cultural and natural heritage in kindergarten. An ethnographic perspective <u>Agnieszka Kuźba</u> ⁽¹⁾ Safe Nest Foundation, president, Kielce, Polska ⁽¹⁾ Proverbs and sayings as educational tools for building skills for interpreting allegory by preschool-aged children <u>Rozalina Engels-Kritidis</u> ⁽¹⁾ Sofia University "St. Kliment Ohridski", Faculty of Educational Studies and the Arts, Sofia, Bulgaria ⁽¹⁾ Multidimensional analysis of graduate theses and articles on early childhood and creativity in Türkiye <u>Fatih Dereli</u> ⁽¹⁾ - İkra Kılınçarslan ⁽¹⁾ - İrem Küçükbakan ⁽¹⁾ - Nurşen Barış ⁽¹⁾ - Yağmur Mutlu ⁽¹⁾ - Merve Kılıç ⁽¹⁾ Trakya University, Early Childhood Education, Edirne, Turkey ⁽¹⁾	<u>ROOM I</u>

17 July	16.15 – 17.15	From Play to Creation: A Practical Study on Project-Based Planetary Card Game Design for Enhancing Holistic Competence in Early Childhood <u>Fenfang Qu</u> ⁽¹⁾ Hanzhou Yungu kindergarten, Zhejiang, Hangzhou, China ⁽¹⁾	
		Workshop "Intangible Cultural Heritage Garden Atop the Head": An Innovative Preschool Workshop Integrating Chinese Painting and Hairpin Flower Art for Cultural Transmission <u>Jun Wang</u> ⁽¹⁾ - Yun Xu ⁽²⁾ - Tingting Jiang ⁽³⁾ - Wei Zhang ⁽⁴⁾ East China Normal University, Basic Education Division, Shanghai, China ⁽¹⁾ - East China Normal University, Department of Preschool Education, Shanghai, China ⁽²⁾ - East China Normal University, Minhang Yongde Kindergarten Affiliated To ECNU, Shanghai, China ⁽³⁾ - East China Normal University, ECNU Xiping Kindergarten, Xiamen, China ⁽⁴⁾	ROOM G

Thursday, 17 July | Parallel Session 6

PARTICIPATION

17 July	16.15 – 17.15	Self-Organized Symposium Right from the Start for ECCE: Advancing the Tashkent Commitments Chair: Mercedes Mayol Lassalle ⁽¹⁾ Monitoring the Tashkent Declaration: Towards the 2026 Global ECCE Report <u>Rokhaya Diawara</u> ⁽²⁾ ECCE as key element of a roadmap to 2030 and beyond <u>Mathias Urban</u> ⁽³⁾ Leadership in Education: Lead for Learning – Insights from the 2024 GEM Report <u>Anna Cristina D'Addio</u> ⁽⁴⁾ ECCE Educators: Pillars of Rights, Quality, and Transformation Isadora Vitorovic ⁽⁵⁾ - Gina Poncorbo ⁽⁵⁾ A New Legal Framework: Advancing the Optional Protocol on the Right to Education <u>Bede Shepard</u> ⁽⁶⁾ Toward a New Optional Protocol: OMEP's Global Analysis of Barriers to ECCE <u>Gilles Pétreault</u> ⁽⁷⁾ - <u>Mercedes Mayol Lassalle</u> ⁽¹⁾ OMEP, World Presidency, Buenos Aires, Argentina ⁽¹⁾ - UNESCO, Paris, France ⁽²⁾ - Dublin City University, Early Childhood Education Early Childhood Research Centre, Dublin, Ireland ⁽³⁾ - GEM Report UNESCO, Paris, France ⁽⁴⁾ - Education	ROOM A - Auditorium
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17 July	16.15 – 17.15	International, Belgrade, Serbia ⁽⁵⁾ - Human Rights Watch (HRW), Poland ⁽⁶⁾ - OMEP France, Paris, France ⁽⁷⁾	
		Self-Organized Symposium Un avenir durable dans les milieux de la petite enfance Chair: Manon Boily ⁽¹⁾ University of Quebec in Montreal, Education and pedagogy, Montréal, Canada ⁽¹⁾ Les personnes éducatrices en éducation par la nature : les éléments essentiels pour créer un environnement favorable à leur bien-être Lysanne Denicourt ⁽¹⁾ - Caroline Bouchard ⁽²⁾ - Manon Boily ⁽¹⁾ Université du Québec à Montréal ⁽¹⁾ - Université Laval ⁽²⁾ Le sentiment de compétence du personnel éducateur à l'égard de l'inclusion des enfants qui présentent des besoins de soutien particuliers Julie Leroux ⁽¹⁾ - Manon Boily ⁽¹⁾ Université du Québec à Montréal ⁽¹⁾ Soutenir les parents d'enfants de 0 à 5 ans : concilier les rôles parentaux, le sentiment de compétence et les besoins des parents d'aujourd'hui Karine Desrosiers ⁽¹⁾ - Nathalie Goulet ⁽¹⁾ - Manon Boily ⁽¹⁾ Université du Québec à Montréal ⁽¹⁾ Littératie alimentaire chez les enfants : un levier pour des habitudes saines durables Emmy Martel-Matte ⁽¹⁾ - Crystel Bizier ⁽¹⁾ - Isabelle Deshaies ⁽¹⁾ - Éline Thiffault ⁽²⁾ - Marilène Deshaies ⁽²⁾ Université du Québec à Trois-Rivières ⁽¹⁾ - Centre de services sociaux de la Mauricie et du Centre-du-Québec ⁽²⁾ Étude comparative sur les conditions de travail du personnel éducateur et la qualité éducative offerte dans les milieux éducatifs à la petite enfance (0-5 ans) Joanie Germain ⁽¹⁾ - Manon Boily ⁽¹⁾ Université du Québec à Montréal ⁽¹⁾	ROOM H
		Individual Paper Presentations Chair: Sara Eliasson Exploring children's agency in preschool technology activities <u>Sara Eliasson</u> ⁽¹⁾ University of Gothenburg, Department of Education, Communication and Learning, Gothenburg, Sweden ⁽¹⁾ The study on the evaluation of children's participation in their own development: An embodied cognitive perspective in kindergartens' outdoor physically active play of China <u>Jiamei Fan</u> ⁽¹⁾ - Zhaocun Li ⁽¹⁾ East China Normal University, Faculty of Education, Shanghai, China ⁽¹⁾	ROOM C

17 July	16.15 – 17.15	Children as Agents in Community Service-learning Projects Miranda Lin ⁽¹⁾ - <u>Noel Reidy</u> ⁽¹⁾ Illinois State University, School of Teaching and Learning, Normal, USA ⁽¹⁾ Children's Basic Experience for Respecting Themselves and Each Other: The project of life-size self-portrait drawings by five-year-olds <u>Yoshie Shiraishi</u> ⁽¹⁾ Aichi Shukutoku University, Human Services, Nagakute, Japan ⁽¹⁾	
		Individual Paper Presentations Chair: Ziba Vaghri Taking Care of our Planet - Building pedagogical proposals for a more affective and sustainable early childhood education <u>Érika Mayume Ozahata</u> ⁽¹⁾ OME2025 Brazil, São Paulo, Brazil ⁽¹⁾ Accountability for Play, as a developmental necessity and a core human rights under the United Nations Convention on the Rights of the Child <u>Ziba Vaghri</u> ⁽¹⁾ University of New Brunswick, Integrated Health Initiative-GlobalChild Program of Research, Saint John, Canada ⁽¹⁾ Faire ensemble pour la petite enfance, quel sens, quels défis? La reconnaissance de l'interdépendance comme éléments clés de la collaboration <u>Audrey Lemaire</u> ⁽¹⁾ - Sylvie Hamel ⁽¹⁾ - Carl Lacharité ⁽¹⁾ Université du Québec à Trois-Rivières, Psychoéducation et Travail social, Trois-Rivières, Canada ⁽¹⁾ Projet Diapason: pour rehausser la qualité des services offerts aux enfants et à leur famille afin de favoriser le développement de leur plein potentiel <u>Audrey Lemaire</u> ⁽¹⁾ - George Tarabulsky ⁽²⁾ - Julie Lane ⁽³⁾ Centre intégré universitaire de santé et de services sociaux de la Capitale-Nationale, Centre de recherche universitaire sur les jeunes et les familles (CRUJeF), Trois-Québec, Canada ⁽¹⁾ - Université Laval, Psychologie, Québec, Canada ⁽²⁾ - Université de Sherbrooke, Faculté d'éducation, Sherbrooke, Canada ⁽³⁾	<u>ROOM M</u>
		Individual Paper Presentations Chair: Muireann Ranta Creating Cultures of Sustainability and Care in kindergartens. Aspects of transformation from an empirical and theoretical analysis <u>Ursula Stenger</u> ⁽¹⁾ University of Cologne, Educational- and social Science, Cologne, Germany ⁽¹⁾ Empowering the Early Childhood Educator to Implement an Authentic Education for Sustainable Development (ESD) Approach with Young Learners <u>Muireann Ranta</u> ⁽¹⁾ - <u>Annie Cummins</u> ⁽²⁾ OME2025 Ireland, OME2025 Ireland President, Cork, Ireland ⁽¹⁾ - Munster Technological University, Sport, Leisure, & Childhood, Cork, Ireland ⁽²⁾	<u>ROOM J</u>

17 July	16.15 – 17.15	Research on Sustainable Development Education in Kindergartens: A Case Study of the "Waste-to-Treasure Museum" Project in a Kindergarten Class (Age 5-6) <u>Chen Zhen</u> ⁽¹⁾ Hangzhou Yungu Kindergarten, Zhejiang, Hangzhou, China ⁽¹⁾ A case study on early environmental education practices from the perspective of embodied cognition <u>Yulan Qu</u> ⁽¹⁾ Soong Ching Ling Kindergarten, multicultural diversity, Shanghai, China ⁽¹⁾	
		Individual Paper Presentations Chair: Shujun Wang "Am I Allowed to Teach Citizenship Education as a Controversial Issue Genuinely?" Policy Change and Its Impact on Early Childhood Teachers in Hong Kong <u>Jason Cong Lin</u> ⁽¹⁾ The Education University of Hong Kong, Department of International Education, Hong Kong, China ⁽¹⁾ Practice of inclusive education for preschool hearing-impaired children in China - Exploration and application of appropriate support strategies Duanxia Wang ⁽¹⁾ - Wei Liang ⁽²⁾ - <u>Liyan Wang</u> ⁽³⁾ - Weijie Dao ⁽⁴⁾ - Li Zhang ⁽¹⁾ China rehabilitation research center for hearing and speech impairment, Language training department, Beijing, China ⁽¹⁾ - China rehabilitation research center for hearing and speech impairment, center, Beijing, China ⁽²⁾ - China rehabilitation research center for hearing and speech impairment, Academic research department, Beijing, China ⁽³⁾ - China rehabilitation research center for hearing and speech impairment, National management department, Beijing, China ⁽⁴⁾ The impact of maternal gatekeeping behavior on children's peer interaction: the mediating role of fathers' parenting involvement and the moderating effect of family socioeconomic status <u>Lina Yang</u> ⁽¹⁾ - Xingchun Xu ⁽²⁾ - Yingying Wang ⁽¹⁾ - Yu Zeng ⁽¹⁾ First Kindergarten of Xindu District, First Kindergarten of Xindu District, Chengdu, Sichuan Province, China ⁽¹⁾ - Southwest University, Faculty of Education, Chongqing, China ⁽²⁾ The Interweaving of Art and Culture, the Harmony of Comprehension and Creation: Illustrated by the "Peace" Themed Activity <u>Shujun Wang</u> ⁽¹⁾ - Lixiang Luo Lixiang Luo ⁽²⁾ - Bin bai ⁽¹⁾ Xi'an First Nursery School, Conservation and Education, Xi'an, China ⁽¹⁾ - Shaanxi Province Preschool Education Research Association, Conservation and Education, Xi'an, China ⁽²⁾	ROOM K

Friday, 18 July | Parallel Session 7

PLAY

18 July	9.45 – 10.45	Self-Organized Symposium The Bodies in Play from a Posthumanism Perspective Chair: Shuoqi Song ⁽¹⁾ Entangled Bodies, Materials, and Space: A Posthumanist Exploration of Play in a Public Park <u>Bonan Liu</u> ⁽²⁾ Inter-corporeal Learning: affective enactment of Chinese-American children in a Chinese language classroom <u>Shuoqi Song</u> ⁽¹⁾ Sensory Experiences Matter: An Ethnography of Labor Education in Chinese Kindergartens <u>Jingrui Lyu</u> ⁽³⁾ Co-authors: Zhuoyun Cai ⁽¹⁾ - Chushan Wu ⁽⁴⁾ - Ruiyi Cao ⁽⁵⁾ University at Buffalo, Learning and Instruction, Buffalo, USA ⁽¹⁾ - University of Muenster, Education, Muenster, Germany ⁽²⁾ - Wuxi Normal College, Education, Wuxi, China ⁽³⁾ - University of Wisconsin-Madison, Curriculum & Instruction, Madison, USA ⁽⁴⁾ - University College London, Education, London, United Kingdom ⁽⁵⁾	ROOM A - Auditorium
		Self-Organized Symposium Educational practices that encourage preschoolers' active participation and expressiveness in play Chair: Elisabeth Jacob ⁽¹⁾ Play, a jointed activity between children and their teacher: conclusions from a thematic synthesis <u>Marie-Claude Marchant</u> ⁽²⁾ - Caroline Bouchard ⁽²⁾ - Christelle Robert-Mazaye ⁽³⁾ Observing pretend play in kindergarden: a first step to supporting learning and development in a meaningful context <u>Sarah Landry</u> ⁽⁴⁾ Enriched arts programs and the development, learning, and well-being of preschoolers living in contexts of adversity. What do we need to think about? <u>Aimée Gaudette-Leblanc</u> ⁽⁵⁾ Supporting Children's Participation in Play During Recess: Children's Perspectives	ROOM I

18 July	9.45 – 10.45	<u>Karima Djellouli</u> ⁽⁶⁾ - Geneviève Lessard ⁽⁶⁾ - Mariève Blanchet ⁽⁷⁾ “I'm taking his picture.” “Are you coming to film me?” Consider the children's perspective in research projects <u>Elisabeth Jacob</u> ⁽¹⁾ - Julieth Lucero Moreno Castro ⁽⁸⁾ Université du Québec à Chicoutimi, Québec, Canada ⁽¹⁾ - Université Laval, Québec, Canada ⁽²⁾ - Université du Québec en Outaouais (campus St-Jérôme), Québec, Canada ⁽³⁾ – Université de Montréal, Québec, Canada ⁽⁴⁾ - Université du Québec à Trois-Rivières, Québec, Canada ⁽⁵⁾ - Université du Québec en Outaouais, Gatineau, Québec, Canada ⁽⁶⁾ - Université du Québec à Montréal, Québec, Canada ⁽⁷⁾ - Universidad Tecnológica de Pereira, Antioquia, Colombie ⁽⁸⁾	
		Workshop - Outdoor Activity Included Transforming public spaces for intergenerational play: Abu Dhabi's commitment to a family-friendly future Asma Awadh Binsumadaa ⁽¹⁾ - Amal Mohamed AlBreiki ⁽¹⁾ - Cecilia Vaca Jones ⁽¹⁾ ECA Early Childhood Authority, Abu Dhabi, United Arab Emirates ⁽¹⁾	<u>ROOM L</u>
Friday, 18 July Parallel Session 7			
EXPRESSION			
18 July	9.45 – 10.45	Self-Organized Symposium The Integration, Experience, and Inheritance of Excellent Traditional Chinese Culture in Kindergarten Education Chair: Weiling Cai ⁽¹⁾ Solar Terms in the Mountain Forest: The Yungu Practice of 24 Solar Terms Curriculum in Kindergarten <u>Weiling Cai</u> ⁽¹⁾ Harmony with Nature, Colors from Plants: Implementing Botanical Dyeing in Kindergartens through Seasonal Practices <u>Danqing Su</u> ⁽¹⁾ Hangzhou Yungu School, Hangzhou Yungu Kindergarten, Hangzhou, China ⁽¹⁾	<u>ROOM B</u>
		Individual Oral Presentations Chair: Alba Franco Nurturing Bilingualism: The Role of Home Literacy in Early Childhood Education <u>Alba Franco</u> ⁽¹⁾ Alba Franco, Language and Literacy, Boston, USA ⁽¹⁾	<u>ROOM N</u>

18 July	9.45		
18 July	– 10.45	The phenomenological study of graphic symbol instead of Chinese characters in the development of emergent writing: evidence from a Contextual Semantic Gestalt Experiment with senior Chinese children Jingmei Wang ⁽¹⁾ - Kaixin Zheng ⁽¹⁾ - Jinliang Qin ⁽¹⁾ Zhejiang Normal University, College of Childhood Development and Education, Hangzhou, China ⁽¹⁾	
	9.45 – 10.45	The Impact of Creative Picture Book Expression Curriculum on Preschool Children's Language Development: A Mixed-Age Approach <u>Liuran Fan</u> ⁽¹⁾ Yangzhou University, Department of Educational Sciences, Yangzhou, China ⁽¹⁾ The Appropriateness and the Value of Chinese Characters for Early Childhood Development and Education <u>Jinliang Qin</u> ⁽¹⁾ - Jingmei Wang ⁽¹⁾ - Chenglong Jia ⁽¹⁾ Zhejiang Normal University, College of Childhood Development and Education, Hangzhou, China ⁽¹⁾	
		Individual Oral Presentations Chair: Sofia Trouli From reciting ancient classics to exploring local culture heritage: the transformation of traditional culture education in Chinese kindergartens during the past 25 years <u>Liangjing Guo</u> ⁽¹⁾ Nanjing Normal University, School of Education Science, Nanjing, China ⁽¹⁾ The Value Expression and Practice Approach of Chinese Excellent Traditional Culture under the Background of Kindergarten-based Course Jing Wu ⁽¹⁾ - <u>Yu Li</u> ⁽¹⁾ - Yuhong Wu ⁽¹⁾ Xi'an Jingkai No.1 Kindergarten, Management department, Xi'an, China ⁽¹⁾ "Children at Play" as cultural symbol - Children's Image Analysis of Traditional Chinese Children-Playing painting <u>Yuan Yuan Duan</u> ⁽¹⁾ Luoyang Normal University, ECE college, Luoyang, China ⁽¹⁾ Introducing tangible and intangible cultural heritage through early childhood education: Preschoolers in the footsteps of Erotokritos <u>Sofia Trouli</u> ⁽¹⁾ - Erina Sakiollari ⁽¹⁾ University of Crete, Department of Preschool Education, Rethimno, Greece ⁽¹⁾	ROOM J
		Workshop Learning About The World Inside Us: Creating and Exploring Our Inner Archetypes of the World through Art <u>Nancy Brown</u> ⁽¹⁾ Global Childhood Academy, Head of Global Early Childhood Education, Boca Raton, USA ⁽¹⁾	ROOM G

Friday, 18 July | Parallel Session 7

PARTICIPATION

18 July	9.45 – 10.45	Self-Organized Symposium	<u>ROOM C</u>
		Emergent Ocean Literacies: Sustainability Education for the Early Years Chair: Aihua Hu ⁽¹⁾ Conceptualising Emergent Ocean Literacy: Exploring sensuous and spatial early childhood education and ecological care practices in coastal landscapes in Norwa <u>Elin Eriksen Ødegaard</u> ⁽¹⁾ - Åsta Birkeland ⁽¹⁾ Fostering dialogues and play: Developing and testing didactic games to support sensory conversations and intergenerational play in early childhood teacher education <u>Czarecah Tuppil Oropilla</u> ⁽¹⁾ - <u>Inga Margrethe Fagerbakke</u> ⁽¹⁾ The Lagoon as a Space for Thought: Transformative Narratives of Teachers Alessia Tombolini ⁽²⁾ - Francesca Santoro ⁽³⁾ - <u>Michela Schenetti</u> ⁽⁴⁾ - Davide Riccardi ⁽⁵⁾ Content Analysis of Ocean-Themed Picture Books: Visual Design's Role in Fostering Early Childhood Ocean Literacy and Sustainable Development Chao Sun ⁽⁶⁾ - Xinwei Li ⁽⁷⁾ Emphasising loopholes as possibilities for sustainable education in ECEC Janne Torsvik ⁽⁸⁾ - Liv Torunn Grindheim ⁽¹⁾ - Anne Myklebust Lynngård ⁽¹⁾ Western Norway University of Applied Sciences, Department of Pedagogy, Religion and Social Studies, Norway ⁽¹⁾ - UNESCO – IOC, Rome, Italy ⁽²⁾ - UNESCO – IOC, Venice, Italy ⁽³⁾ - Bologna University, Bologna, Italy ⁽⁴⁾ - Sapienza University, Rome, Italy ⁽⁵⁾ - Universiti Putra Malaysia, Serdang, Selangor, China ⁽⁶⁾ - Universiti Sains Malaysia, Penang, China ⁽⁷⁾ - Independent researcher, Bergen Norway ⁽⁸⁾	
		Self-Organized Symposium Favoriser des environnements d'apprentissage inclusifs Chair: Manon Boily ⁽¹⁾ University of Quebec in Montreal, Education and pedagogy, Montreal, Canada ⁽¹⁾ Les savoirs à acquérir en formation initiale chez les personnes éducatrices pour promouvoir un environnement éducatif inclusif dans la perspective d'une réflexion éclairée sur l'inclusion Manon Boily ⁽¹⁾ - Nathalie Goulet ⁽¹⁾ - Patrizia Villotti ⁽¹⁾ - Sara Lachance ⁽¹⁾ - Marie-Christine Allaire ⁽¹⁾ - Tamie-Jean-Baptiste ⁽¹⁾ - Mahdjouba Abbas ⁽¹⁾ -	<u>ROOM D</u>

18 July	9.45 – 10.45	Hélène Morin ⁽¹⁾ - Lysanne Denicourt ⁽¹⁾ - Julie Leroux ⁽¹⁾ - Mélanie Bélanger ⁽¹⁾ - Karine Desrosiers ⁽¹⁾ - Joanie Germain ⁽¹⁾ - Lyne Goulet ⁽¹⁾ Université du Québec à Montréal ⁽¹⁾ L'inclusion en éducation et protection de la petite enfance : pourquoi des indicateurs ? Carmen Dionne ⁽¹⁾ - Rokhaya Diawara ⁽²⁾ - Annie Paquet ⁽¹⁾ Université du Québec à Trois-Rivières ⁽¹⁾ - UNESCO ⁽²⁾ Apprendre à vivre ensemble au préscolaire : les pratiques inclusives en question Rachid Bentaibi ⁽¹⁾ Université Mohamed V- Rabat au Maroc ⁽¹⁾ Favoriser la mixité en éducation : Enjeux et pratiques inclusives en Techniques d'éducation à l'enfance (TÉE) Lysanne Denicourt ⁽¹⁾ - Jonathan Scott ⁽¹⁾ - Alain St-Pierre ⁽²⁾ - Charmine Jean ⁽³⁾ - Mara-Jade Mc Manus ⁽³⁾ - Cégep de Valleyfield ⁽¹⁾ Collège Montmorency et Comité québécois pour la mixité en éducation à l'enfance ⁽²⁾ - Collège Montmorency ⁽³⁾ Cultiver l'inclusion en service de garde éducatif en milieu familial : la perspective des acteurs Annie Paquet ⁽¹⁾ - Carmen Dionne ⁽¹⁾ - Colombe Lemire ⁽¹⁾ - Ben Affana ⁽¹⁾ Université du Québec à Trois-Rivières ⁽¹⁾	
		Self-Organized Symposium Play and Early Childhood Inclusive Education in China Chair: Xueyun Su ⁽¹⁾ Case Study: Reverse Inclusion in Art Play Activities <u>Xueyun Su</u> ⁽¹⁾ - Jin Wang ⁽²⁾ - Jie Yao ⁽³⁾ - Silu Li ⁽³⁾ - Jin Li ⁽³⁾ Research on Text Messaging Intervention in Home Learning Play Based on the Development of Preschool Children's Approaches to Learning <u>Lina Feng</u> ⁽⁴⁾ - Xinhao Wang ⁽⁴⁾ Research on the deep learning ability of children with special needs in inclusive play <u>Yanrong Zhu</u> ⁽¹⁾ - Xueyun Su ⁽¹⁾ - Detao Kong ⁽⁵⁾ - Yanan Zheng ⁽⁵⁾ Collaboration between General and Special Education Teachers Promotes the quality of Inclusive Play <u>Xiuhua Han</u> ⁽⁶⁾ – Lei Zhang ⁽⁶⁾ Emotional Support Through Plays in Early Inclusive Education <u>Jianqing Wen</u> ⁽⁷⁾ East China Normal University, Early Childhood Education, Shanghai, China ⁽¹⁾ - Qlqiaoban Preschool, Head of the Preschool, Shanghai, China ⁽²⁾ - Qlqiaoban Preschool, Teacher of the Preschool, Shanghai, China ⁽³⁾ - Ningbo University,	ROOM M

18 July	9.45 – 10.45	Early Childhood Education Department, Ningbo, China ⁽⁴⁾ - Jinping Kindergarten, Teacher, Jinan, China ⁽⁵⁾ - QiYing Kindergarten, Head of Preschool, Shanghai, China ⁽⁶⁾ - Shanghai Jing'an Anqing Kindergarten, Head of the Preschool, Shanghai, China ⁽⁷⁾	
		Individual Oral Presentations Chair: Zukiswa Nhase “Just like neighbors”: A study on the generation of relationship between immigrant caregivers and staffs in Norwegian open kindergarten <u>Yue Wang</u> ⁽¹⁾ East China Normal University, Early Childhood Education, Shanghai, China ⁽¹⁾ The Potential of Partnerships Encompassing Learning between Parents and Practitioners <u>Miyoshi Shirota</u> ⁽¹⁾ Waseda University, Faculty of Letters, Arts and Sciences, Shinjyuku, Japan ⁽¹⁾ Development, Implementation, and Evaluation of the Digital Parenting Education Program Seda Sarioğlu ⁽¹⁾ - <u>Serap Erdoğan</u> ⁽¹⁾ Anadolu University, Education/Primary Education, Eskişehir, Turkey ⁽¹⁾ Mobile early childhood education facilitators’ views on parental involvement in children’s care and education activities Chinedu Okeke ⁽¹⁾ - <u>Zukiswa Nhase</u> ⁽¹⁾ University of the Free State, Department of Childhood Education, Bloemfontein, South Africa ⁽¹⁾	<u>ROOM K</u>
		Workshop Workshop on The course sustainability from the start <u>Ingrid Engdahl</u> ⁽¹⁾ - Petra Vystrčilová ⁽²⁾ - Klara Bahtic ⁽³⁾ - Gilles Pétreault ⁽⁴⁾ OMEP Sweden, Stockholm, Sweden ⁽¹⁾ - Mazaryk University, OMEP Czech Republic, Brno, Czech Republic ⁽²⁾ - OMEP Croatia, Zagreb, Croatia ⁽³⁾ - OMEP France, Paris, France ⁽⁴⁾	<u>ROOM H</u>
Friday, 18 July Parallel Session 8			
PLAY			
18 July	11.00 – 12.00	Self-Organized Symposium Education and Technology in Early Childhood: Urgent Discussions Chair: Mercedes Mayol Lassalle ⁽¹⁾ Technology and Equity in ECCE: Insights from the 2023 GEM Report Anna Cristina D’Addio ⁽²⁾	<u>ROOM A - Auditorium</u>

18 July	11.00 – 12.00	Digital Literacy to Promote Equitable Access to Quality Early Education in Multilingual Contexts <u>Dina Castro</u> ⁽³⁾ Culturally Grounded Digital Pedagogies and Inclusive Design for Young Learners <u>Omniah AlQahtani</u> ⁽⁴⁾ OMEP, World Presidency, Buenos Aires, Argentina ⁽¹⁾ - Chief of Education Policy, UNESCO Global Education Monitoring (GEM) Report, Paris, France ⁽²⁾ - OMEP Representative at the United Nations/Bahamdan Endowed Professor in Early Childhood Well-Being and Director of the BU Institute for Early Childhood Well-Being, Boston University, Boston, USA ⁽³⁾ - Abu Dabhi Early Childhood Commission (ECA)/National Academy for Childhood Development, Education, Abu Dhabi, United Arab Emirates ⁽⁴⁾	
		Self-Organized Symposium Quality educational practices that support the global development of preschool-aged children Chair: Elisabeth Jacob ⁽¹⁾ Social-emotional skills to develop as a teacher to promote the inclusion of children in preschool education: a look at the domain of social awareness <u>Marie-Andrée Pelletier</u> ⁽²⁾ Supporting problem-solving in nature-based education: A mixed-method study on early childhood educators' professional activity and quality and interactions quality <u>Anne-Sophie Parent</u> ⁽³⁾ - Caroline Bouchard ⁽³⁾ - Christine Hamel ⁽³⁾ Accompanying parents of 4- and 5-year-old kindergarten children to enrich their practices in relation to emergent literacy in everyday life <u>Isabelle Beaudoin</u> ⁽⁴⁾ - <u>Monica Boudreau</u> ⁽⁴⁾ - <u>Julie Mélançon</u> ⁽⁴⁾ - Marie-Hélène Hébert ⁽²⁾ Teaching in Québec's 4-Year-Old Kindergarten and France's Middle Section: Professional Identity and Educational Practices <u>Tania Lafleur</u> ⁽⁵⁾ - Joanne Lehrer ⁽⁵⁾ - Carmen Sanchez ⁽⁶⁾ - Alexandra Paquette ⁽⁷⁾ - Nancy Proulx ⁽⁷⁾ Université du Québec à Chicoutimi, Département des sciences de l'éducation, Chicoutimi, Canada ⁽¹⁾ - TÉLUQ, Québec, Canada ⁽²⁾ - Université Laval, Québec, Canada ⁽³⁾ - Université du Québec à Rimouski, Lévis, Canada ⁽⁴⁾ - Université du Québec à Gatineau, Gatineau, Canada ⁽⁵⁾ - Université Sorbonne Paris Nord, Paris, France ⁽⁶⁾ - Université du Québec à Montréal, Montréal, Canada ⁽⁷⁾	ROOM I

18 July	11.00 – 12.00	Workshop Why Professional Development Matters; Statewide Professional Development Resources for Those Who Are Training Early Childhood Educators and Administrators; Training of Trainers (ToT) Across Texas, USA <u>Marlyn Kramer</u> ⁽¹⁾ - <u>Susan Hancock</u> ⁽²⁾ ECE Training Dynamics, CEO, Georgetown, USA ⁽¹⁾ - Hancock Professional Development Resources & Consultant, Consultant, San Antonio, USA ⁽²⁾	<u>ROOM H</u>
Friday, 18 July Parallel Session 8			
EXPRESSION			
18 July	11.00 – 12.00	Individual Oral Presentations Chair: Eleni Alifieraki “It’s like you and your sister” - Parent-siblings shared book reading interaction and sibling relationship <u>Sigalit Aviram Brill</u> ⁽¹⁾ - Dorit Aram ⁽²⁾ - Anat Zaidman-Zait ⁽²⁾ 1.Tel-Aviv University 2. Beit Berl College, 1.Constantiner School of Education 2.Department of Early Childhood Education, Tel Aviv, Israel ⁽¹⁾ - Tel-Aviv University, Constantiner School of Education, Tel Aviv, Israel ⁽²⁾ The contribution of literature in language development during transition from preschool to primary education: an international research <u>Eleni Alifieraki</u> ⁽¹⁾ OMEP UK National Committee, London, United Kingdom ⁽¹⁾ Designing and implementing functional language learning, literacy skills and the joy of reading in Finnish early childhood education Elisa Helin ⁽¹⁾ - <u>Lotta-Sofia La Rosa</u> ⁽¹⁾ Finnish National Agency for Education, National Literacy Program, Helsinki, Finland ⁽¹⁾ Picturing participation: children's voices and arts-based explorations of inclusion through 'The Day War Came' <u>Duygu Yalman Polatlar</u> ⁽¹⁾ - Hacernur Yeşilaltun ⁽²⁾ - Elif Löklü ⁽³⁾ Fatih Sultan Mehmet Vakıf University, Preschool Teaching, Istanbul, Turkey ⁽¹⁾ - MEB, Bayrampaşa Anaokulu, Istanbul, Turkey ⁽²⁾ - MEB, Zübeyde Hanım Anaokulu, Istanbul, Turkey ⁽³⁾	<u>ROOM B</u>
		Individual Oral Presentations Chair: Liying Zhang Supporting Concept Formation in Preschool Through Narrative Play <u>Hiba Abou-Taouk</u> ⁽¹⁾ University of Gothenburg, Department of Education, Communication and Learning, Gothenburg, Sweden ⁽¹⁾	<u>ROOM N</u>

18 July	11.00 – 12.00	Intergenerational Transmission of Psychological Capital through Parental Mental Health to Chinese Preschool Children's Psychological Resilience Liyang Zhang ⁽¹⁾ - Xiaoping Yang ⁽¹⁾ - <u>Ruoyan Cai</u> ⁽²⁾ Southwest University, Faculty of Education, Chongqing, China ⁽¹⁾ - East China Normal University, Shanghai, China ⁽²⁾ Social partnership as an effective tool of interaction between cultural institutions, parents and children of a modern pre-school organization. Innovative project: Heritage of the old manor Priyutino <u>Tatyana Ladyzhenskaya</u> ⁽¹⁾ - Elena Borisenko ⁽²⁾ Chain of private kindergartens "Erudit", Director, St. Petersburg, Russian Federation ⁽¹⁾ - Chain of private kindergartens "Erudit", Chief methodologist, St. Petersburg, Russian Federation ⁽²⁾ Development and Implementation of Preschool-based Curriculum for the Intangible Cultural Heritage of "Black Tent"—An Action Research of A Kindergarten in Nomadic Region of Tibet in China <u>Yumei Han</u> ⁽¹⁾ - Haifan Liu ⁽¹⁾ - Tseren Wangmo ⁽²⁾ - Damu Damu ⁽³⁾ - Shanan Wang ⁽⁴⁾ Southwest University, Center for Studies of Education and Psychology of Ethnic Minorities in Southwest China, Chongqing, China ⁽¹⁾ - Bureau of Education of Nagqu City, Tibet Autonomous Region, China, Department of Early Childhood Education, NAQU, China ⁽²⁾ - Second Preschool of Baqing County, Nagqu City, Tibet Autonomous Region, China, Preschool Principal, Naqu, China ⁽³⁾ - Chongqing University of Education, Department of Early Childhood Education, Chongqing, China ⁽⁴⁾	
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Friday, 18 July | Parallel Session 8

PARTICIPATION

18 July	11.00 – 12.00	Self-Organized Symposium Soutenir le droit de s'exprimer de l'enfant: quelles conditions réunir dans le cadre de l'EPPE? Chairs: Gilles Pétreault ⁽¹⁾ - Alejandra Castiglioni ⁽²⁾ Encourager la voix des enfants: Une causerie animée sur la différence pour promouvoir l'inclusion et l'équité <u>Manon Boily</u> ⁽³⁾ Développer les compétences sociales et émotionnelles dans l'éducation préscolaire : une approche centrée sur le jeu <u>Salam El Kettani</u> ⁽⁴⁾ Débat interprétatif et comité de lecture avec les albums de littérature de jeunesse : une relation éducative démocratique et ouverte <u>Marlène Lebrun</u> ⁽¹⁾	ROOM C
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18 July	11.00 – 12.00	OMEF France, Paris, France ⁽¹⁾ - OMEF Argentina, Buenos Aires, Argentina ⁽²⁾ – OMEF Canada, Québec, Canada ⁽³⁾ - Fondation Marocaine de L'Éducation Préscolaire, Centre de Recherche de la FMPS, Rabat, Morocco ⁽⁴⁾	
		Self-Organized Symposium Environnements d'apprentissage et pédagogie basée sur le jeu Chair: Charline St-Jean ⁽¹⁾ UQAR, Éducation, Rimouski, Canada ⁽¹⁾ Mise en place d'un milieu artistique et collaboratif riche à l'éducation préscolaire: présentation du projet «Airs de glace – orchestre nordique» Jonathan Bolduc ⁽¹⁾ Université Laval, Canada ⁽¹⁾ Pratiques éducatives pour soutenir l'expression de comportements de lecteur et de scripteur au cycle préscolaire Monica Boudreau ⁽¹⁾ - Isabelle Beaudoin ⁽¹⁾ - Julie Mélançon ⁽¹⁾ - Marie-Hélène Hébert ⁽²⁾ Université du Québec à Rimouski, Canada ⁽¹⁾ - TÉLUQ, Canada ⁽²⁾ L'impact des critères de qualité du ECERS-3 sur la participation active des enfants en services éducatifs Marie-Michèle Brossard ⁽¹⁾ Université de Sherbrooke, Canada ⁽¹⁾ À propos de raisonnements d'enfants du préscolaire lors d'une activité de sériation Sarah Dufour ⁽¹⁾ - Doris Jeannotte ⁽¹⁾ Université de Montréal, Canada ⁽¹⁾ Le jeu raconté à l'issue du jeu libre: quelles pratiques pédagogiques pour soutenir l'enfant dans l'expression de situations imaginaires ? Florence Nys ⁽¹⁾ - Sabine Zorn ⁽²⁾ - Haute École en Hainaut, Belgique ⁽¹⁾ Institut national supérieur de formation et de recherche pour l'éducation inclusive, France ⁽²⁾ Musique et conscience phonologique : une approche ludique et inclusive à l'éducation préscolaire Mélanie Dutemple ⁽¹⁾ - Alice Dormoy ⁽²⁾ - Jonathan Bolduc ⁽³⁾ Université du Québec en Outaouais, Canada ⁽¹⁾ - Mélodys, Canada ⁽²⁾ - Université Laval, Canada ⁽³⁾	ROOM D
		Self-Organized Symposium Inclusive Classrooms at the Early Childhood Level in Jamaica Chair: Nicole Morgan ⁽¹⁾ Early Childhood Commission, Early Childhood, Kingston, Jamaica ⁽¹⁾	ROOM M

18 July	11.00 – 12.00	Individual Oral Presentations Chair: Victoria Carr Cultural Constraints on Early Childhood Education for Sustainability in the United States <u>Victoria Carr</u> ⁽¹⁾ University of Cincinnati, School of Education, Cincinnati, USA ⁽¹⁾ Fostering Social Justice Praxis for Critical Consciousness in Early Childhood <u>Luiz Garcia</u> ⁽¹⁾ Soka University, Department of Humanities, Division of Sociology, Global Studies, Tokyo, Japan ⁽¹⁾ Measuring Chinese early childhood teachers' competencies for inclusive education: scale development and validation <u>Ming Lu</u> ⁽¹⁾ Minhang Institute of Education, Preschool Education Research Office, Shanghai, China ⁽¹⁾ Where the wind blows: How does the forest school approach impact autistic pupils? <u>Megan McGee</u> ⁽¹⁾ Liverpool Hope University, Student in the education department, Liverpool, United Kingdom ⁽¹⁾	<u>ROOM J</u>
		Individual Oral Presentations Chair: Klara Bahtić The relationship between parental involvement and early childhood development: Classroom teacher-child interaction quality as a moderator <u>Zhiting Chen</u> ⁽¹⁾ - Liu Ying ⁽¹⁾ Nanjing Normal University, School of Education Science, Nanjing, China ⁽¹⁾ Parental perspectives on preschool children's experiences with digital technology <u>Fatma Demirci</u> ⁽¹⁾ - Volkan Şahin ⁽²⁾ - Dilek Altun ⁽³⁾ Middle East Technical University, Department of Elementary and Early Childhood Education / Early Childhood Education, Ankara, Turkey ⁽¹⁾ - Middle East Technical University, Department of Elementary and Early Childhood Education / Early Childhood Education, Ankara, Turkey ⁽²⁾ - Boğaziçi University, Department of Primary Education / Early Childhood Education, İstanbul, Turkey ⁽³⁾ A year after the COVID-19 crisis: Changes in Parent-Child Activities at Home from a Cross-Cultural View <u>Galia Meoded Karabanov</u> ⁽¹⁾ - Dorit Aram ⁽¹⁾ - Carmen López-Escribano ⁽²⁾ - Katerina Shtereva ⁽³⁾ Tel Aviv University, School of Education, Tel Aviv, Israel - ⁽¹⁾ Complutense University of Madrid, Department of Research and Psychology in Education, Madrid, Spain - ⁽²⁾ Sofia University "St. Kliment Ohridski", Department of Logopedics, Sofia, Bulgaria ⁽³⁾	<u>ROOM K</u>

18 July	11.00 – 12.00	Rethinking Readiness: The Importance of Social-Emotional Growth in Early Childhood Education and Care <u>Sarah Bacinger</u> ⁽¹⁾ - Klara Bahtić ⁽²⁾ Kindergarten Cipelica/OMEP Croatia, Čakovec, Croatia ⁽¹⁾ - Kindergarten Prečko/OMEP Croatia, Zagreb, Croatia ⁽²⁾	
		Workshop How could we use food to support the participation of Children with Sensory Disorders and Other Special Needs and Disabilities? <u>Zofia Wolniakowska-Majewska</u> ⁽¹⁾ Liverpool Hope University, Initial Teacher Training, Liverpool, United Kingdom ⁽¹⁾	ROOM L
		Workshop From Principles to Practice: Inclusion in Helsinki's Early Childhood Education <u>Emmi Hellsten</u> ⁽¹⁾ - <u>Jina Helkiö</u> ⁽¹⁾ City of Helsinki, Education, Helsinki, Finland ⁽¹⁾	ROOM G

Friday, 18 July | Parallel Session 9

PLAY

18 July	12.00 – 13.00	Self-Organized Symposium	ROOM A - Auditorium
		OMEP Toy Libraries - global action for play, solidarity and early childhood development Chair: Nyamikeh Kyiamah ⁽¹⁾ Toy Libraries – The Best Start in Life <u>Lilian Oloo</u> ⁽²⁾ The Power of Play - OMEP's Global Solidarity in Action <u>Jarka Kreskociova</u> ⁽³⁾ Toy Libraries - Learning Life Through Play <u>Nyamikeh Kyiamah</u> ⁽¹⁾ OMEP Ghana, ECD, Accra, Ghana ⁽¹⁾ - OMEP Kenya, ECD, Nairobi, Kenya ⁽²⁾ - OMEP Slovakia, ECD, Nove Zamky, Slovakia ⁽³⁾	

18 July	12.00 – 13.00	Self-Organized Symposium La réunion des chercheurs: explorer le jeu, l'expression et la participation au développement des enfants Chair: Isabelle Deshaies ⁽¹⁾ Université du Québec à Trois-Rivières, Education, Trois-Rivières, Canada ⁽¹⁾ Authors/Presenters: Isabelle Deshaies ⁽¹⁾ - Manon Boily ⁽²⁾ - Charlaïne St-Jean ⁽³⁾ - Nathalie Goulet ⁽²⁾ - Marilyn Dupuis-Brouillette ⁽³⁾ Université du Québec à Trois-Rivières ⁽¹⁾ - Université du Québec à Montréal ⁽²⁾ - Université du Québec à Rimouski ⁽³⁾	<u>ROOM D</u>
		Individual Oral Presentations Chair: Tomohiro Oikawa Evaluation of preschool education internships based on teacher education certification in Chinese universities: A study based on the vision of high-quality preschool education teacher training Feiyue Liang ⁽¹⁾ - Hongmiao You ⁽¹⁾ - Chunhong Han ⁽¹⁾ East China Normal University, faculty of education, Shanghai, China ⁽¹⁾ Key factors facilitating the integration of teachers' beliefs and practices for play-based pedagogy: A narrative analysis of a Japanese ECCE teacher's professional journey Tomohiro Oikawa ⁽¹⁾ Bunkyo University, Faculty of Education, Koshigaya, Japan ⁽¹⁾ Developing and evaluating an interdisciplinary training program: Enhancing preservice teachers' competence in early childhood learning environment design and practice Hsiao-Chien Kao ⁽¹⁾ - Chiu-Hua Huang ⁽²⁾ National Yunlin University of Science and Technology, Department of Architecture and Interior Design, Yunlin, Taiwan, China ⁽¹⁾ - National Pingtung University, Department of Early Childhood Education, Pingtung, Taiwan, China ⁽²⁾ Bridging Practice and Research: Opportunities and Challenges in Transforming a Preschool into a Laboratory School through Collaborative Teacher Professional Development Maryam S. Sharifian ⁽¹⁾ - Shin Ji Kang ⁽¹⁾ - Chelsey Bahlmann Bollinger ⁽¹⁾ James Madison University, JMU CARE, Harrisonburg, USA ⁽¹⁾	<u>ROOM I</u>
		Workshop Utilizing Developmentally Appropriate Strategies and Play Activities to Encourage and Support Healthy Brain Development in Infants and Toddlers Marlyn Kramer ⁽¹⁾ - Susan Hancock ⁽²⁾ ECE Training Dynamics, LLC, CEO, Georgetown, USA ⁽¹⁾ - Hancock Professional Development Resources and Consulting, Consultant, San Antonio, USA ⁽²⁾	<u>ROOM H</u>

Friday, 18 July | Parallel Session 9

EXPRESSION

18 July	12.00 – 13.00	Self-Organized Symposium Early Literacy Instruction in China: Questions and Practices Chair: Baogen Liu ⁽¹⁾ Core Experiences in Early Literacy Learning and Development for Chinese Preschool Children <u>Boagen Liu</u> ⁽¹⁾ The specialized thematic units for early literacy in Chinese preschool classroom <u>Yan Zhang</u> ⁽²⁾ How to create a classroom environment that promotes early literacy development in Chinese young children <u>Jing Jie Zhang</u> ⁽³⁾ The Design and Implementation of Early Literacy Teaching Activities <u>Fang Fang Wang</u> ⁽²⁾ Early Literacy instruction in Thematic Activities <u>Yao Wen Zou</u> ⁽³⁾ Zhejiang Normal University, School of Child Development and Education, Hangzhou, China ⁽¹⁾ - Mingyue Jiangnan Kindergarten, Binjiang District, Hangzhou, China ⁽²⁾ - Baima Lake Experimental Kindergarten, Binjiang District, Hangzhou, China ⁽³⁾	ROOM B
		Individual Oral Presentations Chair: Ana Štefanec The Impact of Deep Learning on Children's Creativity in the Art Learning Process Xiaofang Chen ⁽¹⁾ - Zhidong Xie ⁽¹⁾ - <u>Chengzhi Qiao</u> ⁽²⁾ Beijing Institute of Education, College of Early Childhood Education, Beijing, China ⁽¹⁾ - Tsinghua University, School of Marxism, Beijing, China ⁽²⁾ Artistic Inspirations: Tracing the Roots of Creativity and Innovation in the Reggio Emilia Approach <u>Megumi Nishikage</u> ⁽¹⁾ Osaka University, Graduate School of Humanities, Aesthetics Laboratory, Toyonaka, Osaka, Japan ⁽¹⁾ Cultural Inheritance and Innovation: A Mixed-Methods Study of Dual-Track Pathways To Children's Play Quality In China	ROOM N

18 July	12.00 – 13.00	Danyu Wu ⁽¹⁾ - <u>Sitong Zhang</u> ⁽¹⁾ - Wentong Wu ⁽¹⁾ South China Normal University, Department of Preschool Education, Guangzhou, China ⁽¹⁾ From the Circle to Kandinsky: An Interdisciplinary Approach to the Development of Mathematical and Artistic Competencies in Early Childhood <u>Ana Malnar</u> ⁽¹⁾ - Ana Štefanec ⁽¹⁾ Dobro Drvo, kindergarten, Zagreb, Croatia ⁽¹⁾	
		Individual Oral Presentations Chair: Georgia Akritopoulou An understanding of empathetic awareness of young children playing a matching game called Super Me Krystyna Nowak-Fabrykowski ⁽¹⁾ - Ramona Borowicz ⁽²⁾ Central Michigan University, Teacher and Special Education, Mt. Pleasant, USA ⁽¹⁾ - Central Michigan University, Child Development and Learning Laboaratory, Mt. Pleasant, USA ⁽²⁾ "Travel the world... of emotions" <u>Georgia Akritopoulou</u> ⁽¹⁾ - Paraskevi Akritopoulou ⁽²⁾ - Maria Kopalidou ⁽³⁾ - Danae Trigoni ⁽⁴⁾ - Evangelia Pouliou ⁽⁴⁾ - Anastasia Kountouroudi ⁽³⁾ Preschool "Nipiakos Kipos", Early Childhood Education, University of Western Macedonia, Thessaloniki, Greece ⁽¹⁾ - Preschool "Nipiakos Kipos", Department of German Language and Literature , Aristotel University of Thessaloniki, Thessaloniki, Greece ⁽²⁾ - Preschool "Nipiakos Kipos", Early Childhood Education, Aristotel University of Thessaloniki, Thessaloniki, Greece ⁽³⁾ - Preschool "Nipiakos Kipos", Early Childhood Education, Thessaloniki, Greece ⁽⁴⁾ The effects of different executive function training methods on rejected preschoolers' executive function and peer interaction skills <u>Xue Yu</u> ⁽¹⁾ ChongQing Normal University, School of Educational Sciences, ChongQing, China ⁽¹⁾ A practical study of play-based social Emotional learning (SEL) in large class children Hongmei Cai ⁽¹⁾ Chongqing Normal University, School of Educational Science, Chongqing, China ⁽¹⁾	<u>ROOM J</u>
Friday, 18 July Parallel Session 9			
PARTICIPATION			
18 July	12.00 – 13.00	Self-Organized Symposium Seeding sustainability: ESD world project Chair: Adrijana Visnjic-Jevtic ⁽¹⁾ Co-authors: Ingrid Engdahl ⁽²⁾ - Ingrid Pramling Samuelsson ⁽³⁾	<u>ROOM C</u>

18 July	12.00 – 13.00	Awarded ESD projects: Trash in the bin, let the eco fun begin! <u>Sarah Bacinger</u> What if children don't play? Reimagining our sustainable future <u>Deniz Kahriman Pamuk</u> - <u>Sofia Ingvarsdotter</u> Promoting sustainable agriculture: From the garden to the table <u>Cleopatra Warritay</u> Sharing, Caring, and Growing Together: Learning About Sustainable Economic Development Through 'Ice Cream Shop' Play <u>Hajin Jung</u> Young children's engagement in sustainable forest creation: an action research project inspired by the Miyawaki Method on the Swan Coastal Plain of Western Australia <u>Amanda Winnett</u> - <u>Sandra Hesterman</u> Artistic spaces socio-constructed by children for community mental health <u>Anaíd Llorente Topete</u> - <u>Berenice Rodríguez Gutiérrez</u> Sustainable Development <u>Suzan Özunluoglu</u> University of Zagreb, Faculty of Teacher Education/OMEP Croatia, Zagreb, Croatia ⁽¹⁾ - University of Stockholm/OMEP Sweden, N/A, Stockholm, Sweden ⁽²⁾ - University of Gothenburg, University of Gothenburg, Gothenburg, Sweden ⁽³⁾	
		Self-Organized Symposium Kindergarten-embedded Communities, Community-embedded Kindergartens: Theoretical Growth and Field Practice of Kindergarten-community Interaction in RURAL ECE Chair: Jiamin Xu ⁽¹⁾ Negotiating the Middle Ground: Kindergarten-Community Boundary Work and Spatial Praxis in China Yufei Xiao ⁽¹⁾, <u>Jiamin Xu</u> ⁽¹⁾ Power dynamics, where life perpetually regenerates through embodied spatiotemporal unity, which enables human and nonhuman actors in the middle ground to cohabit a shared lifeworld imbued with genius loci Manli Xue ⁽¹⁾ - <u>Chuchu Zheng</u> ⁽¹⁾ Decoding the “child” lockmaking community education “live” A Practical Path of Child-Centered Garden-Community Integration Education <u>Min Luo</u> ⁽¹⁾, <u>Qingmei Zhao</u> ⁽²⁾ Search purity in the countryside: the big practice of child-friendly village construction under the perspective of children's subjectivity <u>Lan Chen</u> ⁽¹⁾, <u>Li Luo</u> ⁽²⁾, <u>Zhuo Fan</u> ⁽³⁾,	ROOM M

18 July	12.00 – 13.00	Beauty Without Borders: A Reconstruction Paradigm of Children's Aesthetic Education Space from the Perspective of Life Aesthetics - A Case Study of the Construction of the Children's Art Museum in "Chinese New Year Painting Village" <u>Min Peng</u> ⁽¹⁾, <u>Yaxian Wang</u> ⁽²⁾, <u>Ning Tang</u> ⁽³⁾ Nanjing Normal University, School of Education Science, Nanjing, China ⁽¹⁾ - Deyang Institute of Educational Science, Deyang Institute of Educational Science, Deyang, China ⁽²⁾ - The second kindergarten of Deyang Economic Development Zone, The second kindergarten of Deyang Economic Development Zone, Deyang, China ⁽³⁾ - Yuma Kindergarten, Mianzhu City, Sichuan Province, China ⁽⁴⁾ - The Teacher Training Center of Mianzhu City, Sichuan Province, China ⁽⁵⁾ - Xinba Xuehu Pan Kindergarten, Xinba Xuehu Pan Kindergarten, Deyang, China ⁽⁶⁾	
		Individual Oral Presentations Chair: Arianna Lazzari Exploring parents' perspective on Home-Based Engagement (HBE) service for toddlers: Perspectives from Singapore <u>Lay Yan Teo</u> ⁽¹⁾ OME2025 Singapore, Singapore ⁽¹⁾ The Effects of Interactive Repeated Reading on Home-based Language Intervention for Preschool Children with Hearing Impairment <u>Ya Zhang</u> ⁽¹⁾ - Li Zheng ⁽¹⁾ - Tingting Hao ⁽¹⁾ Nanjing Normal University, Department of Preschool Education, Nanjing, China ⁽¹⁾ The Impact of Facility Characteristics and Local Context on Process Quality in South Korean Childcare Centers <u>Sina Park</u> ⁽¹⁾ Seoul National University, Social Welfare, Seoul, Republic of Korea ⁽¹⁾ Increasing the accessibility of ECEC for children and families from societally disadvantaged background: research findings from the "Buon Inizio" project. <u>Arianna Lazzari</u> ⁽¹⁾ - Lucia Balduzzi ⁽¹⁾ - Chiara Dalledonne Vandini ⁽¹⁾ Bologna University, Department of Education Studies, Bologna, Italy ⁽¹⁾	<u>ROOM K</u>
		Workshop Integrating Sustainability: Cross-Curricular Approaches to Food and Nutrition Education <u>Zofia Wolniakowska-Majewska</u> ⁽¹⁾ Liverpool Hope University, Initial Teacher Education, Liverpool, United Kingdom ⁽¹⁾	<u>ROOM L</u>
		Workshop Reading, writing, arithmetic... anything else? Child day care and school: between reducing disadvantage, different understandings of education and opportunities for cooperation <u>Eva-Lotta Bueren</u> ⁽¹⁾ - Sabine Urban ⁽¹⁾ - Niels Espenhorst ⁽¹⁾ OME2025 Germany, Berlin, Germany ⁽¹⁾	<u>ROOM G</u>

Friday, 18 July | Parallel Session 10

PLAY

18 July	14.00 – 15.30	Self-Organized Symposium	ROOM D
		Co-creating a new map: tracing the innovation of early childhood education in Sejong through collaboration between the Office of Education, kindergartens, and the local community Chair: Chaisun Oh ⁽¹⁾ Proposing a new path for early childhood education: the significance of the Aidam curriculum in Sejong <u>Jihyun Park</u> ⁽²⁾ Children who learn with agency and play together: the case of Duru-Kindergarten <u>Saeyoung Park</u> ⁽³⁾ The power of collective thinking and its practice: playing string figures of pedagogy through teachers' learning community <u>Hyejin Kim</u> ⁽²⁾ Waves along the community with children's lives: the case of educational practices in connection with the local community <u>Jiyoung Kim</u> ⁽⁴⁾ Korea National University of Education, Early childhood education, Sejong, Republic of Korea ⁽¹⁾ - Sejong City Office of Education, Department of Early Childhood and Elementary Education, Sejong, Republic of Korea ⁽²⁾ - Duru Kindergarten in Sejong, Education Department, Sejong, Republic of Korea ⁽³⁾ - Sejong City Office of Education, School Support Bureau, Sejong, Republic of Korea ⁽⁴⁾ Individual Oral Presentation Chair: Chaisun Oh The Impact of Screen Time, Type and Content on Executive Functions and Social Skills in Preschool Children Fatih Dereli ⁽¹⁾ - <u>Özlem Dönmez</u> ⁽¹⁾ - Gülşah Günşen ⁽¹⁾ Trakya University, Early Childhood Education, Edirne, Turkey ⁽¹⁾ Refining the STEM Play Cycle: Enhancing research applicability <u>Todd Milford</u> ⁽¹⁾ - Christine Tippet ⁽²⁾ - Sue Tunnicliffe ⁽³⁾ Associate Professor, Education, VICTORIA, Canada ⁽¹⁾ - University of Ottawa, Education, Ottawa, Canada ⁽²⁾ - University College London, Education, London, United Kingdom ⁽³⁾	

18 July	14.00 – 15.30	Individual Oral Presentations Chair: Desirée López de Maturana La experiencia formativa en el CAI: Los lenguajes artísticos como medio del aprendizaje integral <u>Patricia Troncoso Ibacache</u> ⁽¹⁾ - Loredana Ayala Paredes ⁽¹⁾ - Ximena Rebolledo Vásquez ⁽¹⁾ Universidad Central de Chile, Facultad de Educación-Carrera Educación Parvularia, Santiago, Chile ⁽¹⁾ Arte, estética y dibujo: el pensamiento en movimiento en la educación infantil <u>Karla Raquel Lima Pereira</u> ⁽¹⁾ Università degli Studi di Modena e Reggio Emilia, Dipartimento di Educazione e Scienze Umane, Reggio Emilia, Italy ⁽¹⁾ Painting Mexico - A children's art experience in a rural municipality <u>Elida Lucila Campos Alba</u> ⁽¹⁾ - Mónica Maruri Ramírez ⁽²⁾ OME2025 Estado de México, Educación Preescolar, Toluca, Mexico ⁽¹⁾ - Servicios Educativos Integrados al Estado de México, Educación Preescolar, Toluca, Mexico ⁽²⁾ Dance in teacher training. Training proposal towards body expression, educational play and creativity, 2025 <u>Josselyne Gonzales Palma</u> ⁽¹⁾ Universidad Nacional Federico Villarreal, Facultad de Educación, Lima, Perú ⁽¹⁾ Una sistematización de experiencias creativas e innovadoras basadas en las expresiones del niño en tres instituciones educativas de Lima <u>Liliana Muñoz</u> ⁽¹⁾ - Olinda Vilchez ⁽²⁾ Universidad Peruana Cayetano Heredia/OME2025 PERU, Lima, Lima, Perú ⁽¹⁾ - Universidad Pontificia Católica del Perú, Lima, Lima, Perú ⁽²⁾ Escalando un modelo de educación comunitaria inclusiva: de Chile a Honduras y Guatemala <u>Desirée López de Maturana</u> ⁽¹⁾⁽²⁾ - <u>Ilana Lo Priore</u> ⁽²⁾ Proyecto: Desirée López de Maturana ⁽¹⁾⁽²⁾ - Ilana Lo Priore ⁽²⁾ – Gabriela Arrunátegui ⁽³⁾ - Nelsy Lizarazo ⁽⁴⁾ Universidad de La Serena, La Serena, Chile ⁽¹⁾ – OME2025 América Latina ⁽²⁾ – Programa CLADE, Lima, Peru ⁽³⁾ - CLADE, Coordinación, Quito, Ecuador ⁽⁴⁾	ROOM A - Auditorium
		Individual Oral Presentations Chair: Sarsha Mennell History of early education in the US: researching, utilizing, teaching <u>Donna Akilah Wright</u> ⁽¹⁾ - Blythe Hinitz ⁽²⁾ - Betty Liebovich ⁽³⁾ - Medgar Evers College of the City University of New York, Department of Developmental and Special Education, Brooklyn, New York, USA ⁽¹⁾ - The College of New Jersey, Elementary and Early Childhood Education Department, Ewing, New Jersey, USA ⁽²⁾ - Goldsmiths, University of London, Educational Studies, London, United Kingdom ⁽³⁾	ROOM I

18 July	14.00 – 15.30	History of early education in the US: a case study <u>Donna Akilah Wright</u> ⁽¹⁾ - Blythe Hinitz ⁽²⁾ Medgar Evers College of the City University of New York, Department of Developmental and Special Education, Brooklyn, New York, USA ⁽²⁾ - The College of New Jersey, Elementary and Early Childhood Education Department, Ewing, New Jersey, USA ⁽¹⁾	
		Approaching Artworks through Embodied Learning <u>Sofia Trouli</u> ⁽¹⁾ - Kallia Trouli ⁽¹⁾ University of Crete, Department of Preschool Education, Rethimno, Greece ⁽¹⁾	
		Exploring the link between digital play tendency and playfulness in preschoolers <u>Berna Sicim Sevim</u> ⁽¹⁾ - Sirma Seda Bapoğlu Dümenci ⁽²⁾ Zonguldak Bülent Ecevit University, Early Childhood Education, Zonguldak, Turkey ⁽¹⁾ - Tarsus University, Child Development, Mersin, Turkey ⁽²⁾	
		Exploring Educators' Pedagogical Agency in the Integration of Digital Technologies in Early Childhood Learning Environments <u>Sarsha Mennell</u> ⁽¹⁾ - Karen Murcia ⁽¹⁾ - Madeline Dobson ⁽¹⁾ Curtin University, School of Education, Perth, Australia ⁽¹⁾	
		Multimodal Professional Development for Preschool Teachers in Uzbekistan <u>Shin Ji Kang</u> ⁽¹⁾ James Madison University, Early, Elementary, & Reading Education, Harrisonburg, USA ⁽¹⁾	

Friday, 18 July | Parallel Session 10

EXPRESSION

18 July	14.00 – 15.30	Individual Oral Presentations Chair: Leesa Flanagan	ROOM B
		Predictors of Psychosocial Well-being of Young Children in Bangladesh, China, India, and Myanmar Stephanie W. Y. Chan ⁽¹⁾ – Rui Zhang ⁽¹⁾ - Hechunzi Wang ⁽¹⁾ - Jing Gong ⁽¹⁾ - <u>Rao Nirmala</u> ⁽¹⁾ The University of Hong Kong, Faculty of Education, Hong Kong, China ⁽¹⁾	
		Exploring how mindfulness practice can strengthen emotional literacy and compassion in young children in early childhood. <u>Leesa Flanagan</u> ⁽¹⁾ DKIT, Department of nursing, midwifery and early years, Louth, Ireland ⁽¹⁾	
		The effectiveness of educational drama interventions on preschool children's conflict resolution strategies in different situations <u>Sitong Zhang</u> ⁽¹⁾ - Liman Cai ⁽¹⁾	

18 July	14.00 – 15.30	South China Normal University, Department of Pre-school Education, Guangzhou, China ⁽¹⁾ The invisible power underlying children's social-emotional competence: Decoding Chinese kindergarten teachers' meta-emotional philosophy <u>Biru Chang</u> ⁽¹⁾ Nanjing Normal University, School of Education Science, Nanjing, China ⁽¹⁾ The Influence of Home Language Environment and Kindergarten Curriculum on the Chinese Character Writing Development of Bilingual Preschoolers in Singapore <u>Yingjiang Zheng</u> ⁽¹⁾ Academy of Singapore Teachers, Singapore Centre for Chinese Language, Singapore, Singapore ⁽¹⁾ Educator-infant mealtime interactions in Australian and Chinese early childhood centres: A cross-cultural, multimodal study <u>Ling Sheng</u> ⁽¹⁾ - Emilia Djonov ⁽¹⁾ - Rebecca Andrews ⁽¹⁾ Macquarie University, Macquarie School of Education, Sydney, Australia ⁽¹⁾	
18 July	14.00 – 14.45	Individual Oral Presentations Chair: Erika Lauretti, Edoardo Maresca Designing for participation: a Reggio Emilia-inspired inquiry into children's voices, arts, and knowledge co-creation <u>Duygu Yalman Polatlar</u> ⁽¹⁾ - Semiha Arslan ⁽¹⁾ Fatih Sultan Mehmet Vakıf University, Preschool Teaching, Istanbul, Turkey ⁽¹⁾ Sensory Garden Project: for socially and ecologically sustainable education for toddlers in preschool <u>Sara Eliasson</u> ⁽¹⁾ Göteborgs Högre Samskola, Förskolan Björken, Gothenburg, Sweden ⁽¹⁾ Tiny Rebels in Silk and Ink: Reclaiming Children's Agency, Play, and Gender Fluidity Through Ancient Chinese Infant Game Paintings <u>Hongmiao You</u> ⁽¹⁾ East China Normal University, Faculty of Education, Shanghai, China ⁽¹⁾	<u>ROOM N</u>
Friday, 18 July Parallel Session 10			
PARTICIPATION			
18 July	14.00 – 15.00	Self-Organized Symposium Inclusive Practices to Support Preschool Children Chair: Elisabeth Jacob ⁽¹⁾ Towards an inclusive approach to valuing plurilingualism: critical analysis of plurilingual practices and resources	<u>ROOM M</u>

18 July	14.00 – 15.30	<u>Catherine Gosselin-Lavoie</u> ⁽²⁾ - Corina Borri-Anadon ⁽³⁾ Inclusive practices in kindergarten inspired by partnership experiences between families, teachers and complementary personnel <u>Camille Robitaille</u> ⁽³⁾ - Christian Dumais ⁽³⁾ - Julie Poissant ⁽⁴⁾ Leveraging Co-Speech Gestures to Foster Inclusive Practices in Preschool Education <u>Émilie Fournier</u> ⁽⁵⁾ - Stéphanie Duval ⁽⁵⁾ Rethinking Teaching Practices to Promote the Inclusion of Preschool-Aged Immigrant Children with Refugee Experiences in Quebec <u>Gabrielle Montesano</u> ⁽²⁾ Rethinking preventive interventions in preschool education to provide inclusive practices for children in the classroom <u>Annie Charron</u> ⁽⁴⁾ - Julie Lachapelle ⁽⁴⁾ Université du Québec à Chicoutimi, Chicoutimi, Canada ⁽¹⁾ - Université de Montréal, Québec, Canada ⁽²⁾ - Université du Québec à Trois-Rivières, Trois-Rivières, Canada ⁽³⁾ - Université du Québec à Montréal, Montréal, Canada ⁽⁴⁾ - Université Laval, Québec, Canada ⁽⁵⁾	
		Individual Oral Presentations Chair: Margareth Eilifsen I have learned how these things work together: Early childhood educators' perceptions of intergenerational meetings and cultural sustainability <u>Bradford Wiles</u> ⁽¹⁾ - Ine-Sofie Smedmoen Kristiansen ⁽²⁾ Kansas State University, School of Human Sciences, Manhattan, USA ⁽¹⁾ - Livsglede For Eldre, Headquarters, Oslo, Norway ⁽²⁾ Ethical Codes – Step Towards Professionalization of Early Childhood Educators <u>Maja Brust Nemet</u> ⁽¹⁾ - Ružica Tokić Zec ⁽¹⁾ Faculty of Education, J.J. Strossmayer University of Osijek, Department of Pedagogy, History and Philosophy, Osijek, Croatia ⁽¹⁾ Teachers Work with Children as Digital Citizens <u>Margareth Eilifsen</u> ⁽¹⁾ Western Norway University of Applied Sciences, Early Childhood Teacher Education, Bergen, Norway ⁽¹⁾ Promoting fathers' roles in early language development through enhanced early home visitation services: Findings from a randomized controlled trial of Dads Matter-HV <u>Neil Guterman</u> ⁽¹⁾ - Jennifer Bellamy ⁽²⁾ - In Young Park ⁽¹⁾ - Jin Yao Kwan ⁽³⁾ New York University, Silver School of Social Work, New York, USA ⁽¹⁾ - University of Denver, School of Social Work, Denver, USA ⁽²⁾ - University of Delaware, College of Education and Human Development, Newark, Delaware, USA ⁽³⁾	ROOM C

18 July	14.00 – 15.30	ECE teachers' participation in professional associations and unions: profiles of professionalism for democracy in times of neoliberalism <u>Cynthia Adlerstein</u> ⁽¹⁾ - Marcela Pardo ⁽²⁾ Universidad de Chile/University of Chile, Faculty of Social Sciences, Santiago, Chile ⁽¹⁾ - Universidad de Chile/University of Chile, CIAE, Santiago, Chile ⁽²⁾ ECE teachers' collective online pedagogical documentation of children's citizenship: building citizen pedagogies within Chilean kindergarten learning environments <u>Cynthia Adlerstein</u> ⁽¹⁾ Universidad de Chile/University of Chile, Faculty of Social Sciences, SANTIAGO, Chile ⁽¹⁾	
		Individual Oral Presentations Chair: Yumei Han Effectiveness of Telepresence Observation in Improvement-oriented Process Evaluation Approach: A Study Based on the Second Person Description Perspective <u>Zhongjie Lu</u> ⁽¹⁾ - Yuki Nishimura ⁽²⁾ Zhejiang Normal University, Children Development and Education, Hangzhou, China ⁽¹⁾ - Hangzhou Dianzi University, Mechanical Engineering, Hangzhou, China ⁽²⁾ Teacher-Child Interaction Quality in Toddler Classrooms: A Cross-Cultural Comparison between Shanghai and Stuttgart <u>Juan Xia</u> ⁽¹⁾ - Catherine Walter-Laager ⁽¹⁾ University of Graz, Department of Education Research and Teacher Education, Graz, Austria ⁽¹⁾ Profiles of Chinese Preschool Teachers' Evaluation Beliefs: Associations with Their Characteristics and Teacher-child Interactions Knowledge <u>Yuewen Chen</u> ⁽¹⁾ - Yisu Zhou ⁽²⁾ - Bi Ying Hu ⁽²⁾ - Jennifer LoCasale-Crouch ⁽³⁾ Ningbo University, College of Teacher Education, Ningbo City, China ⁽¹⁾ - University of Macau, Faculty of Education, Macau, China ⁽²⁾ - Virginia Commonwealth University, Department of Foundations of Education, Richmond, USA ⁽³⁾ Understanding environmental awareness in preschoolers: A localized approach to sustainability education in Singapore <u>Eileen Chia</u> ⁽¹⁾ - Rachel Nicole Tan ⁽¹⁾ - Abbie Sng ⁽¹⁾ - Yu Min Lye ⁽¹⁾ NTUC First Campus, Centre for Early Childhood Transformative Practices, Singapore, Singapore ⁽¹⁾ Progress and Trends of Research on Early Childhood Education Quality Evaluation in China over the Past 40 Years: A Knowledge Graph Analysis Based on Bibliometrics and CiteSpace <u>Yumei Han</u> ⁽¹⁾ - Haifan Liu ⁽¹⁾ Southwest University, Center for Studies of Education and Psychology of Ethnic Minorities in Southwest China, Chongqing, China ⁽¹⁾	ROOM K

18 July	14.00 – 15.30	Preschool Teachers' Perspectives on Self-Assessment of Early Childhood Education Quality in China: Perceptions, Concerns, and Strategies for Improvement <u>Kaixin Zheng</u> ⁽¹⁾ - Li Zhang ⁽¹⁾ - Yibin Zhang ⁽²⁾ East China Normal University, Department of Early Childhood Education, Shanghai, China ⁽¹⁾ - East China Normal University, Institute of Brain and Education Innovation, Shanghai, China ⁽²⁾	
		Workshop Workshop about the OMEP ESD Rating Scale <u>Ingrid Engdahl</u> ⁽¹⁾ - Adrijana Višnjić - Jevtić ⁽²⁾ - Anette Hellman ⁽³⁾ OMEP Sweden, Stockholm, Sweden ⁽¹⁾ - University of Zagreb, OMEP VP Europe, Zagreb, Croatia ⁽²⁾ - University of Gothenburg, OMEP Sweden, Gothenburg, Sweden ⁽³⁾	<u>ROOM H</u>
		Workshop Reflejos de la personalidad en el jardín de las artes <u>Maria Vassiliadou</u> ⁽¹⁾ Frederick University Cyprus/President of OMEP Cyprus, Department of Education, Nicosia, Cyprus ⁽¹⁾	<u>ROOM G</u>

PROGRAM OF POSTER SESSIONS

Thursday, 17 July | Poster Session 1

PLAY

17 July	11.30 – 13.00	P1. First steps in programming <u>Eleni Kontou - Founta</u> ⁽¹⁾ - Ioanna Kontou Founta ⁽²⁾ Hellenic College of Thessaloniki, Education, Kindergarten Principal in Private School, Thessaloniki, Greece ⁽¹⁾ - Hellenic College of Thessaloniki, Education, Academic Coordinator in Private School, Thessaloniki, Greece ⁽²⁾	
		P2. Experiencing local material activities for children with an ecological consciousness in Kyusyu Island - Collaborative activities with a nursery school in Fukuoka City <u>Kazumi Higuchi</u> ⁽¹⁾ Fukuoka Women's Junior college, Child Care And Education, Dazaifu, Japan ⁽¹⁾	
		P3. A Study on Play-Based Professionalization of Educators - Inheritance of Japan's traditional play culture using playing cards <u>Takeshi Kurihara</u> ⁽¹⁾ Kumamoto Gakuen University, Faculty of Social Welfare, Kumamoto, Japan ⁽¹⁾	
		P4. Story-based curriculum to promote young children's executive function skills in Hong Kong <u>Rhoda K. Y. Wang</u> ⁽¹⁾ - <u>Stephanie W. Y. Chan</u> ⁽¹⁾ - Po Leung Kuk Affiliated Kindergartens ⁽²⁾ The University of Hong Kong, Faculty of Education, Hong Kong, China ⁽¹⁾ - Po Leung Kuk, Educational Services, Hong Kong, China ⁽²⁾	
		P5. Bridging Sectors: Cross-Sector Professional Learning in Early Childhood Education for Continuity and Progression in Vocabulary Instruction <u>Alison Nulty</u> ⁽¹⁾ Dublin City University, School of Language, Literacy and Early Childhood Education, Dublin, Ireland ⁽¹⁾	
		P6. Investigating the predictive role of early psychomotor development in later cognitive and linguistic performance: a preliminary exploration Filomena Silva ⁽¹⁾ - <u>António Ponces de Carvalho</u> ⁽¹⁾ - Joana Ramos ⁽²⁾ - Joana Miguel ⁽²⁾ Escola Superior de Educação João de Deus, Centro de Investigação e Estudos João de Deus, Lisboa, Portugal ⁽¹⁾ - Centro de Apoio e Intervenção no Desenvolvimento Infantil - CAIDI, Nucleo de Investigação e Desenvolvimento (NIDCAIDI), Torres Vedras, Portugal ⁽²⁾	

17 July	11.30 – 13.00	P7. How are the two approaches, “Play Corner-style” and “Project Activities”, related? <u>Keiko Oeda</u> ⁽¹⁾ Educare, Tokyo, Japan ⁽¹⁾	
		P8. Preschool Readers Accelerated Reading Program: a globally adaptable methodology for sight word mastery <u>Lisa Vodola</u> ⁽¹⁾ Florida Gulf Coast University / Preschool Readers, College of Education, Fort Myers, USA ⁽¹⁾	
		P9. The effects of Onigokko which is a traditional Japanese physical play in improving executive function in 5-year-old children <u>Sho Aoyama</u> ⁽¹⁾ - <u>Sayaka Morita</u> ⁽¹⁾ Yamaguchi University, Department of Education, Yamaguchi, Japan ⁽¹⁾	
		P10. Children’s Perspectives on Architectural Transformation: Creating Sustainable, Child-Friendly Learning Spaces <u>Huizhen Zhu</u> ⁽¹⁾ - <u>Guoguo Chen</u> ⁽¹⁾ Shenzhen No.12 kindergarten, Teaching Department, Shenzhen, China ⁽¹⁾	
		P11. Early childhood teachers’ views on the integration of play in the Greek kindergarten school during the last two years <u>Effrosyni Katsikonouri</u> ⁽¹⁾ - <u>Angeliki Vellopoulou</u> ⁽²⁾ - <u>Vassiliki Mantzouratou</u> ⁽³⁾ - <u>Eleni Paschalidou</u> ⁽¹⁾ - <u>Sofia Saiti</u> ⁽¹⁾ OMEP Greece, Greek Ministry of Education, Athens, Athens, Greece ⁽¹⁾ - University of Patras. OMEP Greece, Patras, Patras, Greece ⁽²⁾ - OMEP Greece, Directorate of Primary Education of Achaia, Department of Cultural Affairs, Greek Ministry of Education, Patras, Patras, Greece ⁽³⁾	
		P12. Carbon neutral characters born from a child's fingertips and AI: drawing carbon neutrality <u>Hyeon-a Kim</u> ⁽¹⁾ - <u>Mi-young Shin</u> ⁽¹⁾ Gimhae Daycare Center, Gimhae, Republic of Korea ⁽¹⁾	
		P13. Shifting perspectives: inquiry-based learning through material encounters in higher education <u>Ida Somolanji Tokić</u> ⁽¹⁾ - <u>Tijana Borovac</u> ⁽¹⁾ - <u>Petra Bučević</u> ⁽¹⁾ Faculty of education, University of Osijek, Social sciences, Osijek, Croatia ⁽¹⁾	
		P14. Training teachers as practitioners of children's social-emotional skill development: a case study of a university workshop in Japan using brainstorming and the KJ method <u>Hirotsugu Tazume</u> ⁽¹⁾ Kyoto University of Education, Faculty of Education, Kyoto, Japan ⁽¹⁾	
		P15. Diagnostic Intervention Training for Sustainable Development of Rural Early Childhood Education Teachers <u>Yuqing Bao</u> ⁽¹⁾ - <u>Qifan Peng</u> ⁽²⁾ Guangxi Normal University, Guilin, China ⁽¹⁾ - Fujian Preschool Education College, Fujian Preschool Teacher Training Center, Fujian, China ^{(1) (2)}	

17 July	11.30 – 13.00	P16. Current characteristics and improvement mechanisms of novice kindergarten teachers in facilitating free play centered on local art and culture: an Ecological Systems Theory perspective <u>Ying Xu</u> ⁽¹⁾ East China Normal University, Faculty of Education, Shanghai, China ⁽¹⁾	
		P17. Preservice early childhood teachers' professional growth through child-centered play-based simulation <u>Eunhye Kim</u> ⁽¹⁾ Keimyung University, Department of Early Childhood Education, Daegu, Republic of Korea ⁽¹⁾	
		P18. Shifting perspectives: inquiry-based learning through material encounters in higher education Ida Somolanji Tokić ⁽¹⁾ - Tijana Borovac ⁽²⁾ - <u>Petra Bučević</u> ⁽²⁾ Faculty of Education, University of Osijek, Department of Social Sciences, Osijek, Croatia ⁽¹⁾ - Faculty of Education, Department of Social Sciences, Osijek, Croatia ⁽²⁾	
		P19. Breaking Traditions: Implementing Play-Based Pedagogy in Chinese societies <u>Stephanie W. Y. Chan</u> ⁽¹⁾ - <u>Hechunzi Wang</u> ⁽¹⁾ - Rui Zhang ⁽¹⁾ - Jing Gong ⁽¹⁾ - Nirmala Rao ⁽¹⁾ - The University of Hong Kong, Faculty of Education, Hong Kong, China ⁽¹⁾	
		P20. Poetic descriptions in early childhood education theory: a focus on Sozo Kurahashi in Japan <u>Sachie Suizu</u> ⁽¹⁾ Mie University, Faculty of Education, Mie, Japan ⁽¹⁾	
		P21. Enhancing young children's creativity through exploring natural materials in the visual arts activities – an action research study in Hong Kong So-Fong Ngan ⁽¹⁾ - Leong Kau Tsang ⁽²⁾ - <u>Chun Kit, Hubert Wong</u> ⁽³⁾ Saint Francis University, Ip Ying To Lee Yu Yee School of Humanities and Languages, Hong Kong, China ⁽¹⁾ - Saint Francis University, Ip Ying To Lee Yu Yee School of Humanities and Languages, Hong Kong, China ⁽²⁾ - Hong Kong Institute of Vocational Education, Hong Kong, China ⁽³⁾	

Thursday, 17 July | Poster Session 1

EXPRESSION

17 July	11.30 – 13.00	P22. A journey through the culture and art of Greece <u>Maria Konstantinidou</u> ⁽¹⁾ - Sofia Ntala ⁽²⁾ Balloonland Preschool, Director, Thessaloniki, Greece ⁽¹⁾ - Balloonland, Preschool Teacher, Thessaloniki, Greece ⁽²⁾	
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17 July	11.30 – 13.00	P23. Bridging cultures, igniting minds: designing world-class Intangible Cultural Heritage courses for Chinese school-age children with shadow puppetry as a case study <u>He Yuxin</u> ⁽¹⁾ Yungu Kindergarden, Hangzhou, Xihu District, Hangzhou, China ⁽¹⁾	
		P24. The importance of glass and sustainable development in museum pedagogy for preschool children <u>Dobriša Radeka</u> ⁽¹⁾ Kindrergarten Žuto pače, Zadar, Croatia ⁽¹⁾	
		P25. Differences in caregiver's involvement in meal settings at nursery schools in Japan and the United States: focus on physical contact <u>Tomoko Senoo</u> ⁽¹⁾ Akita University, Faculty of Education and Human Studies, Akita, Japan ⁽¹⁾	
		P26. Children's perspectives on friendship: a qualitative exploration among kindergarteners <u>Xiao Han</u> ⁽¹⁾ Guangxi Normal University, the Faculty of Education, GuiLin, China ⁽¹⁾	
		P27. Feedback and post-figurative: the influence of children's culture on adult culture <u>Yuanyuan Duan</u> ⁽¹⁾ Luoyang Normal University, ECE college, Luoyang, China ⁽¹⁾	
		P28. The systematic integration of art for the development of soft skills <u>Elissavet Kontou</u> ⁽¹⁾ Ntekroli Preschoool Education Centre, Private Kindergarten, Thessaloniki, Greece ⁽¹⁾	
		P29. Music practices and teachers' perceptions in infant classes at daycare centers So Yeaon Han ⁽¹⁾ - <u>Young Ae Lee</u> ⁽²⁾ Good Morning Y-City Daycare Center, teacher, Asan, Republic of Korea ⁽¹⁾ - Korea National Open University, Early Childhood Education, Seoul, Republic of Korea ⁽²⁾	
		P30. As a child... I paint, dance, play, narrate, imagine, create! <u>Anastasia Kountouroudi</u> ⁽¹⁾ - <u>Georgia Akritopoulou</u> ⁽²⁾ - <u>Paraskevi Akritopoulou</u> ⁽³⁾ - <u>Zoe Kokkinou</u> ⁽⁴⁾ - <u>Maria Gouli</u> ⁽⁵⁾ - <u>Ioanna Kambaka</u> ⁽⁶⁾ Preschool "Nipiakos Kipos", Early Childhood Education, Aristotel University of Thessaloniki, Thessaloniki, Greece ⁽¹⁾ - Preschool "Nipiakos Kipos", Early Childhood Education, University of Western Macedonia, Thessaloniki, Greece ⁽²⁾ - Preschool "Nipiakos Kipos", Department of German Language and Literature, Aristotel University of Thessaloniki, Thessaloniki, Greece ⁽³⁾ - Preschool "Nipiakos Kipos", Early Childhood Education, University of Thessalia, Thessaloniki, Greece ⁽⁴⁾ - Preschool "Nipiakos Kipos", Early Childhood Education, Thessaloniki, Greece ⁽⁵⁾ - Preschool "Nipiakos Kipos", Early Childhood Education, University of Ioannina, Thessaloniki, Greece ⁽⁶⁾	

17 July	11.30 – 13.00	P31. An attempt to bring out musical expression in young children - Using onomatopoeia from picture books <u>Shiho Yokoi</u> ⁽¹⁾ Nagoya Gakuin University, Faculty of Health and Sports, Seto, Japan ⁽¹⁾	
		P32. Bridging Sound and Emotion: The Role of Improvisational Piano Education in Facilitating Nonverbal Expression in Young Children - A Case Study of Taiwanese Children Aged 3-6 <u>Hui-chun Hsu</u> ⁽¹⁾ National Tsing Hua University, The Department of Early Childhood Education, Hsinchu, Taiwan, China ⁽¹⁾	
		P33. Examining the difficulty of song materials in preschool and elementary education <u>Hiromi Takasu</u> ⁽¹⁾ Okayama University, Education/Music, Okayama, Japan ⁽¹⁾	
		P34. How emotional and sensory exploration of color emerges: approaches to children's color recognition in Japanese kindergartens <u>Miho Kawabata</u> ⁽¹⁾ - Yasuhiro Kawabata ⁽²⁾ - Mikuko Sasaki ⁽³⁾ Hokkaido University of Education, Early childhood education, Asahikawa, Japan ⁽¹⁾ - Hokkaido University, Cognitive Psychology, Sapporo, Japan ⁽²⁾ - Japan Color Research Institute, Cognitive Psychology, Saitama, Japan ⁽³⁾	
		P35. The effect of digital storytelling on children's emotional and cognitive development with a humanoid robot <u>Kazuki Nishiura</u> ⁽¹⁾ - Takeshi Takeda ⁽²⁾ Stockholm School of Economics, Wellbeing, Welfare, Happiness Center, Stockholm, Sweden ⁽¹⁾ - Miyagi Gakuin Women's University, Affiliated Preschool, Sendai, Japan ⁽²⁾	
		P36. The Power of Soft Puppets that Move Only Their Mouths <u>Yoshiya Higashi</u> ⁽¹⁾ - Yutaka Yamazaki ⁽²⁾ - Masaki Iwakura ⁽¹⁾ Shokei Gakuin University, Education, Natori, Japan ⁽¹⁾ - Shokei Gakuin University, Science and Engineering, Natori, Japan ⁽²⁾	
		P37. Practical Exploration of Nurturing Children's Growth through Fairy Tales <u>Jing Lv</u> ⁽¹⁾ Pude Village Kindergarten, Yuhuatai District, Nanjing, Education Bureau of Yuhuatai District, Nanjing, China ⁽¹⁾	
		P38. What happens when artists join childcare practice: the emergence of a creative world among children, teachers, and artists <u>Saomi Sugiyama</u> ⁽¹⁾ Seirei Christopher University, Department of Child Education, Shizuoka pref., Japan ⁽¹⁾	
		P39. Young children's musical play in an environment with free use of instruments <u>Makoto Mizusaki</u> ⁽¹⁾ Tokyo Gakugei University, Early Childhood Education, Koganei-shi, Japan ⁽¹⁾	

17 July	11.30 – 13.00	P40. A study on capturing expressions of children pretending to be something during play <u>Takae Watanabe</u> ⁽¹⁾ Jumonji University, Department of Early Childhood Education and Care, Saitama, Japan ⁽¹⁾	
		P41. Art practices in childcare and play places: a practice-based approach to human-environment interaction <u>Chihiro Nishio</u> ⁽¹⁾ - Yuki Hijikata ⁽²⁾ Konan University, Faculty of Letters, Kobe, Japan ⁽¹⁾ - Ochanomizu University, Tokyo, Japan ⁽²⁾	
		P42. Why do children like ghosts? A simulation of the terrifying experience based on "Don't Want to Go To Bed" by Keiko Sena <u>Ayako Matsuyama</u> ⁽¹⁾ Tokyo Management College, Department of Child Education, Ichikawa, Japan ⁽¹⁾	
		P43. Gender based violence and arts: communication and advocacy tools Tamunotonye Ekine ⁽¹⁾ - <u>Ekine Adefunke</u> ⁽²⁾ Acme Studios ⁽¹⁾ - Tai Solarin University of Education ⁽²⁾	
		P44. Fostering EFL learning and social-emotional skills through technology in ECE <u>Chin-Niang Huang</u> ⁽¹⁾ Hangzhou Yungu Kindergarten, Xihu District, Hangzhou, China ⁽¹⁾	
		P45. Effectiveness of integrating iconic gestures into a Chinese phonetic symbols intervention program on preschoolers' recognition of symbols and phonological awareness <u>Chiu-Hua Huang</u> ⁽¹⁾ National Pingtung University, Department of Early Childhood Education, Pingtung, Taiwan, China ⁽¹⁾	

Thursday, 17 July | Poster Session 1

PARTICIPATION

17 July	11.30 – 13.00	P46. Cuerpos, territorio de efectivización de derechos <u>Maria Alejandra Castiglioni</u> ⁽¹⁾ OMEP Argentina e Interculturalidad e Infancias, Comité Argentino de OMEP, Buenos Aires, Argentina ⁽¹⁾	
		P47. Ecological education, learning through play and fostering sustainability: the story of the early childhood teacher education community <u>Mi-young Shin</u> ⁽¹⁾ - Song-yeon Heo ⁽¹⁾ - Seon-mi Kim ⁽¹⁾ - Sung-hee Kim ⁽¹⁾ - Young-jin Lee ⁽¹⁾ - Pil-hye Choi ⁽¹⁾ - Keum-ja Kim ⁽¹⁾ - Myung-ja Bae ⁽¹⁾ - Hyeon-a Kim ⁽¹⁾ The Plus Study Community, The Plus Study Community, Gimhae, Republic of Korea ⁽¹⁾	

17 July	11.30 – 13.00	P48. Discover! Leum and ESD through soil play (Education for Sustainable Development) <u>Song-yeon Heo</u> ⁽¹⁾ - So-yeong Jeong ⁽¹⁾ Changwon Municipal Gaum Children's Center, Changwon-si, Gyeongsangnam-do, Republic of Korea ⁽¹⁾	
Friday, 18 July Poster Session 2			
EXPRESSION			
18 July	11.30 – 13.00	P49. Determinants in the developmental process of noncognitive skills (social and emotional skills) during early childhood: based on longitudinal surveys <u>Yuko Suzuki</u> ⁽¹⁾ Aichi University of Education, Department of Early Childhood Education, 1 Hirosawa, Igaya-cho, Kariya-city, Aichi-ken, Japan ⁽¹⁾	
		P50. The role of arts in preschool well-being: insights from Icelandic early childhood educators and teacher training students <u>Kristin Dyrfjörð</u> ⁽¹⁾ University of Akureyri, Teacher, Akureyri, Iceland ⁽¹⁾	
		P51. Social and emotional learning through creative movement in the physical education preschool activities <u>Ana Žnidarec Čučković</u> ⁽¹⁾ University of Zagreb Faculty of Kinesiology, Department of Pedagogy, Zagreb, Croatia ⁽¹⁾	
		P52. Development of Vocabulary Lists for Bilingual Early Childhood Program for Young Children of Foreign Migrant Workers <u>Jiwon Kim</u> ⁽¹⁾ - Soonhwan Kim ⁽¹⁾ Ewha Womans University, Early Childhood Education, Seoul, Republic of Korea ⁽¹⁾	
		P53. Research on the Path to Enhancing Preschoolers' Core Debate Experience Based on "Journey to the West" Thematic Teaching: A Case Study of Debate Activity Design and Practice in Senior Kindergarten Classes <u>Danqing Su</u> ⁽¹⁾ Hangzhou Yungu Kindergarten, Hangzhou Yungu Kindergarten, Hangzhou, China ⁽¹⁾	
		P54. Narrative skill of multilingual children in ethnic minority areas of China: the mediating role of metalinguistic awareness <u>Li Zheng</u> ⁽¹⁾ - Jinrong Yu ⁽¹⁾ - Qianyan Liu ⁽²⁾ Nanjing Normal University, Department of Early Childhood Education, Nanjing, China ⁽¹⁾ - Georgetown University, Department of Linguistics, Washington, USA ⁽²⁾	
		P55. Japanese SDGs early childhood education case study II: strengthening community connections through learning about biodiesel fuel <u>Masako Yoshizu</u> ⁽¹⁾ - Satomi Washiyama ⁽²⁾ - Hirotsugu Tazume ⁽³⁾	

18 July	11.30 – 13.00	Kumamoto Gakuen University, Department of Social Welfare, Kumamoto, Japan ⁽¹⁾ - Keisui Kindergarten, Vice Principal, Kumamoto, Japan ⁽²⁾ - Kyoto University of Education, Department of Education Affiliate, Kyoto, Japan ⁽³⁾	
		P56. Exploring the meaning of young children's imagination <u>Soo young Oh</u> ⁽¹⁾ Jaram Daycare Center, Director, Seoul, Republic of Korea ⁽¹⁾	
		P57. Constructing an Environment Based on Life Together Brings Innovation of Play and Learning <u>Hidefumi Masuda</u> ⁽¹⁾ Shodai Fukushijai, Vice Director, Yanagawa-shi, Japan ⁽¹⁾	
		P58. Co-Creative Expressions among Children in a Japanese Kindergarten <u>Megumi Yamashita</u> ⁽¹⁾ Miyazaki International University, Faculty of Education, Miyazaki, Japan ⁽¹⁾	

Friday, 18 July | Poster Session 2

PARTICIPATION

18 July	11.30 – 13.00	P59. Vomiting as Passive Resistance: Children's Responses to Cultural Routines in Kindergarten Lunchtime <u>Haoran Liu</u> ⁽¹⁾ East China Normal University, Department of Preschool Education, Shanghai, China ⁽¹⁾	
		P60. A case study on five-year-old children's classroom use based on affordance theory <u>Jyeon Lee</u> ⁽¹⁾ Ewha Womans University, Department of Early Childhood Education, Seoul, Republic of Korea ⁽¹⁾	
		P61. Empowering Children in Early Childhood Care – Insights from Caregivers on Navigating Radiation Contamination and the COVID-19 Pandemic <u>Yoshiya Higashi</u> ⁽¹⁾ - Takashi Saito ⁽²⁾ - Teiichi Arao ⁽¹⁾ - Yutaka Yamazaki ⁽²⁾ - Sam Murchie ⁽³⁾ - Chizu Konno ⁽¹⁾ - Takeshi Takeda ⁽⁴⁾ - Mihoko Endo ⁽⁵⁾ - Masaki Iwakura ⁽¹⁾ Shokei Gakuin University, Education, Natori, Japan ⁽¹⁾ - Shokei Gakuin University, Science and Engineering, Natori, Japan ⁽²⁾ - Shokei Gakuin University, Humanities, Natori, Japan ⁽³⁾ - Miyagi Gakuin Women's University, Education, Sendai, Japan ⁽⁴⁾ - Chihiroba Nursery School, principal, Minamisoma, Japan ⁽⁵⁾	
		P62. Cultivating Peace, Community, and Stewardship in Early Childhood Education: Children as Agents of Change in the World Marissa Vergnetti ⁽¹⁾ - <u>Porter Mason</u> ⁽¹⁾ Germantown Friends School, Early Childhood, Philadelphia, USA ⁽¹⁾	

18 July	11.30 – 13.00	P63. Ways to teach preschool children their rights <u>Maria Edlund</u> ⁽¹⁾ - Ulla-Britt Larsson ⁽¹⁾ - Margareta Blennow ⁽²⁾ OMEP Sweden, Preschoolteacher, Stockholm, Sweden ⁽¹⁾ - OMEP Sweden, Pediatrician, Stockholm, Sweden ⁽²⁾	
		P64. Listening to, analyzing, and supporting young children: application of children's participation and expression in child-directed play <u>Yunxuan Sun</u> ⁽¹⁾ - Siyu Qin ⁽²⁾ - Shuang Guo ⁽²⁾ University of Wisconsin-Madison, Department of Rehabilitation Psychology and Special Education, Madison, USA ⁽¹⁾ - Beijing No.1 Kindergarten, N/A, Beijing, China ⁽²⁾	
		P65. Children's Right to Play Embraced in Public Mixed-use Spaces: Examples of Play Space Design From Scandinavia and Austria <u>Lita Haddal</u> ⁽¹⁾ OMEP USA, Region 2, Winona, MN, USA ⁽¹⁾	
		P66. Challenges to Children's Rights in Japanese Early Childhood Education: A Review of Research and Policy <u>Keiko Yano</u> ⁽¹⁾ Jumonji University, Department of Human Welfare, Saitama, Japan ⁽¹⁾	
		P67. Researching Holistic Outcomes of Preschool Education for Sustainability (HOPES) in Sweden <u>Farhana Borg</u> ⁽¹⁾ - Niklas Gericke ⁽²⁾ - Mikael Winberg ⁽³⁾ - Ingrid Pramling Samuelsson ⁽⁴⁾ - Nafsika Alexiadou ⁽⁵⁾ - Julie Margaret Davis ⁽⁶⁾ - Johan Borg ⁽⁷⁾ Dalarna University, School of Teacher Education, Falun, Sweden ⁽¹⁾ - Karlstad University, Faculty of Social and Life Sciences, Department of Biology, Karlstad, Sweden ⁽²⁾ - Umeå University, Department of Science and Mathematics Education, Umeå, Sweden ⁽³⁾ - Gothenburg University, Institutionen för pedagogik, kommunikation och lärande, Gothenburg, Sweden ⁽⁴⁾ - Umeå University, Department of Applied Educational Science, Umeå, Sweden ⁽⁵⁾ - Queensland University of Technology, School of Early Childhood and Inclusive Education, Brisbane, Australia ⁽⁶⁾ - Dalarna University, School of Medical Sciences, Falun, Sweden ⁽⁷⁾	
		P68. Enhancing Pre-service Teachers' Sustainability in Kindergarten: Practice and Reflection on SDGs-led Service Learning <u>Chien Huei Hsu</u> ⁽¹⁾ Fu Jen Catholic University, Child and Family Studies, New Taipei, Taiwan, China ⁽¹⁾	
		P69. Children's Citizenship in a Sustainable World <u>Katrina Hendry</u> ⁽¹⁾ KU Children's Services, KU West Pymble Preschool, West Pymble, Australia ⁽¹⁾	
		P70. Research on Strategies for Promoting Deep Learning in Young Children through Project-Based Learning Activities under the STEAM Concept <u>Yi Shen</u> ⁽¹⁾ Chongqing Normal University, Institute of Education and Science, Chongqing, China ⁽¹⁾	

18 July	11.30 – 13.00	P71. Teachers' opinions on instilling nature as a core value in early childhood education <u>Aija Ozola</u> ⁽¹⁾ - Gunita Delijeva ⁽²⁾ Rezekne Academy of Technologies, Riga Stradins University, Faculty of Education, Languages and Design, Rezekne, Riga, Latvia ⁽¹⁾ - Riga Technical University, Liepaja Academy, Riga, Latvia ⁽²⁾	
		P72. Parenting full of laughter, the beginning of a new life. Implementation of children's population education Jung-sun Shim ⁽¹⁾ - Jee-hye Seo ⁽¹⁾ - <u>Jin-kyoung Park</u> ⁽¹⁾ - Jeong-ha Lee ⁽¹⁾ - Ha-rim Park ⁽¹⁾ - Hye-won Lee ⁽¹⁾ National Assembly 3rd Daycare Center, Yeongdeungpo-gu, Seoul, Republic of Korea ⁽¹⁾	
		P73. Childcare Philosophy Based on the Tong Buddhist Concept: An Analysis of Kojun Tomita's View of Women's Education <u>Futaba Nishiwaki</u> ⁽¹⁾ Hosen College of Childhood Education, education for young children, Tokyo, Japan ⁽¹⁾	
		P74. Embracing AI and technology in early childhood education: personalizing play, expression, and participation <u>Lisa Vodola</u> ⁽¹⁾ Florida Gulf Coast University, College of Education, Fort Myers, USA ⁽¹⁾	
		P75. Inclusive Practices in the Early Childhood Classroom: Enhancing Engagement, Learning and Development for Diverse Learners <u>Wiwik Susanthi Salim</u> ⁽¹⁾ - Ern Chi Chang ⁽¹⁾ - Rina Enjie Lin ⁽¹⁾ NTUC First Campus, Singapore, The Little Skool-House, Singapore, Singapore ⁽¹⁾	
		P76. ECCE Curriculum with "Kurashi" for Local Identity Development and Cultural Diversity Learning: From the Practice of Sanze Nursery School <u>Shoka Utsumi</u> ⁽¹⁾ - Ikuko Gyobu ⁽²⁾ - Hiroe Yamazaki ⁽³⁾ - Saomi Sugiyama ⁽⁴⁾ - Akemi Miyasato ⁽⁵⁾ Ochanomizu University, Institute for Education and Human Development, Tokyo, Japan ⁽¹⁾ - Ochanomizu University, Faculty of Child studies, Tokyo, Japan ⁽²⁾ - Tokyo Gakugei University, Faculty of Education, Tokyo, Japan ⁽³⁾ - Seirei Christopher University, Department of Child Education, Hamamatsu, Japan ⁽⁴⁾ - Ochanomizu University, Academic Production, Tokyo, Japan ⁽⁵⁾	
		P77. Retaining Arabic's spoken soul in children - Preserving Emirati Oral Heritage Abu Dhabi Early Childhood Authority (ECA), Abu Dhabi, United Arab Emirates	
		P78. Influence of culture on parenting in the UAE Abu Dhabi Early Childhood Authority (ECA), Abu Dhabi, United Arab Emirates	
		P79. Analyzing the status and adequacy of multicultural educational materials for early childhood education <u>Kyoryoung Kim</u> ⁽¹⁾ - Chorong Park ⁽¹⁾ The Catholic University of Korea, Graduate School, Bucheon-si, Republic of Korea ⁽¹⁾	

18 July	11.30 – 13.00	P80. Supporting Bilingual Development and Socio-Emotional Growth in Immigrant Children: A Culturally Responsive Picture Book Initiative in South Korea <u>Janie Yujung Ro</u> ⁽¹⁾ Harvard University, Graduate School of Education, Cambridge, USA ⁽¹⁾	
		P81. Sustaining Living Heritage: A Multilevel Approach to Integrating Zhuang Culture into Early Childhood Curriculum for Identity Development in Multicultural Guangxi, China <u>Ying Lu</u> ⁽¹⁾ - <u>YIDan Luo</u> ⁽¹⁾ - <u>ChuanYing li</u> ⁽¹⁾ - <u>LingLing Song</u> ⁽²⁾ Guangxi Science and Technology Normal University, College of Education, Laibin, China ⁽¹⁾ - Guangxi Preschool Education College, Nanning, China, College of Education, NanNing, China ⁽²⁾	
		P82. Children engaged as citizens when playing in nature <u>Marie-Michèle Tremblay</u> ⁽¹⁾ - <u>Elisabeth Jacob</u> ⁽¹⁾ Université du Québec à Chicoutimi, Sciences de l'éducation, Chicoutimi, Canada ⁽¹⁾	
		P83. Potential impacts of the “act of singing” during parenting: Insights from Japanese mothers’ surveys <u>Rinko Hayakawa</u> ⁽¹⁾ Okayama University, Education/Music, Okayama, Japan ⁽¹⁾	
		P84. Cultivating academic success: the impact of preschool attendance and parental involvement on children’s academic performance in China <u>Nuo Hou</u> ⁽¹⁾ - <u>Nauck Bernhard</u> ⁽²⁾ - <u>Yufang Ruan</u> ⁽³⁾ University of Hamburg, Faculty of Education, Hamburg, Germany ⁽¹⁾ - Chemnitz University of Technology, Department of Sociology, Chemnitz, Germany ⁽²⁾ - Zhejiang University, Department of College of Education, Hangzhou, China ⁽³⁾	
		P85. An analysis of some issues in the collaboration between parents and kindergartens in Mongolia <u>Jugdernamjil Khurelkhuu</u> ⁽¹⁾ - <u>Tsendsuren Tume</u> ⁽²⁾ Mongolian National University of Education, School of Preschool Education, Ulaanbaatar, Mongolia ⁽¹⁾ - UNICEF Mongolia, Early Childhood Education, Ulaanbaatar, Mongolia ⁽²⁾	
		P86. What are the Requirements for Parenting Support in Which the Human Rights of Parents and Infants are Respected and Empowered? <u>Mutsuko Yoshinaga</u> ⁽¹⁾ Musashino University, Faculty of Education, Department of Early Childhood Education and Care, Nishitokyo-City, Japan ⁽¹⁾	
		P87. The Impact of Scientific Inquiry-Based Reading Activities on the Development of Theory of Mind in Economically Disadvantaged Preschool Children in China <u>Xiaoting Zhao</u> ⁽¹⁾ - <u>Yunyun Zhang</u> ⁽¹⁾ - <u>Thi Phuong Nguyen</u> ⁽¹⁾ Beijing Normal University, Collaborative Innovation Center of Assessment for Basic Education Quality, Beijing, China ⁽¹⁾	

18 July	11.30 – 13.00	P88. Development of a questionnaire to measure childcare teachers' attitudes toward sustainable development Yuya Takaki ⁽¹⁾ - Tomoko Nasukawa ⁽²⁾ - <u>Tetsuo Komochiya</u> ⁽³⁾ - Takami Sugimoto ⁽³⁾ - Masaki Fujiwara ⁽³⁾ - Yaeko Yamamoto ⁽³⁾ - Kimiko Hayama ⁽³⁾ Morinomiya University of Medical Sciences, Faculty of Nursing, Osaka, Japan ⁽¹⁾ - Osaka University of Comprehensive Children Education, Faculty of Child Care and Education, Osaka, Japan ⁽²⁾ - St. Andrew's University, Faculty of Human Education, Izumi shi, Japan ⁽³⁾	
		P89. Importance of play in kindergarden and supportive role of a preschool teacher <u>Edita Bah Berglez</u> ⁽¹⁾ National Education Institute Slovenia, Preschool education, Novo mesto, Slovenia ⁽¹⁾	

Date: 17 July 2025

SPONSOR AREA - n.3 Presentation (11.00 - 11.30 - 12.00)

GAM and Montessori educational environments: from origins to today

Michele Dal Trozzo ⁽¹⁾ - Giovanni Fumagalli ⁽²⁾

GAM Montessori Materials Manager ⁽¹⁾

Architect and Designer, specialising in the design of educational environments and products ⁽²⁾