Charles Sturt University

ECV2020

Early Childhood Voices 2020 Conference Proceedings

Charles Sturt University Faculty of Arts and Education
Early Childhood Research Group

Edited by
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https://earlychildhoodresearch.csu.domains/early-childhood-voices-conference-2020/

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Welcome

Welcome to the Early Childhood Voices 2020 Conference (ECV2020).

https://earlychildhoodresearch.csu.domains/early-childhood-voices-conference-2020/

ECV2020 is a multidisciplinary international conference that provides a platform to share research about innovative methods, theories and partnerships with children, families and practitioners that supports social justice during early childhood or within the early childhood sector.

ECV2020 is organised by the Charles Sturt University Early Childhood Research Group and is an opportunity to present research in a virtual online space. 2020 has been a challenging year, and COVID-19 has altered the way in which we do many things, including research. Many conferences have been cancelled or postponed. ECV2020 provides researchers with the opportunity to present work that they been unable to present in other forums, research that they have been working on during the year, and/or work that responds to challenges during the COVID-19 pandemic.

We invited researchers and post-graduate students from across the world to submit abstracts to share their work on innovations to improve the lives of children, families and practitioners during early childhood (generally birth-8 years) or within the early childhood sector. Papers employing qualitative and/or quantitative methods, reviews (e.g., scoping and systematic reviews) and scholarly theoretical papers were welcomed. All abstracts have undergone peer review by the ECV2020 Scientific Committee, the revised abstracts are published in these proceedings, and authors of accepted abstracts submitted presentations that were available online at the ECV2020 website (16-20 November 2020). The majority of presenters agreed that their papers could remain online after the conference.

ECV2020 has eight keynote presentations and 89 oral presentations. ECV2020 is held entirely online and asynchronously. There is no registration fee and no fees to present or view the presentations. The conference will be held from 16th to 20th November 2020. The pre-recorded presentations will remain online if individual presenters agreed. At the time of finalising this book, we had 2,304 registrations from 70 countries! Thank you for your attendance.

Papers are aligned with the United Nations Sustainable Development Goals, esp. SDGs 3, 4, 10.

Our hope is that this conference supports social justice during early childhood or within the early childhood sector across the world. Thank you for your participation.

Professor Sharynne McLeod and Dr Tamara Cumming

Charles Sturt University Early Childhood Research Group and ECV2020 Chairs

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Acknowledgment of Country

We acknowledge and pay our respects to the traditional custodians of all the lands on which we meet today. We also pay respect to Elders both past and present and extend that respect to other Indigenous people who are present.

We acknowledge the Wiradjuri, Ngunawal, Gundungurra and Biripai (or Biripi) peoples of Australia, who are the traditional owners and custodians of the lands on which Charles Sturt University's campuses are located and pay respect to their Elders both past and present.

The children at Towri MACS Centre in Bathurst, NSW Australia have shared their acknowledgment of country with us and gave permission to use it for ECV2020: https://youtu.be/cEg2ga0VYus
Thank you: children, families and staff.

1 "Me in the world"

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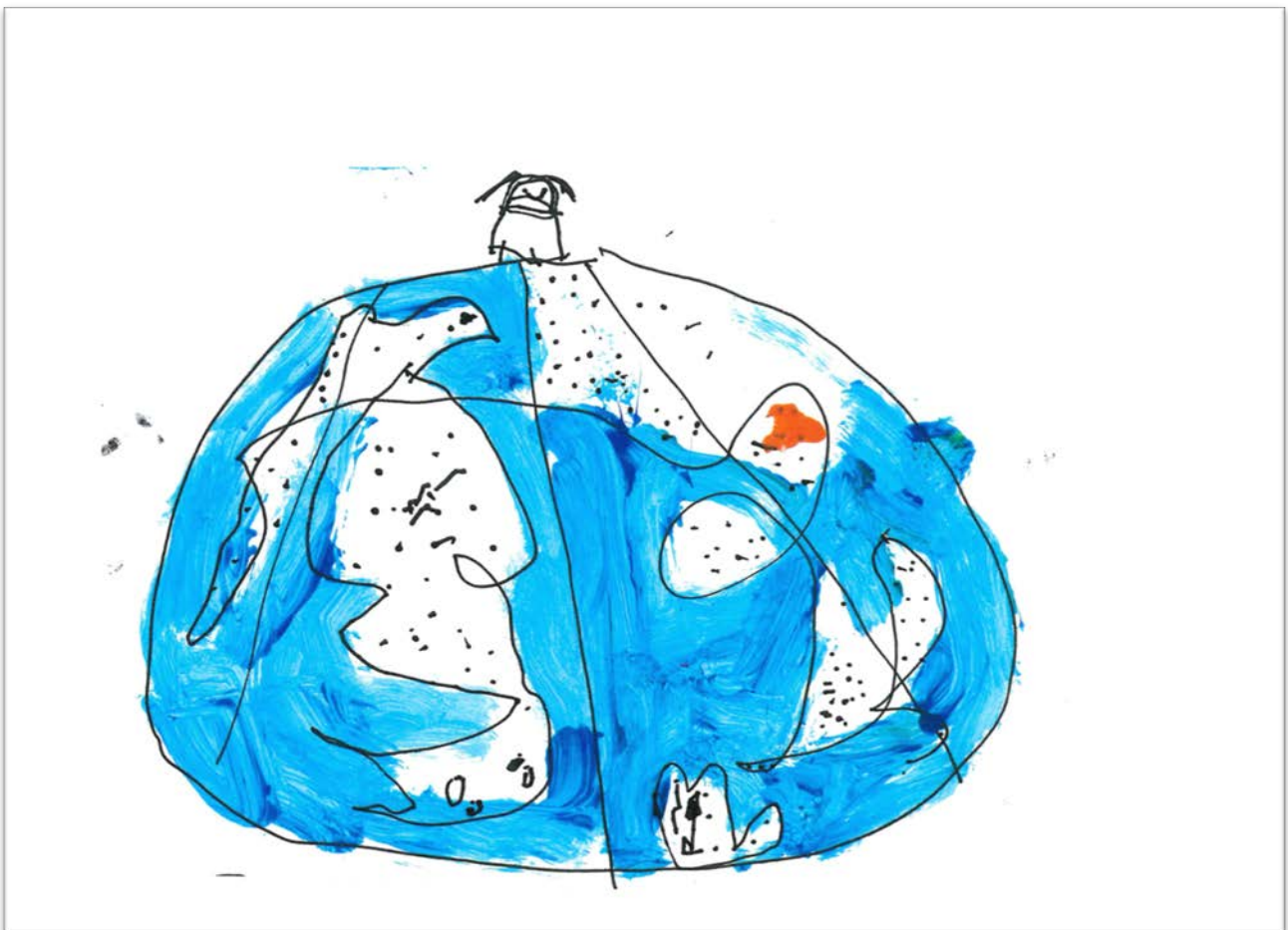
Welcome to Everyone

The ECV2020 Conference Organising Committee are delighted to welcome our keynote speakers, presenters, and all 2,304 people who registered for the conference from 70 countries + Unknown location

Albania Argentina Armenia Australia Bahrain Bangladesh Belgium Bhutan Bosnia & Herzegovina Botswana Brazil Cambodia Canada Chile China Costa Rica Croatia Denmark Fiji Finland France Germany Ghana Greece Hungary Iceland India Indonesia Ireland Israel Italy Japan Jordan Kuwait Latvia Macau SAR China Malaysia Malta Mexico Moldova Morocco Myanmar (Burma) Netherlands New Zealand Nigeria Norway Oman Pakistan Panama Peru Philippines Poland Portugal Russia Samoa Saudi Arabia Serbia Singapore South Africa Spain Sweden Switzerland Taiwan Turkey United Arab Emirates United Kingdom United States Vietnam Zambia Zimbabwe

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Our last ECV2020 meeting before the conference

Making the Most of ECV2020

ECV2020 is fully online, so you can view the presentations at any time during the conference (16-20 November 2020) in any order you choose. We have prepared this guide to help you make the most of your registration and attendance at ECV2020 – whether you are accessing the conference as part of a group or on your own. We know that it can be overwhelming to pick a presentation, at least with the online format you aren't faced with trading off one with another because they are scheduled at the same time! But you might be wondering, where do I start?

How to select a presentation

- Think about an issue in your practice that you want to learn more about, or that is problematic. Is there a presentation that might inform your understanding of or approach to that issue?
- Choose a presentation according to a topic, keyword or SDG (Sustainable Development Goal).
- Think about how the presentations could help inform your practice (e.g., Quality Improvement Plan [QIP]), your approach to documentation, supporting children's communication, or your service policies.
- Look for names you recognise and you want to hear more about what they are working on now.
- Look for research from a particular area or a particular country.
- Choose to listen to at least some of the keynote speakers, they are all highly respected researchers and speakers – you will benefit from listening to any (and all!) of them.
- Think about what you could learn by watching a presentation from outside your immediate area – whether you come mainly from an education or speech pathology discipline, you will find the others' perspectives fascinating and useful to your practice.
- Choose something you know nothing about but that seems interesting – you never know what you might learn and what new possibilities it opens!
- Most presentations will remain online; however, some are only available 16-20 November 2020 (indicated by *).

Here are some ideas to prompt discussion or reflection on the presentations:

1. What new techniques have you learned about?
2. How might you alter your practice based on what you have learned about?
3. What's your one 'gold nugget' from this presentation? What difference could this make to you?
4. What didn't you understand? How could you find out more?
5. What surprised you?
6. What did you learn about that could inform interprofessional work – especially between educators and speech-language pathologists/therapists?
7. What new ideas did the presentation raise for you – about practice, theory or other approaches?
8. What would you like to know more about? How could you follow up on that? Have a look at the websites of the presenters and any links that they provided.
9. What ideas or approaches could be applied to your work as a team?
10. What short term goal/s could you develop arising from your learning from the presentation and conference as a whole?

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ECV2020 Keynote Speakers

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2. A better start to literacy

Professor Gail Gillon, PhD

University of Canterbury, New Zealand

3. Building a new legacy through the ARC Laureate Fellowship: Conceptual PlayLab

Laureate Professor Marilyn Fleer, PhD
Glykeria Fragkiadaki, PhD
Prabhat Rai, PhD

Monash University, Australia

4. MQTaLK! A research story in the making*

Professor Sheila Degotardi, PhD

Macquarie University, Australia

5. 'Invisible' transitions to school: A hidden concern

Professor Emeritus Sue Dockett, PhD
Professor Emeritus Bob Perry, PhD

Charles Sturt University, and Peridot Education Pty Ltd, Australia

6. Taking matter seriously: What can we learn from attuning to 'stuff' in early childhood contexts?

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Middlesex University, United Kingdom

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Professor Ann Merete Otterstad, PhD

Inland Norway University of Applied Sciences, Norway

8. Bushfire recovery program

Jacqui Emery

Royal Far West, Australia

* Available from 16-20 November 2020

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ECV2020 Keynote Speaker 1

'Voice is not enough': The Lundy model and early childhood

Laura Lundy, Centre for Children's Rights, Queen's University Belfast, UK
(L.lundy@qub.ac.uk)

Biography: Laura Lundy is Co-Director of the Centre for Children's Rights at Queen's University, Belfast and co-Editor in Chief of the International Journal of Children's Rights. Her expertise is in law and human rights with a particular focus on children's right to participate in decision-making and education rights. Her 2007 paper "'Voice' is not enough" is one of the most highly cited academic papers on children's rights ever. The model of children's participation it proposes (based on four key concepts - Space, Voice, Audience and Influence) is used extensively in scholarship and practice.

Abstract

Article 12 of United Nations Convention on the Rights of the Child (CRC) requires children's views to be given due weight in all matters affecting them whether those decisions affect children individually or collectively. Research on the implementation of the CRC undertaken for the Northern Ireland Commissioner for Children and Young People (NICCY) identified a lack of compliance with Article 12 of the CRC (children's right to have their views given due weight) as one of the crosscutting issues affecting children in all aspects of their lives. Children and young people consistently reported frustration that their views were not being listened to and taken seriously. One of the factors which appeared to hinder the full realisation of the right was the fact that the precise nature of Article 12 was not fully understood by CRC duty-bearers. Lundy, drawing on the research for NICCY, proposed a model for rights-compliant children's participation which offers a legally sound but practical conceptualisation of Article 12 of the CRC. The Lundy model (presented under the title "'*Voice*' is not enough") suggests that implementation of Article 12 requires consideration of four inter-related concepts: space, voice, audience and influence. This presentation will describe the Lundy model, focusing on its application for children in the early years.

Implications for children: What you think and feel should be listened to and taken seriously when adults are making decisions about you.

Implications for families: Your children have a right to have their views sought and taken into account when decisions are made which affect them. You have a right to provide them with advice and guidance on this and can support them to be heard.

Implications for practitioners: Under the UNCRC, you are a duty-bearer. That means that you are under an obligation to seek children's views and give them due weight when you are making decisions that affect them.

Key words: children's voices, policy, government, international communities, children's rights

This presentation relates to the following United Nations Sustainable Development Goals:

- SDG 16: Peace and Justice Strong Institutions

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ECV2020 Keynote Speaker 2

A better start to literacy

Gail Gillon, University of Canterbury, Christchurch, New Zealand
(gail.gillon@canterbury.ac.nz)

Biography: Professor Gillon is the Founding Director of the Child Well-being Research Institute, University of Canterbury in Christchurch New Zealand. Prof Gillon is also the deputy director of a 10-year national program of research (*A Better Start National Science Challenge*) focused on ensuring children's educational success and health wellbeing. She is an elected Fellow of the American Speech-Language-Hearing Association, Life Member of the New Zealand Speech-Language Therapy Association, and Member and past Chair of the International Association of Communication Sciences and Disorders (IALP) Child Language Committee.

A native New Zealander (Ngāi Tahu iwi) with a strong leadership background in education and speech language therapy, Prof Gillon is an international expert in children's speech and phonological awareness development. She has led several successful intervention trials to support the early literacy success for all children and particularly those with speech and language impairment or those at risk for dyslexia. Her recent work focuses on culturally responsive approaches to advancing young children's literacy success.

Abstract

In many countries, education inequities persist leading to long term disadvantage for subgroups of children, such as children raised in poverty or children with disabilities such as speech and language disorder. Change is often needed at a systems level to ensure more equitable education and health outcomes for these children. This webinar presents findings from the *Better Start Literacy Approach* developed by our team of researchers at the University of Canterbury in collaboration with teachers and community leaders. The approach was specifically designed from a culturally responsive and strengths-based perspective to enhance early literacy success for all children.

The *Better Start Literacy Approach* is multifaceted. It involves professionals such as teachers, speech-language pathologists and literacy specialists collaborating together. It involves supporting children's parents or family members to engage with their children's learning. It involves using novel online assessments to monitor children's progress in response to quality teaching. It involves teachers being well supported to implement class and small group lesson plans focused on building children's phonological awareness, letter knowledge, vocabulary, listening comprehension, oral narrative skills and early reading and spelling abilities.

Over 1000 children, their teachers and families have participated in a *Better Start Literacy Approach*. Controlled intervention trials suggest the approach significantly accelerates children's foundation cognitive skills that are critical for literacy success to a greater extent than usual curriculum approaches. This webinar will discuss the approach and share findings from a subset of 5-year-old children from low socio-economic communities who entered school with lower levels of oral language.

Implications for children: This presentation will talk about activities that can really help children get off to a great start with reading at school.

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Implications for families: This presentation provides parents with knowledge about the important skills children need to succeed in their early reading and writing and provides a link to the Better Start Literacy Approach website that has free materials for parents to help their children read at home.

Implications for practitioners: The presentation describes a model to help bring about systemic change in early literacy approaches to help all children succeed in their early literacy. Links to the presenter's open access online research articles and free readers designed to help children learn to read are provided in the presentation.

Key words: Early Literacy, indigenous voices, education, wellbeing, innovation, vulnerable communities, families' voices

This presentation relates to the following United Nations Sustainable Development Goals:

- SDG 1: No Poverty
- SDG 3: Good Health and Well-being
- SDG 4: Quality Education
- SDG 10: Reduced Inequality
- SDG 17: Partnerships to achieve the SDG

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ECV2020 Keynote Speaker 3

Building a new legacy through the ARC Laureate Fellowship: Conceptual PlayLab Creating new research models for supporting early childhood education research

Marilyn Fleer, Monash University, Australia (marilyn.fleer@monash.edu)

Glykeria Fragkiadaki, Monash University, Australia (glykeria.fragkiadaki@monash.edu)

Prabhat Rai, Monash University, Australia (prabhat.rai@monash.edu)

Biography

Laureate Professor Marilyn Fleer holds the Foundation Chair of Early Childhood Education and Development at Monash University, Australia. She was awarded the 2018 Kathleen Fitzpatrick Laureate Fellowship by the Australian Research Council and was a former President of the International Society of Cultural-historical Activity Research (ISCAR). Additionally, she holds the positions of honorary Research Fellow, Department of Education, University of Oxford, second professor position in the KINDKNOW Centre, Western Norway University of Applied Sciences, and Honorary professor at the Danish School of Education, Aarhus University, Denmark. She was presented with *the 2019 Ashley Goldsworthy Award* for Outstanding leadership in university-business collaboration.

Dr. Glykeria Fragkiadaki is a Senior Research Fellow at Monash University, Australia. Glykeria's research aims to gain deeper insight into young children's concept formation and engagement, learning and development in Science, Technology, Engineering, and Mathematics (STEM). The concepts of children's play, imagination, and creativity in STEM have a critical role in her work. Apart from an academic background at European Universities, Glykeria has extensive teaching experience as an Early Childhood Educator and Director. She has also acted as OMEP's Patras Local Committee Secretary in Greece. She has also been a tutor to several Professional Development Programs for Early Childhood Educators.

Dr Prabhat Rai holds a senior early childhood position in the Conceptual PlayLab. He has worked extensively with rural and remote communities in the past, leading course development, and recently engaging with playgroups in rural and city communities in Australia. He has an expansive set of leadership experience. As a Felix Scholar his PhD research from the Oxford University, UK and subsequently his research and engagement work as an academic at Ambedkar University Delhi and Ministry of Human Resource Development in India and more recently at Monash University has focused on multi-age teaching and learning models in early and primary years.

Abstract

Background: The Australian Research Council (ARC) has consistently reported an under representation of women in receiving research awards and the small number of researchers in education who win grants (compared with other disciplines). It is timely to have a discussion about the legacy we have inherited and the intergenerational poverty of research funds in education.

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Aim: In this zoom presentation we will showcase how our Conceptual PlayLab in the Faculty of Education at Monash University is disrupting this legacy and building opportunities for supporting research in early childhood education (https://www.monash.edu/conceptual-playworld).

Method: We briefly outline the programmatic research we are undertaking and share what we are currently doing in the Conceptual PlayLab as one example of how programmatic research can be set up, scaled up and used as a mentoring tool for the next generation of researchers. We have three pillars of research which each adopt different methods and in the context of COVID-19, have evolved into the development of new digital remote research tools to engage children and their families (Pillar 2), educators and children (Pillar 1), and educators in the contexts of professional development (Pillar 3).

Results and Conclusion: As this session is about our programmatic study and we are in our second year in a COVID-19 context, we will not be reporting results, but rather will be showcasing our Conceptual PlayLab model for taking forward large-scale research.

Implications for children: Your teachers are learning about how to make learning fun for you and are helping all children in Australia by what they learn.

Implications for families: Our research will help teachers and children because we hope to find out what is the best way to teach STEM in play-based settings.

Implications for practitioners: By being involved in this research you will learn about a Conceptual PlayWorld and be part of a study of 3000 teachers contributing to finding out how to intentionally teach STEM to infants, toddlers and preschoolers.

Funding: Australian Research Council Laureate Fellow scheme

Key words: STEM, COVID-19, qualitative methods, quantitative methods, PlayWorlds, digital

This presentation relates to the following United Nations Sustainable Development Goals:

- SDG 4: Quality Education

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ECV2020 Keynote Speaker 4

MQTaLK! A research story in the making*

Sheila Degotardi, Macquarie University, Australia
(sheila.degotardi@mq.edu.au)

Biography: Sheila Degotardi is a Professor of early childhood education, and the Deputy Head: Research at the Macquarie University School of Education. Her research and teaching work seeks to understand infant-toddler pedagogies and learning in early childhood settings through a relationship lens. Since 2014, this has led her to concentrate on the power of talk and language-rich interactions as 'tools for learning', culminating in the most recent project Language for learning (MQTaLK): Developing learning-oriented talk in long day care.

Background: In 2017, a team of Macquarie University researchers (Sheila Degotardi, Mridula Sharma, Naomi Sweller, Emilia Djonov and Sandra Cheeseman) were awarded the one of the largest ever ARC Discovery grants to investigate the longitudinal implications of infants' language environment for their subsequent language development.

Aim: In this presentation, Sheila will tell the unfolding story of this grant.

Method: She will explain the research and questions that instigated the project and identifying how gaps in this research were addressed in the MQTaLK project design. She will also explain how the project strives to work closely in collaboration with early childhood centres in order to maximise the success of the project.

Results: The project has experienced successes and challenges, producing a research story that, in the current world, is continuously evolving. The themes of reflexivity, flexibility and resilience run constantly through the narrative, producing a research story with a twisting plot and an unpredictable ending.

Conclusions: It is hoped that the MQTaLK story will present opportunities for others to reflect on the 'real world' day-to-day decision making and organisation that accompanies a project of this scale.

Implications for children: You learn about lots of things at your early childhood centre, and researchers are interested to find out more about how your ideas and how your educators help you to learn.

Implications for families: You play a critical role in your child's early learning. By allowing researchers to understand how you and your educators talk to interact with your child, you are helping to ensure that all children get the best start in life.

Implications for practitioners: Your work is complex and challenging. Our researchers are grateful to you for incorporating us into your busy lives at the centre, and want to work with you to create the best learning opportunities for our youngest children.

Key words: children's voices, professionals' voices, early language, communication, research methods, policy

This presentation relates to the following United Nations Sustainable Development Goals:
- SDG 4: Quality Education
- SDG 10: Reduced Inequality

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ECV2020 Keynote Speakers 5

'Invisible' transitions to school: A hidden concern

Sue Dockett, Charles Sturt University, Australia and Peridot Education Pty Ltd (sdockett@csu.edu.au)

Bob Perry, Charles Sturt University, Australia and Peridot Education Pty Ltd (bperry@csu.edu.au)

Biography: Sue Dockett and Bob Perry are Professors Emeriti at Charles Sturt University, Australia and Directors of Peridot Education Pty Ltd. Combined, they have more than 80 years of successful experience teaching and researching in tertiary institutions. They continue to contribute to their major research fields of educational transitions and mathematics education, through research, consultancy and publication, both nationally and internationally. Both Sue and Bob adopt strengths- and participatory rights-based approaches in their work with children, families with complex support needs, Indigenous families and communities, and the evaluation of educational programs.

Abstract

Background: Most children starting primary school in Australia follow the well-known route of home – preschool or childcare – transition to school program – Day 1 of school. Within this sequence, there are many opportunities to build relationships and work towards effective transitions. But what of children who do not fit this 'normal' pattern?

Aim: To investigate the nature, extent and consequences of children's transition to school in circumstances that do not fit the 'normal' pattern.

Method: The presentation draws upon methods and approaches from several transition to school studies conducted by the authors in various Australian states over recent years. Data includes the perspectives of children, families, educators, and community members.

Results: Some schools report that up to 25% of the children starting the first year of school are unknown to the school before Day 1. For other schools, the numbers are much smaller but each child (and family) is significant. In other schools, more than 25% of the total school enrolment may change during a year. These children and families who are often 'invisible' to schools may be less well-prepared for school socially, materially, and academically than children who have followed the usual route to starting school. Despite often elaborate and well-planned processes for children on this 'normal' route, most schools and communities do not have quality processes for ensuring that the children 'invisible' to the school experience an effective transition to school.

Conclusions: Significant efforts need to be, and in some cases have been, made to ensure that 'invisible' transitions to school are given similar status to 'normal' transitions so that all children and their families can experience effective transitions to school no matter when and under what circumstances they occur.

Implications for children: How did you feel when you first came to school? What does it mean to say that you belong at school?

Implications for families: What was the most important thing for you when you brought your child to the school for the first time?

Implications for practitioners: You know they are coming so what have you prepared for those children and families whom you don't know about?

Key words: transitions, invisible, multiple perspectives, wellbeing, education, qualitative methods

This presentation relates to the following <u>United Nations Sustainable Development Goals</u>:

- SDG 3: Good Health and Well-being
- SDG 4: Quality Education
- SDG 10: Reduced Inequality

2 "Sharing my voice with the world"

ECV2020 Keynote Speaker 6

Taking matter seriously: What can we learn from attuning to 'stuff' in early childhood contexts?

Jayne Osgood, Middlesex University, UK. (j.osgood@mdx.ac.uk)

Biography: Professor Jayne Osgood (Centre for Education Research & Scholarship, Middlesex University). Through her work she maintains a concern with issues of social justice and critically engages with policy, curricular frameworks and pedagogical approaches to extend understandings of the workforce, families, 'the child' and 'childhood' in early years contexts. She has published extensively within the postmodernist paradigm, most recently: *Feminists Researching Gendered Childhoods*. She sits on the editorial boards of *Contemporary Issues in Early Childhood*, *British Education Research Journal*; and edits *Gender & Education Journal* and *Reconceptualising Education Research Methodology.* She is also Book Series Editor for both Bloomsbury and Springer.

Abstract

Background: This paper considers the potential that a feminist new materialist theoretical framework makes to undertaking research into global childhoods as they materialise through everyday encounters with learning materials in a nursery classroom in London, UK. Prevailing philosophies, pedagogies and worldviews, that both frame practice and circulate within the nursery classroom, are called into question.

Aim: The paper aims to provoke a different, and challenging, set of questions that hold the potential to shift approaches taken in early childhood settings in ways that stress an urgent need to find (other) ways to live life on a damaged planet (Tsing et al, 2020).

Method: The pursuit of tentacular, diffractive lines of enquiry open out understandings of childhood that view it as inextricably interwoven through endless worldly connections to non-innocent matters such as heteronormativity, capitalist manufacturing, industrial farming and meat eating. A reliance upon situated knowledges and partial perspectives (Haraway, 2016) activate this mode of enquiry and show it to be both unsettling and generative.

Results: By taking matter seriously (Bennett, 2010) a curious set of speculative questions is agitated about the (non-)innocence of childhood and how gender manifests in unanticipated ways in early childhood contexts and beyond.

Conclusions: The paper does not seek to reach a set of neat conclusions rather its purpose is to open up debate about the (political) significance of materiality in children's lives and how engaging with it differently can alter pedagogical practices and worldviews.

Implications for children: Do you think that adults fully understand how much you enjoy the stuff around you at nursery, like the animal figurines? How can you help educators to slow down and think (with you) about how matter matters (to you)? What (other) stories can be told with the materials in nursery? What do they teach you and educators? What else could they teach you?

Implications for families: Materials in early childhood settings are often chosen intentionally because they are considered to support your child's learning. Can you work with educators to consider the wider implications of such materials such as the manufacturing practices involved, the environmental impact and how they might set other ways of thinking in motion that create space

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for children to be more creative and inquisitive? For example, we could ask what (else) do animal figurines make possible in early childhood?

Implications for practitioners: For children to have great experiences and outcomes from early childhood education it is important to understand how they are connected to wider political, economic and environmental issues – these are not separate from childhood. By taking matter seriously you can begin to think about the responsibilities that we all (children, families, educators) have to making our world a more liveable place, where we think deeply about our environment and the impact we have on it.

Key words: innovations, education, policy, government, international communities, (post)qualitative methods, (post humanist) theory.

This presentation relates to the following United Nations Sustainable Development Goals:

- SDG 4: Quality Education
- SDG 5: Gender Equality
- SDG 10: Reduced Inequality
- SDG 12: Responsible Consumption and Production
- SDG 13: Climate Action
- SDG 16: Peace and Justice Strong Institutions

ECV2020 Keynote Speaker 7

Challenging early literacy 'interaction' in kindergartens*

Ann Merete Otterstad, Inland Norway University of Applied Sciences, Norway (Ann.Otterstad@inn.no)

Biography: Ann Merete Otterstad (PhD pedagogy) has worked as a lecturer and researcher for 27 years. Prior to this she worked as a pre-school teacher and leader in kindergartens for many years. She co-founded the research journal Reconceptualizing Educational Research Methodology (RERM) and is also actively involved in the network 'Performing Research methodologies in Early Years Research' (PMEYR). Ann Merete's work focuses on unpacking constructions of child/ren and childhood, ethnic diversity challenges, and deconstructing 'lifelong learning', 'quality' and 'equity' in governmental policy documents. She is specifically interested in post-qualitative methodologies, focusing politics of methods, posthumanism and new material theories - questioning what and when is data.

Abstract

Background: This presentation is situated from a Norwegian early childhood education and care milieu - a system that has experienced a strong expansion over the last decade. More children than ever are enrolled in kindergartens. During the last 40 years Norway has become an increasingly diverse society, and policy has shifted to focus more on 'the needs of migrant families and children'. Large quantitative studies have been introduced to expand the evidence base for policy making, which include measuring quality and an increased focus on strengthening all children's 'language skills'. In 2016 a Whitepaper was released, suggesting mapping five-year-old's language skills. The proposition met with resistance from pre-school teachers and this eventually stopped the proposal.

Aim: My presentation critically unpacks and goes beyond the politics of children's language skills in barnehager (early childhood centres). I am interested in seeing early literacy as a 'more than' language skills and communication between child-adult – trying to go beyond such a dualism.

Method: My question and speculation is 'what else' might happen if language skills are connected to bodily rhythm and dances of intra-actions in a garden with a kitchen-stair and a plumtree. When the philosophers Gilles Deleuze and Felix Guattari say that we can connect ourselves philosophically to the world through 'the act of forming, inventing, and fabricating concepts' they encourage us to take a process-philosophical standpoint in our investigations. Such a standpoint includes a doing, which inspires me to put together thinking and writing differently, and de-centre child-adult constructions and unpack oral language skills.

My presentation proposes a short sequence of a film with a 1 ½ year old child. This 2-minute sequence will hopefully function as an 'act of forming, inventing and fabricating' propositions, showing what can be produced when more-than spoken language skills in the field of early childhood care are critically discussed.

Implications for children: How can you bodily explore your tempo, rhythm, environment, weather, smells, plums, and so on, in the moment, to find out what might happen?

Implications for families: Appreciating how your children interact with the world – in diverse ways – is really valuable. As a parent be aware of all the small things that matters for children.

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Implications for practitioners: Try to keep your focus on all ways that you and children are exploring in togetherness with the world around you. Always.

Key words: children's bodily communication and early literacy, policy documents

This presentation relates to the following United Nations Sustainable Development Goals:

- SDG 4: Quality Education
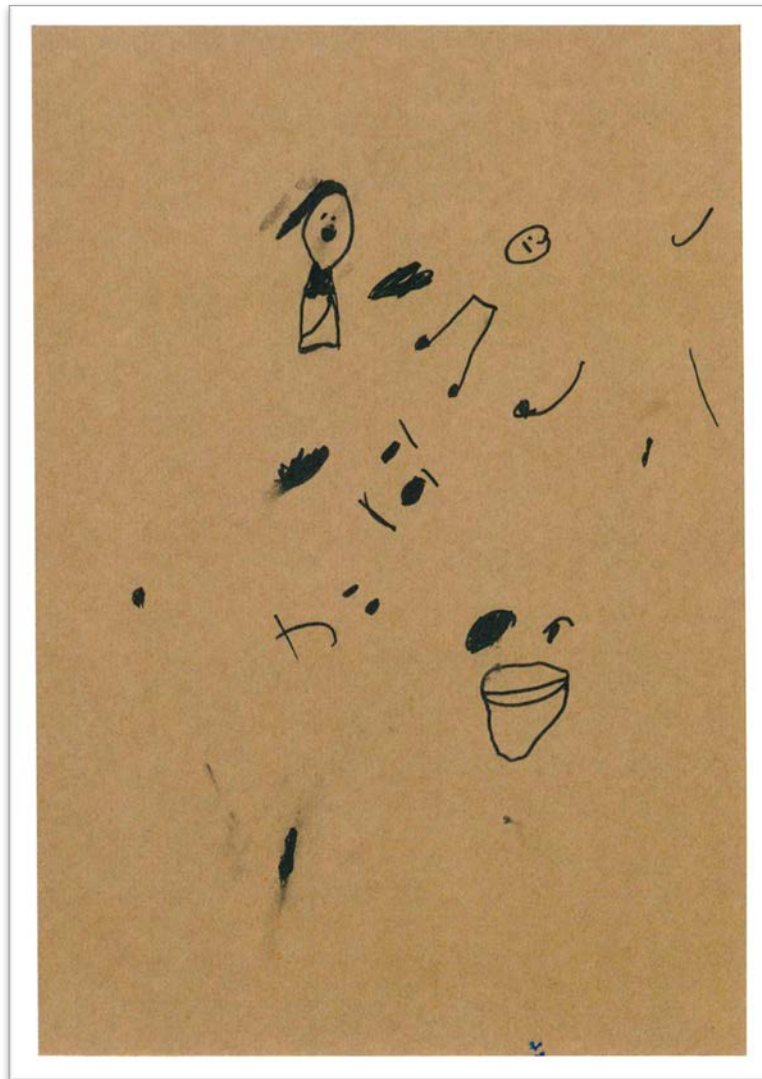
3 "My voice"

ECV2020 Keynote Speaker 8

Bushfire recovery program

Jacqueline Emery, Royal Far West, Australia (jacquie@royalfarwest.org.au)

Biography: Jacqui Emery is Executive Director - Business, People and Culture at Royal Far West, Australia. She is an experienced leader and executive with a demonstrated history of success across media, education and not for profit sectors. In December 2016, Jacqui was appointed to the role of Business Director at Royal Far West, with responsibility for the business and commercial functions of the charity. In 2020 Jacqui also took on responsibility for RFW's people and culture strategy. Prior to joining RFW, Jacqui set up a new business team at the Australian Institute of Company Directors, to provide education and training to improve the governance of organisations across Listed, Private, Public and NFP sectors.

Abstract

Background: The 2019/2020 Australian bushfires burned through more than 10 million hectares and affected tens of thousands of children and their families. Experiencing a disaster of this nature can have a devasting long term impact on a child's emotional wellbeing and development- especially if they are not provided with the right support to process what they've been through in the days, weeks and months following a disaster.

Aim: The Bushfire Recovery Program is a multidisciplinary community development model that works with children (aged 0-12 years) and those key adults supporting children (parents, carers, educators and service providers) to improve resilience and wellbeing and to decrease the likelihood of long-term adverse reactions as a result of bushfires.

Method: RFW will deploy targeted mobile, in community mental health support teams to children and their families from 11 regions. This will include at least 2 communities for each region and will allow support to be offered to at least 2 schools and a preschool (and other organisations as appropriate) in each community.

Approximately 2700 people will be supported through this program including:

- 700 children with direct psychosocial support, including 75 children who require additional support via therapy/case management utilising telehealth; and
- 2000 parents, carers, teachers and health professionals with focused training/capacity building and support.

Expected conclusions/outcomes: Children and community members in bushfire affected regions develop skills to build resilience and recover from the effects of the disaster. The program promotes a sense of safety, calm, self and collective efficacy, connectedness and hope. Lower costs for government in the longer term through minimising the impact of PTSD, mental health incapacity, suicide and community dysfunction arising from unchecked trauma and the need for acute mental health services.

Implications for children: It's OK to feel scared but we will help you feel safe again and not so worried about mum and dad. Soon you will have lots of exciting things to look forward to.

https://www.childrens.health.qld.gov.au/chq/our-services/mental-health-services/qcpimh/natural-disaster-resources/storybooks/

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Implications for families: You will have strategies to support your children during and after a natural disaster event, including recognising emotional and behavioural signs that your child might need some additional support. You will also feel more confident to access support for yourself or your family.

Implications for practitioners: As teachers and health professionals you will have the knowledge and skills to be confident to support the children in your care in relation to the impact of the bushfires.

Funding: Philanthropic funding from UNICEF Australia and Paul Ramsay Foundation

Key words: natural disasters, community trauma, mental health, resilience, children's voices, families' voices, professionals' voices, Indigenous voices, innovations, wellbeing, health, vulnerable communities, regional/rural communities, COVID-19

This presentation relates to the following **United Nations Sustainable Development Goals**:

- SDG 3: Good Health and Well-being
- SDG 10: Reduced Inequality

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* Available from 16-20 November 2020
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Abstract numbers 116, 120, 174, 191 etc were not included after scientific review. These authors are encouraged to revised and resubmit next year.

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Hearing early childhood educators' voices about their well-being

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Background: Early childhood educators' well-being is receiving increasing attention from researchers. Existing research frequently uses standardised tools for measuring aspects of psychological well-being, including: job satisfaction, burnout, perceived stress and self-esteem. Asking educators how they understand well-being in relation to their roles, reveals a wider range of information that can be used to better tailor efforts to improve educators' well-being.

Aim: To learn how educators understand well-being in relation to their roles.

Method: A survey on educators' well-being was completed by 73 educators working in long-day care services in QLD, NSW, ACT and WA. The survey sought educators' measures of their work climate, psychological well-being and health, using validated self-report scales and sub-scales, and some researcher-created questions. The question "How do you understand early childhood educators' well-being?" was included as part of survey. Thematic analysis was employed to analyse the data.

Results: Participants understood that: well-being is multi-faceted; responsibility for well-being goes beyond themselves; job satisfaction is an important part of well-being to educators; educators' well-being has impacts on their practice; and, work-related well-being has impacts on personal life.

Conclusions: Participants had a reasonably holistic understanding of well-being, though still focused mostly on individual factors rather than connections to work or regulatory environment. Efforts to better support educators' well-being need to include dialogue with educators on understanding well-being as having individual, organisational and social-political dimensions.

Implications for children: Educators love working with you, and doing their very best so you have a great time at early education. They work very hard to make it great, so remember to tell them when you like what they are doing, and help out when you can.

Implications for families: Educators enjoy their work, and are very committed to children having great experiences and outcomes. But, the work can be stressful, educators frequently work outside the hours they are paid for, and can tend to put themselves last. Remember to appreciate all they do, and the professionalism they show.

Implications for practitioners: For children to have great experiences and outcomes from early childhood education, educators need to be well. This is a shared responsibility – it's not all up to you as an individual!

Key words: professionals' voices, workforce issues, well-being, qualitative methods

This presentation relates to the following United Nations Sustainable Development Goals:

- SDG 3: Good Health and Well-being
- SDG 4: Quality Education
- SDG 8: Decent Work and Economic Growth

Parent, educator, and speech-language pathologist partnerships for supporting multilingual children in Iceland

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Background: A growing number of children in Iceland are multilingual, coming from homes where languages other than Icelandic are used. In 2017, 12.2% of children enrolled in pre-primary education in Iceland were exposed to a language other than Icelandic at home. Multilingual children often fail to acquire strong skills in the language of education (i.e., Icelandic) and are at risk of significant long-term negative outcomes. Children learning Icelandic through early childhood education have significant lags in Icelandic skills such as receptive vocabulary, despite having good skills in their home language. Long term, poor Icelandic skills can be related to education outcomes, for example, half of all students with two non-Icelandic parents drop out of upper secondary education. There are currently few language interventions suitable for large-scale implementation by educators to support multilingual children in the early childhood years and a desperate need for high-quality evaluations of promising interventions.

Aim: In this presentation we will review literature on the needs and outcomes of multilingual children and present the results of a recent systematic review into interventions used by educators and speech-language pathologists with multilingual children in the preschool years. Plans for an upcoming trial of an intervention designed for multilingual preschool-aged children in Iceland will also be presented.

Implications for children: Your teachers are important in making your school a good place for you to learn and practice using a new language.

Implications for families: The current and future language needs of each multilingual child should be considered alongside your needs, desires, and capabilities as a family.

Implications for practitioners: If systemic improvements in the educational outcomes of multilingual children is the goal, you need to be aware of evidence-based practices that can be applied in contextually sensitive ways in your workplace.

Key words: Families' voices, professionals' voices, innovations, speech and language, education, review, multilingualism, Icelandic.

This presentation relates to the following United Nations Sustainable Development Goals:

- SDG 3: Good Health and Well-being
- SDG 4: Quality Education
- SDG 8: Decent Work and Economic Growth
- SDG 10: Reduced Inequality
- SDG 16: Peace and Justice Strong Institutions

Deaf multilingual children: Professionals' perspectives on supporting families

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Background: With increasing levels of transnational mobility, the cultural and linguistic heterogeneity of D/deaf and hard-of-hearing learners has never been greater. Along with this, these learners have more opportunity to develop skills in one or more spoken languages than at any time in the past, due to advances in neonatal hearing screening, early education, and hearing technology. Currently little research exists describing D/deaf and hard-of-hearing learners who are acquiring more than one spoken language (also called Deaf Multilingual Learners). In previous research, parents have stated that advice from professionals was important in making decisions about language use and management for their children who are Deaf Multilingual Learners.

Aim: The purpose of this phenomenological study was to gain insight into professionals' perspectives and experiences working with such families, particularly in relation to supporting parents in decision-making about multilingualism and language choice in the early childhood years.

Method: Nineteen professionals discussed their experiences working with DMLs and their families, the role of professionals in decision-making about multilingualism and language choice, and the factors that they considered were important when supporting DMLs and their families. Professionals included educators, specialist educators, speech-language pathologists, and psychologists.

Results: Inductive thematic analysis yielded three themes about factors that were important to professionals when supporting multilingual families with D/deaf and hard-of-hearing children: child characteristics (language, development), negotiating and supporting language (information, parents' language, role of language, timing, leadership, language management), and professional issues (knowledge, resources).

Conclusions: This paper provides important insight into professional considerations in supporting Deaf Multilingual Learners and their families, such as the role and practicalities of evidence-based practice.

Implications for children: It is good to know more than one language. Your family, teachers, speech-language pathologists and other people can help you.

Implications for families: Children with hearing loss can learn to speak and sign more than one language. Professionals will be able to assist you.

Implications for practitioners: You have an important role in supporting parents and Deaf Multilingual Learners in their current and future language needs. Knowledge about multilingual language acquisition, a strengths-based focus, and access to resources will support you in this role.

Key words: professionals' voices, workforce issues, speech and language, education, qualitative methods, deaf and hard-of-hearing, hearing loss, multilingual

This presentation relates to the following United Nations Sustainable Development Goals:

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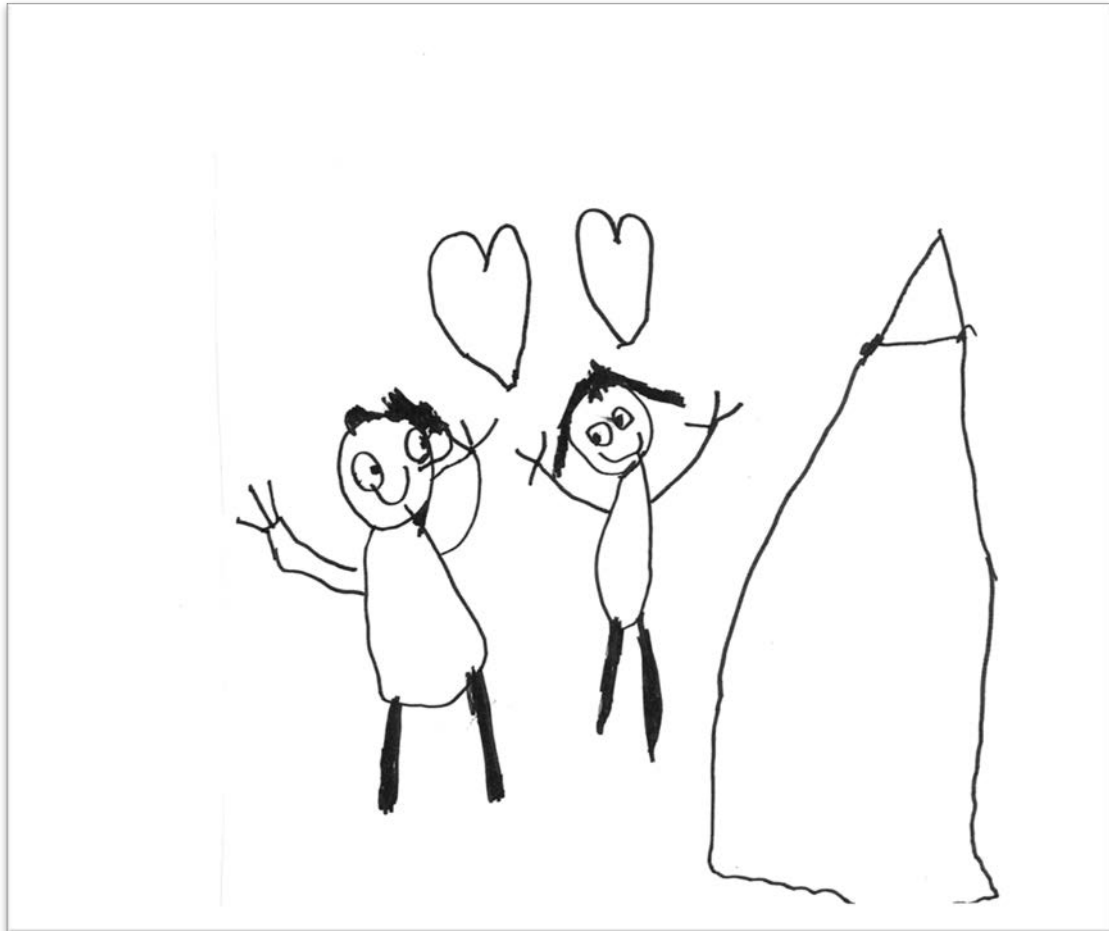
4 "Sharing my voice"

Empowering educators to support children's speech and language with Lubbi the Icelandic Sheepdog

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Background: The Lubbi materials were developed to give early childhood educators and SLPs in Iceland an evidence-based means of supporting young children's speech and language development. Activities can be used to develop speech, language, and literacy skills, and special attention is given to children with severe speech sound disorders. The materials focus around the adventures of Lubbi, an Icelandic sheepdog who is searching all around Iceland for 'speech bones' to learn how to talk. The materials consist of a storybook, speech sounds cards, articulator drawings, gestural cues, short stories, phonological awareness activities, speech production exercises, and early reading skills. Each speech sound has an accompanying symbolic gesture and a song.

Aim: To describe the development of and rationale behind the materials and insight into how participants could develop similar materials in other languages.

Method: The development of the Lubbi program drew on research concerning phonological development, characteristics of speech sound disorders, phonological awareness, gestural cues in speech/language development, the role of music in speech/language development, and sensory integration. A short survey was sent to preschools (n=250; 149 responded, i.e., 58.6%) to further explore the implementation of the Lubbi program.

Results: The survey results indicated that (a) all preschools knew the Lubbi book and/or the Lubbi material, (b) 84.9% were using the book and/or the material, and (c) 91.1% of the preschools who had access to the Lubbi material reported using it.

Conclusions: Lubbi is widely recognised and used in Icelandic preschools. Presentation participants will gain insight in how to develop a multi-dimensional method of learning (visual, auditory, and tactile stimulation along with oral production) in line with current research evidence. Emphasis will be placed on the clinical application of the material and providing the participants with practical ideas for working with children with speech and language disorders and boosting the language skills of typically developing preschool children.

Implications for children: You will see how children learn about the sounds of the Icelandic language by helping Lubbi the sheepdog find sound bones and practice different speech sounds.

Implications for families: You will understand how evidence-based resources can support children's early literacy skill development.

Implications for practitioners: You will see the potential of an innovative, multi-modal method of engaging children in activities supporting speech sound development, phonological awareness, metalinguistic awareness, and early literacy.

Disclosure: The purpose of this presentation is not to sell the Lubbi materials to participants, as they are based on the Icelandic language, but to provide the rationale behind the materials and insight into how participants could develop similar materials in other languages.

Key words: children's voices, professionals' voices, innovations, speech and language, education, regional/rural communities, international communities, phonological awareness, early literacy, Icelandic language.

This presentation relates to the following United Nations Sustainable Development Goals:

- SDG 3: Good Health and Well-being
- SDG 4: Quality Education
- SDG 10: Reduced Inequality

The relationship of narrative production to reading comprehension: A systematic review

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Background: Reading is an academic challenge for many students. Some studies relate spoken narrative ability (i.e., telling stories) to reading comprehension, but the nature of any such relationship remains unclear. This systematic review examined early childhood studies linking narrative to reading published between 1980 and 2020.

Aim: To identify components of narrative ability (e.g., microstructure, macrostructure) related to reading comprehension.

Method: Of 2,910 potential studies identified, 12 met criteria to be included in this review.

Results: Eight of the 12 studies targeted narrative macrostructure (the conventional structure of stories) and showed consistent effects of treatment on reading comprehension. No such link was demonstrated in studies targeting narrative microstructure (e.g., richness of vocabulary, grammatical correctness, etc.).

Conclusions: While improving narrative ability can be useful in its own right, only interventions targeting macrostructure seem to improve reading comprehension.

Implications for children: Practising telling stories may help you become a better reader, since knowing pieces that all stories share will help you understand stories you read.

Implications for families: Your child is likely to understand stories they read better if they practise using conventional elements of stories (setting, conflict, resolution) in stories they tell. Explicitly identifying those elements in stories you read together is also likely to improve their reading.

Implications for practitioners: Only certain aspects of narrative ability are associated with better reading comprehension in children. Specifically, explicitly teaching narrative macrostructure seems to make it easier for children to understand the stories they read.

Key words: early literacy, reading comprehension, education, review, systematic review

This presentation relates to the following United Nations Sustainable Development Goals:

- SDG 4: Quality Education
- SDG 8: Decent Work and Economic Growth

A strengths approach to supporting young children experiencing parental separation and divorce

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Background: Separation and divorce has become a common phenomenon in Australia and affects a substantial proportion of children. While some children readily adjust to their parents' separation and divorce, other children exhibit difficulty adjusting emotionally, socially, and demonstrate poorer academic outcomes. While there is much research about the social, emotional and academic effects of separation and divorce and diverse family composition, there is a paucity of research focusing on the nexus with education and how teachers work with these children and their families to facilitate adjustment to their changed family circumstances.

Aim: To explore the practices of early years teachers when working with young children and families experiencing separation and divorce.

Method: In this qualitative research project, twenty-one teachers of young children were interviewed in a face-to-face semi-structured interview. Teachers were asked to share their stories about their pedagogical practices with children experiencing parental separation and divorce. A Strengths Approach was used as a theoretical framework and data analysis tool for viewing the practices of teachers when working with these children and their families.

Results: The Strengths Approach focuses on solutions to complex issues faced by teachers in their day-to-day work with these young children and their families to promote wellbeing. The actions of teachers focused on building on the strengths of the situation and the child to support them to make adjustment.

Conclusions: The findings of this project add to the body of knowledge regarding teachers' pedagogical practices when working with children experiencing parental separation and divorce to build young children's and family's resilience and skills and to promote wellbeing.

Implications for children: Teachers understand that it can be hard when there is divorce or separation of adults in their family. Teachers can help by listening and by understanding that what is happening at home can affect them at school.

Implications for families: Teachers understand that divorce and separation can be very stressful for families and sometimes has emotional, social and educational impacts on children. Teachers can provide support to children and in partnership with parents can help with strategies to assist children to succeed emotionally, socially and academically.

Implications for practitioners: Teachers engaging strengths-based strategies can assist young children experiencing separation and divorce in their family to make positive adjustment.

Key words: divorce and separation, strengths approach, well-being, qualitative methods

This presentation relates to the following United Nations Sustainable Development Goals:

- SDG 3: Good Health and Well-being
- SDG 4: Quality Education

Leadership within the early childhood sector and narratives of hope

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Background: Leadership can typically be informed by discourses of masculinity, power and agency which can look different in highly feminised fields such as early childhood education. The early childhood regulatory body of Australia has outcomes-based requirements which impact leadership within services differently depending on the discourses embedded within the leadership style. These leadership styles then impact the educators and the educational program.

Aim: To unpack hidden discourses within the construction of early childhood educator roles that relate to leadership and management.

Method: Participants included 34 early childhood educators working across the 'top end' of the Northern Territory in Australia. Yarning sessions (cf. focus groups) were undertaken, discussing the early childhood profession and the impact of Government policy and policy reforms on their role. A constructivist grounded theory approach was taken after a thematic analysis was conducted on transcripts.

Results: The thematic analysis identified two narratives regarding leadership that educators depicted their role within:

1. Hopeful. Educators stated they felt valued by their leader and/or team due to aligned philosophical and educational values, and

2. Struggling. Educators felt unvalued in their role by management and felt more value was placed on outcomes-based regulatory requirements which led to resistance to management direction and communication breakdowns.

Conclusions: Educators who described their role within narrative (1) felt valued and philosophically aligned with their team this was built on a willingness by all parties to listen, communicate and find a collective common ground. Educators who described their role within narrative (2) felt unvalued, pressured due to management's focus on outcomes-based regulatory requirements and divided from management due to a difference in philosophical values.

Implications for children: Your educators think that it is more important to listen to you and teach you through playing with you, than it is to write to the Government on the computer.

Implications for families: Educators believe that spending quality time teaching and engaging with your child and you is a more important use of their time.

Implications for practitioners: You find hopeful well-being in your role when surrounded by philosophically like-minded individuals who value education and care. The sector needs to find a balance between bureaucratic expectations and educational integrity.

Key words: professionals' voices, workforce issues, wellbeing, communication, education, policy, government, qualitative methods, leadership

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- [SDG 3: Good Health and Well-being](#)
- [SDG 4: Quality Education](#)
- [SDG 5: Gender Equality](#)
- [SDG 8: Decent Work and Economic Growth](#)
- [SDG 10: Reduced Inequality](#)

5 "Me in the world"

The multimodal analyses to children's voices

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Background: This project involves designing meaning from the multimodal observation and interaction with children to figure out how they produce their cultures. For this purpose, close analyses of the resources such as tone of voice, facial expressions, body movement, choice of colors, proximity, gaze, word, gestures, drawings will guide the interpretation of how meaning is producing different "cultures of childhood". This procedure is used to resist epistemic and socio-political subjugation of the agency and positionality of children within the discursive practices they are engaged in.

Aim: To discuss multimodal strategies to resist power/knowledge frameworks that attempt to explain childhood without children's voices.

Method: Data were drawn from a group of 5-6-year-old students of a public preschool. Part of the data refers to activities organised by teachers before the pandemic while they engaged in discussions about boys and girls in the practice of soccer playing at school. The other part involves activities developed by teachers together with families during remote education, in order to recover children's perception of the roles of boys and girls at home.

Results: The multimodal analyses of the verbal-visual material presented children de-silencing/voicing their positions in terms of gender issues, mediated by the contexts where they are situated. Before the pandemic, children had more opportunities to voice different positions unveiling omissions and silences of discursive practices which are generally limited by their immediate family cultures.

Conclusions: The multimodal analysis allowed attention to the experiences and discursive practices of children while, simultaneously, uncovered the need for educators, parents and researchers to avoid imposing an adult-centric and one truth-only narrative of life.

Implications for children: Your parents' and educators' ideas are fantastic and so are yours. Express them the way you want, use drawings, gestures, words, movements, whatever you think is better. Just voice what you think.

Implications for families: Your children are part of who you are, and they are also very singular persons who will grow up and need to fight their own battles. They need to understand that they can express their ideas in different ways and that they will learn to be respected and valued for them.

Implications for practitioners: Let's create opportunities for children to show their ideas, to expand them, to create them, to teach us about their dreams, wishes and interests. Let's learn to listen to their voices!

Key words: children's voices, education, COVID-19.

This presentation relates to the following United Nations Sustainable Development Goals**:**

- SDG 1: No Poverty
- SDG 4: Quality Education
- SDG 5: Gender Equality
- SDG 10: Reduced Inequality
- SDG 16: Peace and Justice Strong Institutions

Family influence on young children's digital readiness of learning at home

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Background: Since March, 2020 when the World Health Organization (WHO) declared the COVID-19 as a pandemic, education and schooling has been rocked. Traditionally, parents who decide to educate their child from a home base assume overall responsibility for the planning, implementation and assessment of their child's education. Different from the traditional home-schooling, children's learning at home during the COVID-19 pandemic is another approach to early childhood education. They are asked to conduct distance learning or online learning at home with school teachers being not present physically. In the state of Victoria, most children have been studying at home since the end of March and continue their online home-schooling in Term 3 owing to the second wave of COVID-19. Before COVID-19, many children already had access to digital technologies. However, it is not clear that children are digitally ready for learning from home during the pandemic time.

Aim: To investigate whether children's access and their parents' knowledges and capabilities of using digital technologies have impact on their learning and engagement using digital technologies.

Method: A mixed-methods approach of both quantitative and qualitative methods (surveys and observation) has been used in this research study. Eighty parents of 80 3- to 4-year-old children in long day care settings participated in the survey. Observation of the 80 children's play was used to find these children's engagement levels and their frequencies while young children were involved in the digital play.

Results: This study found that some areas of children's digital engagement, such as persistence, precision, and complexity and creativity, can be improved through their access and play with different digital technologies at home. It is highly related to children's parents' technological skills and attitudes towards use and engagement with digital technologies.

Conclusions: The more exposure children have with quality digital technologies in an environment where they are scaffolded by expert parents, the greater their ability to utilise the learning tools, leading to higher levels of engagement. The findings can be used to foresee the future of young children's digital engagement with the technologies.

Implications for children: You will be a part of world full of technology. Learning to use them will be an important part of your educational future.

Implications for families: You will need to consider the role of technologies in your children's future. How you integrate this will influence their educational learning.

Implications for practitioners: You shall consider the nexus between home and care for better aligning future early childhood education.

Key words: communication, education, COVID-19, qualitative methods, quantitative methods

This presentation relates to the following United Nations Sustainable Development Goals:
- SDG 4: Quality Education

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"My mouth is zipped": A holistic self-report tool of children's hearing and listening at preschool

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Background: Although research conducted with children in the early years increasingly incorporates methodologies where children can have input, self-reports are rarely used with children under the age of six years. This is problematic as adult reports do not always accurately reflect children's experiences. But, how do researchers best capture the perspectives and experiences of children under the age five years? There is a need for self-report tools for children under the age of five years that are well-designed and effectively implemented.

Aim: To develop and implement a holistic self-report tool to enable children's active participation in research focused on their experiences of hearing and listening in a preschool setting.

Method: The self-report tool was developed by the researchers, with design features including an emoji-based rating scale of how well children could hear in particular classroom settings, and drawings about what it is like to listen at preschool. Drawings were accompanied by narrations. The tool was completed by 69 children aged 3- to 5-years. Data from two children were analysed as case studies.

Results: Children were able to effectively report on their own experiences of hearing and listening using this self-report tool. It was evident that the multiple opportunities for communicating experiences about hearing and listening were the key features that made this an effective tool. The children's drawings have the potential to provide a more holistic picture of children's experiences, and importantly, cast further light on or validate what is reported in the rating scale part of the tool.

Conclusions: This self-report tool reflected the importance of gaining children's perspectives in educational matters that concerned them and promoted children's active engagement through images and tasks that were of interest to them. The tool can likely be adapted for research in other areas, such as mental health and well-being.

Implications for children: We want to know what it is like for you to hear and listen at preschool. This will help us to plan fun activities for you to do.

Implications for families: It is important value what your child is saying about their hearing and listening experiences. This will help you intervene early if they are having difficulties.

Implications for practitioners: Listen carefully to children about their experiences with hearing and listening. This can help you to better support children who are having challenges.

Key words: children's voices, early childhood education, innovations, self-report tool

This presentation relates to the following United Nations Sustainable Development Goals:

- SDG 3: Good Health and Well-being
- SDG 4: Quality Education

When are speech sounds learned by children across the world?

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Background: Many families, education and health professionals think about children's communication skills when considering health, development and school readiness. Until recently, limited information has been available about communication expectations for children, especially those who speak languages other than English.

Aim: To determine expectations for acquisition of consonants and intelligibility for 4- to 5-year-old children across the world.

Method: Three large-scale reviews of children's speech acquisition were undertaken:

- *Review 1* analysed 64 studies of consonant acquisition by 26,007 children from 31 countries in 27 languages (Afrikaans, Arabic, Cantonese, Danish, Dutch, English, French, German, Greek, Haitian Creole, Hebrew, Hungarian, Icelandic, Italian, Jamaican Creole, Japanese, Korean, Malay, Maltese, Mandarin, Portuguese, Setswana, Slovenian, Spanish, Swahili, Turkish, and Xhosa) (McLeod & Crowe, 2018).

- *Review 2* analysed 15 studies reporting consonant acquisition of 18,907 children acquiring English in the United States (Crowe & McLeod, 2020).

- *Review 3* analysed 18 studies of parents' responses on the Intelligibility in Context Scale for 4,235 children from 14 countries (Australia, Croatia, Fiji, Germany, Hong Kong SAR China, Italy, Korea, Jamaica, The Netherlands, New Zealand, Portugal, Slovenia, Sweden, Viet Nam) speaking 14 languages (Cantonese, Croatian, Dutch, English, Fijian, Fiji-Hindi, German, Italian, Jamaican Creole, Korean, Portuguese, Slovenian, Swedish, Vietnamese) (McLeod, 2020)

Results: Across the world, almost all 4- to 5-year-old children are intelligible to family members, friends and strangers, have acquired most consonants within their ambient language, and can produce consonants correctly more than 90% of the time.

Conclusions: Children across the world acquire speech skills at a young age. Some variation occurs and synthesis of knowledge from multiple sources is recommended. However, if families or professionals are concerned, support from communication specialists (e.g., speech-language pathologists) is warranted to reduce impact on literacy, socialisation, behaviour, and participation.

Implications for children: What languages do you speak? Did you know that children are good at learning new languages and saying different sounds in languages?

Implications for families: Most 4- to 5-year-old children are intelligible and can pronounce more than 90% of consonants correctly. If you are worried about your child's speech contact a communication specialist such as a speech-language pathologist (speech and language therapist).

Implications for practitioners: You should be able to understand 4- to 5-year-old children's speech. There is a free assessment in 60+ languages to help you determine if professional support is required (https://www.csu.edu.au/research/multilingual-speech/ics).

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Key words: children's voices, speech acquisition, multilingual, intelligibility
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- SDG 3: Good Health and Well-being
- SDG 4: Quality Education
- SDG 10: Reduced Inequality

6 "My voice, me, Australia, and the world"

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Mum and Dad help me keep my mother tongue: An unheard voice from Vietnamese-Australian children

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Background: Children often grow up with the same "voice" as their parents, which facilitates familial cohesion and personal development. Children growing up in immigrant families do not always have this asset. Many immigrant children do not speak the same mother tongue as their parents' due to the unsuccessful transmission of home language between generations.

Aim: This paper explores family language policy (quy tắc sử dụng ngôn ngữ cho gia đình), which is one of the factors associated with home language maintenance among Vietnamese immigrant families in Australia.

Method: Using both quantitative and qualitative method and informed by Spolsky's language policy theory, the study draws upon 151 Vietnamese-Australian parents' responses to a questionnaire to identify factors linked to the presence of family language policies and the families' practices regarding home language maintenance.

Results: Only a third of the families reported to have a family language policy and two thirds of those with a policy indicated that they consistently implemented their policy. The presence of a family language policy was linked to parents' higher Vietnamese proficiency, more Vietnamese language use with their children, and intention of future residence in Vietnam. Four language policies were identified: using Vietnamese with the nuclear family (FLP1), Vietnamese outside the nuclear family (FLP2), English at home (FLP3), and English outside the home (FLP4). Some families used more than one of these policies.

Conclusions: Having a family language policy is significantly associated with the success of home language maintenance. The absence of a family language policy in two thirds of these 151 Vietnamese-Australian families points to the lack of "voice" in the home language of these children. An explicit family language policy aimed at maintaining Vietnamese at home will help Vietnamese-Australian children speak the same languages as their parents, promoting multilingualism and supporting their speech and language development.

Implications for children: Children around the world are speaking lots of languages. If you can speak Vietnamese and English, you are multilingual. There are lots of benefits of being multilingual such as being able to play games, sing songs, read books and talk to people in different languages. Ask your Mum and Dad to help you speak Vietnamese!

Implications for families: Having a consistent family language policy, which is a set of rules around how languages will be used in a family, makes it easier for your family to maintain your home language. Many families do not have a family language policy, and this puts home language maintenance at risk. If you want to maintain your home language, work together to develop a set of rules to support the use of your home language with your children.

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Implications for practitioners: Many multilingual families will seek your advice about whether to maintain their home languages. Home language maintenance has many benefits and does not negatively impact children's development. Therefore, you should support families who want to maintain their home languages. You can advise multilingual parents to have an explicit family language policy to promote the use of home language among family members.

Key words: children's voices, Vietnamese-Australian parents, family language policy, home language maintenance

This presentation relates to the following United Nations Sustainable Development Goals:

- SDG 4: Quality Education

Collaboration between healthcare professionals and parents: identification of supporting strategies

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Background: Collaboration between parents and speech and language therapists is seen as a key element in therapy for children with developmental language disorder (DLD). However, speech and language therapists and parents experience difficulties in achieving an effective collaboration in therapy. To inform practice, we want to make explicit how collaboration with parents could be optimised. In order to learn from other health disciplines, our study focused on health care professionals working with parents of children with developmental disorders.

Aim: To identify strategies and behaviours that can be used by healthcare professionals (HCPs) to optimize their collaboration with parents of children with a developmental disorder between 2-6 years of age.

Method: We performed a systematic literature search including qualitative and quantitative studies. The outcomes of the search were analysed using a framework evidence synthesis using two relevant models of collaboration between parents and health care professionals. Specific behaviours that potentially positively influence collaboration were identified.

Results: The literature search yielded 22 papers. In total 45 behaviours were identified that may increase mutual understanding, parental empowerment, relationship between parents and HCPs, and influence shared decision making, shared planning, shared implementation and shared evaluation.

Conclusions: This study made explicit how collaboration could be optimised by specific behaviours of the HCP. The next steps are to evaluate the effectiveness of these behaviours and the implementation of effective behaviours in practice.

Implications for children: Your parents find it very important to help you in the best way they can. This study supports health care professionals to support your parents helping you.

Implications for families: As a parent, you feel responsible to help your child in the best way you can. This study helps health care professionals to support you therein.

Implications for practitioners: When working with children with Developmental Language Disorder, parents are very important partners. Setting up this partnership and working collaboratively with parents, can be challenging. This study makes explicit what behaviours/strategies might be helpful to optimize this collaboration.

Key words: families' voices, professionals' voices, health, review, collaboration

This presentation relates to the following United Nations Sustainable Development Goals:
- SDG 3: Good Health and Well-being
- SDG 17: Partnerships to achieve the SDG

Sustaining early childhood educator work-related well-being: Perspectives from early childhood organisational stakeholders

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Background: The capacity of early childhood educators to function well at work is critical to providing high-quality programs for children. Yet, researchers and policy makers have been slow to investigate influences on educator wellbeing from the perspectives of organisations that employ them. Investigating these perspectives can contribute to improved work environments through reduced absenteeism, turnover, injury and accident rates and high levels of employee morale and motivation. Ultimately, it can contribute to the health of educators and sustaining the early childhood workforce.

Aim: to investigate the knowledge and understandings of key personnel, responsible for educator well-being in ECEC organisations.

Method: Individual semi-structured elite interviews of approximately one hour in duration were completed by the first author with senior managers of nine large early childhood organisations. These organisations have responsibility for over 22,000 early childhood educators, Australia-wide. The decision to utilise semi-structured interviews was based on the notion that this flexibility would give access to specialised knowledge that is difficult to obtain from texts alone. Interviews were transcribed in full through the use of a professional transcribing service. Transcripts were analysed using conventional content analysis.

Results: Four themes were identified in the data from senior managers about educator wellbeing. The first theme related to the importance of recognising educator health and safety as a key priority in organisations and the supports required to ensure physical and emotional safety. The second theme focused on operational issues for management and its challenges, especially for staff who are centre directors. The third theme of invisibility identified the complexities in educator's work in providing services to children and families which can have an impact on educators' personal wellbeing and may not easily be evident to others in the workplace. The final theme focused on building supportive work environments, including aspects of workplace design and staffing practices.

Conclusions: Senior managers' responses to educators' wellbeing through the provision of resources was valuable and affirming, however, it can divert attention away from structural and organisational climate issues that compromises educator wellbeing on a larger scale. This research indicated an absence of coordinated and embedded attention to educator work-related wellbeing in policies, practices and regulatory requirements.

Implications for children: Educators love it when you come to childcare. They look forward to each day when you arrive and hope you are happy to be there. But just like you, they want to have fun and feel safe at childcare too.

Implications for families: Educators enjoy working in childcare. However, just like many of you need to be safe and supported at work, educators need to be safe and feel their wellbeing is supported,
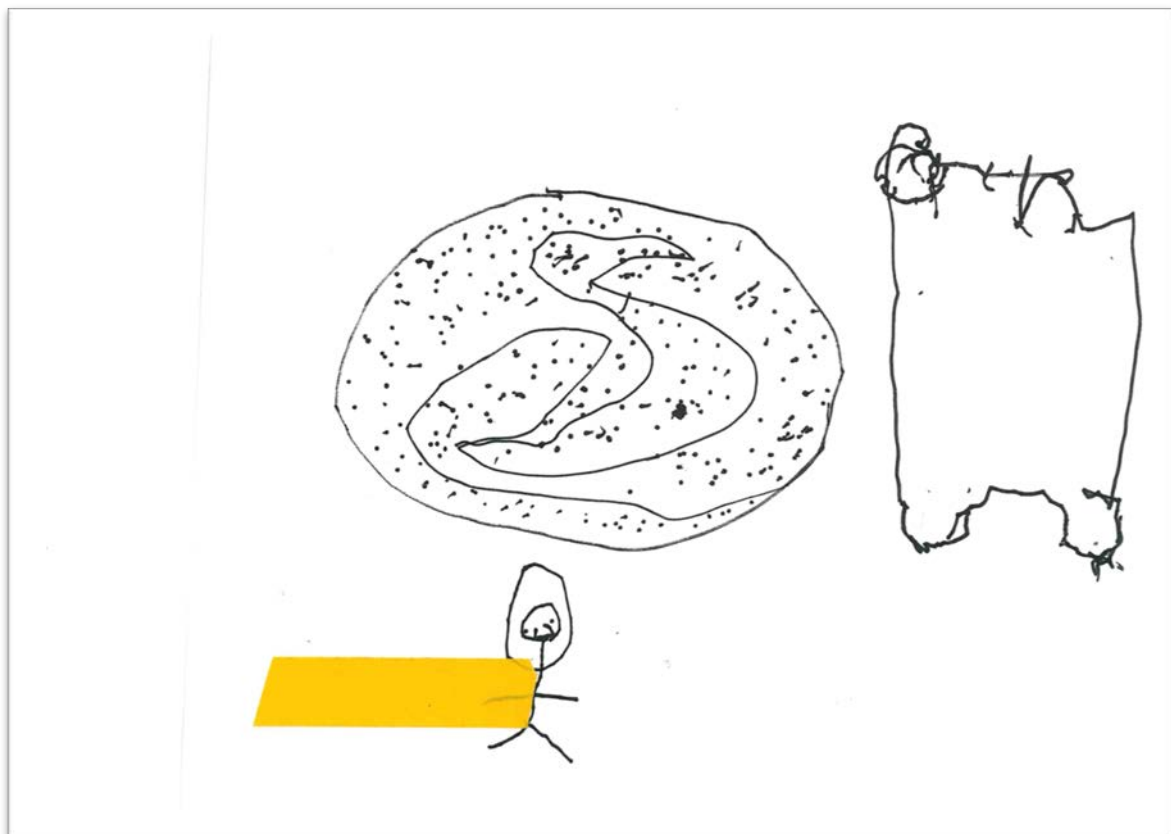
in order to care for your children. Unfortunately, not all childcare services promote the wellbeing of their educators. Improving educator wellbeing at work will lead to happier, healthier educators to care for your children.

Implications for practitioners: Educator well-being is a two-way responsibility between you and the organisation in which you are employed. Because it's a shared responsibility we need to talk about it together.

Key words: educator wellbeing; early childhood organisations; wellbeing; professional voices; adult work environments; elite interviews.

This presentation relates to the following **United Nations Sustainable Development Goals:**

- SDG 3: Good Health and Well-being
- SDG 4: Quality Education
- SDG 8: Decent Work and Economic Growth

7 "The world and me"

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The theory of practice architectures: Exploring high quality early childhood education through another lens

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Background: The notion of *best practice* in Australian early childhood education (ECE) is synonymous with high quality (Australian Children's Education and Care Quality Authority [ACECQA], 2017). Yet in our complex, diverse and information rich society, what is *best* is always contestable, always changing, and always individual. The theory of practice architectures, an ontological site-based practice theory, offers a framework for exploring what is best for individual children and families, educators, communities and ECE settings. The site-based perspective applied in the theory is drawn from Schatzki's site ontology, which states that practices are always situated within the particularities of the site of their unfolding.

Method: In this presentation, we give a brief overview of key aspects of the theory of practice architectures and share findings from two Australian early childhood education studies.

Results: In these two doctoral studies, the use of the theory of practice architectures revealed insights on what is 'best' within high quality early childhood settings—specifically in the areas of educator risk-taking and leadership development. The case study methodology explored how practices unfold and the unique arrangements within the sites that shaped those practices.

Conclusions: Findings have implications for educators, early childhood education services and the broader early childhood education sector as they plan for, enact and promote high quality early childhood education.

Implications for children: You will have the benefit of high-quality early childhood education.

Implications for families: You will better understand what educators do and why they do it.

Implications for practitioners: You will be able to use the findings from these studies to reflect on the conditions in your setting that support high quality early childhood education.

Key words: the theory of practice architectures, high quality early childhood education, leading, leadership, risk-taking, educators' risk-taking

This presentation relates to the following United Nations Sustainable Development Goals:

- SDG 4: Quality Education

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Supporting children's multilingual voices in the early years: Recommendations from international experts

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Background: There are many known cognitive, academic, social, emotional and economic benefits to support multilingualism. More than half of the world's children are multilingual and the transmission of languages that are embedded in a child's identity of being, belonging and becoming is a child rights issue. However, in many English-speaking countries, including Australia, the monolingual mindset of privileging "English-only" persists, resulting in many children losing their home language upon school entry.

Aim: The aim of this research is to investigate insights into home language maintenance practices for supporting multilingualism across the early years.

Method: Interviews were conducted with 12 international experts in the fields of children's multilingualism and home language maintenance. Experts were linguists, psychologists, researchers, educators and speech-language pathologists based in Australia, the US, Sweden, Vietnam, Portugal, Canada and Belgium.

Results: Five key themes emerged regarding the support of multilingual development in the early years: (1) Visible and valued, (2) Attitudes matter, (3) An ecological approach, (4) Make it fun, and (5) Hard but worth it. Each of these themes will be discussed and translated into practical applications for parents, educators and other professionals.

Conclusions: The effective transmission of languages requires collaborative actions between home, school and community. With support, children can realise their potential as multilingual speakers.

Implications for children: It's amazing when you can speak more than one language, there are many exciting activities that you can do at home and at school to make your language learning really fun!

Implications for families: There are many benefits to passing your home language onto your child. There are so many things you can do to support your child's home language learning including reading books, listening to music, playing games, telling stories and going to community events.

Implications for practitioners: Many families seek professionals' advice about whether to maintain their home language with their children. The answer is yes! There are many things you can do to support home language maintenance, the most important of which is starting with a positive and supportive attitude and making the language visible and valued in your environment.

Key words: professionals' voices, wellbeing, communication, multilingualism, bilingualism, home language maintenance, language education, diversity, health, international communities, qualitative methods

This presentation relates to the following United Nations Sustainable Development Goals:
- SDG 3: Good Health and Well-being
- SDG 4: Quality Education
- SDG 10: Reduced Inequality

8 "My world"

Multimodal childhoods pilot project: Merging literacies, play and digital technologies in remote communities

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Background: Young children (Indigenous and non-Indigenous) who live in remote communities continue to face significant vulnerability and risk in relation to their health, learning and development (Department of Education and Training, 2018). These children are often framed by deficit narratives. Change in one remote preschool began with reframing the child as component and agentive (Halsey, 2018).

Aim: This pilot study sought to explore how digital applications in combination with real world play and dialogue could support the learning needs and development of early literacy skills and capabilities of young children living remotely. The participating local educators were centrally positioned in this pilot study.

Method: Using a Participatory Action Research methodology, we worked alongside educators in a remotely located preschool in central Australia to explore how digital applications may act to enable or limit their early literacy practices. The educators' queries and wonderings about their practice became the central focus of the research enquiry, and as co-investigators the researchers provided guidance, provocations, and reflective points to deepen the educators' multimodal practices in context.

Results: Working in multimodal ways enabled the remotely living children to capture their understandings in new ways; highlighting previously unacknowledged sophisticated grasp these learners had of early literacy and numeracy concepts. Embedding digital devices into the preschool's learning culture saw them quickly become an embedded tool for explorative play and the creative production of media content. In the process, children's conceptual understandings were routinely captured by the children themselves. As a result, children reframed themselves as learners and a shift occurred in how families and community members engaged with the learning experiences at the preschool.

Conclusions: What this confirms - particularly for remote communities - is that a one-size-fits-all approach to early literacy learning does not work; the standards and requirements specified as 'quality practice' need to be context-specific, developed authentically with the learners and learning communities themselves. Fellow educators, leaders, policymakers and researchers can start this process by listening and seeking to co-construct and co-inquire into diverse educational practices cognisant of the people, places, modalities and spaces these exist within.

Implications for children: You are a powerful learner and photographing or videoing your everyday play can change how you see and understand the world around you.

Implications for families: You are a key partner in your child's learning and when they share stories, photos and videos from preschool they are inviting you to explore what they know and can do; they are connecting you to their learning.

Implications for practitioners: When you consider the use of digital devices as a pedagogic tool you have the means to create opportunities for children and families to have authentic, meaningful dialogues, in turn, building a shared familial learning community that can in turn engage with you.

Key words: multimodal learning, storytelling, digital play, children's voices, families' voices, professionals' voices, early literacy, education, vulnerable communities, regional/rural communities, qualitative methods, participatory action research

This presentation relates to the following **United Nations Sustainable Development Goals**:

- SDG 4: Quality Education
- SDG 10: Reduced Inequality
- SDG 12: Responsible Consumption and Production
- SDG 16: Peace and Justice Strong Institutions

Using co-design to develop a tool for shared goal setting with parents in speech and language therapy

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Background: The parent's perspective of their child's health and wellbeing is a core component of evidence-based practice (EBP) and family-centred care. In treatment programs for children with Developmental Language Disorders the role of parents is key and shared goal setting can lead to relevant outcomes for the child. However, speech and language therapists (SLTs) find it difficult to engage parents in meaningful conversations about the child's communication problems in everyday life.

Aim: To develop a tool that helps SLTs to engage parents in an interview on concerns and priorities about their child's communicative communication problems and in setting and evaluating functional therapy goals.

Method: The double diamond model served as the backbone of the project. Co-design techniques were used to discover SLTs' needs, define the problem, develop ideas, and deliver a solution. SLTs (*n*=8) participated in all phases of the process. A prototype was developed and usability tested with SLTs (*n*=68) and parents (*n*=11). SLTs provided ratings of the tool on attractiveness, user friendliness, functionality, safety and affordability on a 10-point scale.

Results: Facilitated group discussions resulted in the identification of functional, design and usability requirements of the instrument. Low-fi prototypes were developed and tested by participants. A functional prototype of the tool was developed and improvements on this prototype were made in several iterations during usability testing in real life interviews. This resulted in a tree like tool with discussion items written on 'tree leaves'. The final tool, named ENGAGE, received ratings on attractiveness, user friendliness, functionality, safety and affordability of 7.6 to 8.4 out of max 10.

Conclusions: Drawing on SLTs knowledge and experience, the tool ENGAGE for shared goal setting with parents was developed, that looks and feels radically different from conventional questionnaires and stands out because of its functionality and user friendliness.

Implications for children: There is a new tool that helps you and your parents to tell speech and language therapists what is most important to work on during speech and language therapy.

Implications for families: ENGAGE is a new tool that helps you express your concerns and priorities about your child's communication in everyday life. It assists in setting specific, functional goals to work on during speech and language therapy that lead to relevant outcomes for your child.

Implications for practitioners: The tool ENGAGE can assist you with engaging parents of a young child with DLD in shared goal setting, and goal evaluation. Participation of SLTs in the co-design

process led to the development of a tool that supports an interview with parents in a natural way, even when parents' health literacy or language command is low.

Key words: families' voices, professionals' voices, innovations, communication, qualitative methods

This presentation relates to the following United Nations Sustainable Development Goals:

- SDG 3: Good Health and Well-being
- SDG 10: Reduced Inequality

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How does group size influence dosage in school-based speech sound therapy sessions?

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Background: Speech-language pathologists (SLPs) provide speech therapy to children of all ages, but treatment is often most effective when provided in early childhood. However, there are many variables that contribute to that effectiveness, such as the size of group a child is seen in, the frequency and duration of the therapy sessions, and the dosage within the session itself. Dosage is defined as the number of teaching episodes/opportunities in one therapy session and has been reported as an "active ingredient" that yields change. Empirical studies of speech sound treatment studies report dosage ranging from 14-240 trials per session. Most research recommends achieving at least 100 trials per session. However, this does not take into account the myriad of constraints placed upon school-based SLPs in the US. Specifically, due to large caseloads, SLPs often see children in groups, which may impact the extent to which 100 trials can be achieved for a child.

Aim: The current study examined the extent to which group size influences dosage in school-based speech sound treatment sessions using the experience sampling method, in which data were collected in real time during a normal workweek.

Method: This study included a sample of 90 school-based SLPs from 42 different states. Clinicians were providing treatment to children from preschool through high school. The majority of sessions included children from preschool to 3rd grade (ages 4-8). This project included two phases. In phase 1, SLPs completed a 20- 25-minute demographic questionnaire that included information on their geographic location, practice patterns, and job satisfaction. In phase 2, the same SLPs participated in a series of brief surveys every day for one work week using a phone application, The Personal Analytics Companion (PACO) app. The PACO app was programmed to randomly alert participants to take a 1-minute survey regarding the composition (e.g., group size, dosage, duration) of a recent therapy session.

Results: Linear mixed models revealed that for every additional child added to a group, dosage for the target child decreased by 13 trials. Descriptive results show that the number of trials in school-based speech sound therapy sessions ranged from 1-525. The average number of trials was 51 with a median of 40. The average session length was 25 minutes (range of 1-60; median 30). Average session frequency was 2 times per week (range 1-5; median 2). The average therapy session included 2 children (range 1-12; median 2). When there was at least one other child in the group, that other child was also working on speech sound production only 50% of the time.

Conclusions: Group size negatively influences the dosage of speech sound therapy. This may result in protracted improvements in speech sound production and longer time in therapy.

Implications for children: You will get more opportunities to practice your speech sounds if you are in a smaller group of friends.

Implications for families: Your child will likely receive more opportunities to practice, and subsequently improve their speech sound production, if they are seen in a smaller group at school.

Implications for practitioners: Educators should consider flexible options when working with SLPs to schedule speech therapy sessions. SLPs should consider smaller groups for speech sound therapy. Providing more opportunities to practice within sessions may lead to early dismissal from therapy and reduced caseload sizes.

Key words: professionals' voices, education, speech sound therapy, speech sound disorders

This presentation relates to the following United Nations Sustainable Development Goals:

- SDG 4: Quality Education

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Understanding Jamaican children's voices using their drawings

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Background: More than half the world's population is multilingual, with the majority of children speaking more than one language. For speech-language pathologists (SLPs), this diversity in linguistic demography necessitates the implementation of tools that permit an accurate understanding of the communicative-experiences of the children they serve. Recent evidence suggests that children's drawings allow them to express their voices in ways that help SLPs and educators better understand children's communicative experiences. Using drawings also makes children active participants in matters that concern them, adhering to Article 12 of the United Nations Convention on the Rights of the Child.

Aim: To characterize bilingual Jamaican Creole (JC)-English-speaking preschoolers' talking experiences using their drawings.

Method: Typically-developing JC-English-speaking preschoolers (*n*=23) responded to prompts in JC and English to: (a) draw themselves talking to someone in each of their languages; and (b) answer questions about their talking experiences in context (e.g., conversational partner/setting) using a visual Likert-scale, *happy/in-the-middle/sad/another-feeling,* to record/elicit responses. Drawings were analysed using a meaning-making approach for three themes and seven focal-points previously identified by Holliday, Harrison and McLeod (2009) capturing expressions, feelings, and experiences about talking. Trained SLP students independently analysed/coded each drawing for themes and focal points. Responses to questions were analysed based on the visual Likert-scale.

Results: Preschoolers were able to express their feelings about their talking experiences for each of their languages using their drawings and by also responding to questions informing their talking experiences in context. There was agreement between themes (1. express talking/listening, 2. drew 'self' talking to family/friends, 3. portray self as happy talking to family/friends) and focal points (1. portrayal-of-talking/listening, 2. accentuated body features, 3. facial-expressions, 4. colour/vitality, 5. image/sense-of-self, 6. conversational-partners, 7. negativity).

Conclusions: Using drawings and questions about the contexts surrounding talking experiences promotes preschoolers' active involvement in matters that concern them. Importantly, these tools offer SLPs ecologically valid means for understanding the communicative experiences of preschoolers from diverse contexts.

Implications for children: Speech-language pathologists really enjoy working with you and are always finding ways to have fun while working with you. They want to learn so much about you and the languages that you speak, so be sure to help them learn more about you.

Implications for families: Speech-language pathologists genuinely care about helping young children and are working hard to ensure that they have a positive experience. But since speech-language pathologists don't speak all of the languages that young children speak, it can be very

challenging for them. When you recognise their creative efforts and hard work, it goes a long way to show them that they are appreciated.

Implications for practitioners: To provide the best experiences and to support positive outcomes for young children who use two languages on a daily basis, speech-language pathologists need to make use of tools and techniques that considers both of their spoken languages. This approach is beneficial not only for the children, but also for the speech-language pathologist.

Key words: children's drawings, children's voices, meaning-making approach, bilingual, Jamaican Creole, typical development

This presentation relates to the following United Nations Sustainable Development Goals:

- SDG 3: Good Health and Well-being
- SDG 4: Quality Education
- SDG 10: Reduced Inequality

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Understanding bilingual children's voices using adult models

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Background: Assessments standardised for monolingual speakers remain the gold-standard in establishing developmental status for bilingual speakers. This practice in educational and clinical settings often results in misdiagnosis for level of language functioning in children. To address this concern, expert best practice recommendations include the use of adult models to guide interpretations of children's language use, particularly in understudied linguistic contexts. This study utilised adult models from the same linguistic community as the children to inform Jamaican Creole (JC)-English-speaking preschoolers' responses to a standardized assessment of their language skills.

Aim: To characterise the word structure and expressive vocabulary of JC-English-speaking preschoolers compared to JC-English-speaking adults.

Method: JC-English-speaking preschoolers (*n*=176) and adults (*n*=33) completed the Word Structure and Expressive Vocabulary subtests of the Clinical Evaluation of Language Fundamentals-Preschool 2. Adult and child responses to subtest items were analysed and compared using content analysis, a qualitative, systematic analysis providing interpretation of meaning from text. Twenty percent (*n*=35) of preschoolers' language samples were also analysed to provide confirmatory evidence of linguistic themes in standardised contexts.

Results: Content analysis revealed similar patterns of performance regarding the linguistic nature of adult and child responses, evidencing the following themes: (a) JC-influenced morphological structure, e.g., *sleep* for *sleeps*; (b) JC-influenced lexical variation, e.g., *gleaner* for *newspaper*; and (c) use of functional description, e.g., *to see from afar* for *binoculars*. JC-English-speaking preschoolers also demonstrated similar patterns of linguistic features (e.g., use of functional descriptions) to adults in standardised and naturalistic assessment contexts.

Conclusions: Using adult models in the English assessment context can provide a feasible and ecologically valid approach, supported by expert best practice recommendations, to more accurately inform bilingual children's language use.

Implications for children: It is amazing that many children speak two languages! It is important for educators to understand how you use your languages. We want to celebrate the ways you talk! We can learn from you and adults who speak your languages too!

Implications for families: It is important that educators have an accurate understanding of bilingual children's language. We can better understand the unique ways that bilingual children use their languages by also listening to bilingual adults in the community!

Implications for practitioners: This study provides both a structure for using adult models in assessment and specific examples of linguistic patterns you may see when working with JC-English-speaking preschoolers.

Key words: children's voices, Jamaican Creole, language development, standardised assessments, vulnerable communities, qualitative methods, preschoolers, bilingual

This presentation relates to the following United Nations Sustainable Development Goals:

- SDG 3: Good Health and Well-being
- SDG 10: Reduced Inequality

Little Scientists: Supporting educators with STEM in the early years

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Background: Little Scientists is a not-for-profit initiative designed to facilitate children's natural curiosity for science, technology, engineering and mathematics (STEM) in the early years through child-appropriate, fun and playful experiments and inquiry-based learning. The program supports young children's engagement in STEM by providing professional development for early childhood educators across Australia. A two-year evaluation has been conducted by Charles Sturt University to ascertain the impact of the program on educators, the context of the early childhood setting, and the children within the setting.

Aim: To provide an overview of the program, share some of the key findings from the two-year evaluation and outline the next steps for the research associated with the program.

Method: The evaluation employed a mixed methods explanatory sequential design. Data were collected through online surveys of educators (pre/post), partner organisations and trainers and through the facilitation of Professional Learning Networks. There were also two analytic phases within the research design that involved a content analysis and a contextual analysis of the reach of the program. There were 899 centres involved in the program and 3386 educators who participated in the professional development.

Results: Findings suggest that the Little Scientists program is favourably received by the participants. Strengths include the focus on the everyday nature of STEM, and the ability to integrate the activities into a range of early childhood education and care settings. Participation in the workshops appears to have a positive impact upon educators' confidence and practices, and in turn impacts positively upon children's STEM learning opportunities.

Conclusions: Little Scientists had some success in improving early childhood educators' confidence and ability to introduce STEM concepts in a fun and engaging way to children in their care through play-based inquiry learning. More research that draws on the perspectives of children in relation to their STEM learning and engagement is needed.

Implications for children: Educators enjoy creating STEM learning experiences for you to engage with and learn from. Remember to let them know if there is something you want to explore, and they will help you find ways to investigate this.

Implications for families: Educators are committed to promoting and fostering your child's natural curiosity and wonder by facilitating STEM learning experiences. They encourage you to also engage in STEM learning opportunities and find ways to investigate with your child at home to help promote positive dispositions towards STEM.

Implications for practitioners: As an educator it is important for you to create opportunities for children to successfully engage in STEM learning experiences. To help facilitate this, you need to be familiar with the areas you intend to explore and have some confidence in implementing inquiry approaches to help promote children's engagement in the activities. Little Scientists is one program that can help you develop the confidence and skills to effectively do this.

Funding: $82,154 awarded for the evaluation

Key words: professionals' voices, innovations, early STEM literacy, STEM professional learning for early childhood educators.

This presentation relates to the following United Nations Sustainable Development Goals:

- SDG 4: Quality Education
- SDG 5: Gender Equality

"There were many tough days": Early childhood educators' emotional wellbeing during COVID-19 pandemic

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Background: The COVID-19 outbreak has affected the health and wellbeing of people around the world. Since the outbreak, early childhood educators have been at the frontline, responding to children and families attending early childhood services. However, little attention has been placed on the psychological impact this has had on early childhood educators in Australia.

Aim: The aim of this study was to understand Australian early childhood educators' emotional experiences with the COVID-19 global pandemic. The study aimed to gain an understanding of the collective voices of educators and bring awareness to how they responded and supported children and their families during this global crisis.

Method: We invited early childhood educators to complete an online survey where they detailed their experiences in relation to their emotional wellbeing in the current COVID-19 times. 216 participants drew on their personal experiences and 86 were willing to participate in an interview. 30 educators were interviewed for the study.

Results: The results revealed that educators experienced higher degrees of emotional labour during COVID-19, affecting their wellbeing. The higher levels of emotional labour of educators at this time also had negative effects on teachers' psychological and physical health, increasing job burnout and stress and lowering job satisfaction. For example, educators reported feeling mentally exhausted due to the extra pressures and management involved in responding to COVID-19.

Conclusions: Early childhood educators experienced intense emotional experiences during COVID-19. Evidence from this research suggests educators deserve more recognition about their emotional labour and emotional exhaustion experiences during COVID-19.

Implications for practitioners: Early childhood educators' emotional experiences require further recognition and should be given higher priority beyond current COVID-19 times. Supporting educators with targeted professional learning will contribute to their well-being, which will have flow on effects for the health and wellbeing of children and families. More clearly defined work expectations and support for educators is needed, including in policy for educator's wellbeing for future pandemics.

Implications for children and families: The emotional wellbeing of educators directly relates to their everyday work with children and families, especially how educators manage expectations and demands from society and their own institutions. The findings from this study showed educators positively supported children and their families, however often with limited advice and government assistance.

Key words: professionals' voices, workforce issues, wellbeing, COVID-19, qualitative methods, quantitative methods

This presentation relates to the following United Nations Sustainable Development Goals:
- SDG 3: Good Health and Well-being

StoryBabies: The development of a website to support book reading with babies

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Background: Literacy is a powerful predicator of later-life outcomes; including, quality of life, tertiary education, and occupation. Families, educators, and health professionals play important roles in supporting infants on their journey to mastering literacy, through book reading during infancy. While the importance of book reading during infancy is well recognised, there are few evidenced-based resources aimed specifically at supporting families, educators, and health professionals with book reading with infants birth-to-2-years.

Aim: StoryBabies was designed to empower families, educators, and health professionals with an evidence-based, free, online, book reading intervention, aimed at maximising the learning opportunity that book reading during infancy provides.

Method: The StoryBabies website amalgamated seven years of research into book reading with infants. Perspectives and practices from 3,500+ caregivers with infants were examined in three studies. Intervention research included typically developing children and children with hearing loss. Five key steps to book reading with infants were identified and led to the creation of five topic areas: (1) Best Books, (2) Seating Success, (3) Take Turns and Teach, (4) Sounds and Actions, and (5) Read Every Day.

Results and conclusions: StoryBabies has the potential to be a useful platform for supporting families, educators, and health professionals with strategies to scaffold interactions during book reading to strengthen early language and social communication skills. In turn, strong language and social communication skills sets children up for success with learning literacy.

Implications for children: You love reading books with us, and we love reading books with you! StoryBabies helps your mum, dad, grandparent, educator, and other people who care for you, with tips on what to say and do while looking at a storybook with you.

Implications for families: We know you read books with your baby and are well aware of the importance of book reading. StoryBabies has been created to provide you with support about how you can shape the interactions that you are already doing to strengthen your baby's communication skills. Strong communication skills now, will support your child with learning to read as they grow older.

Implications for practitioners: StoryBabies is an evidence-based, free, online resource to support you with book reading with infants. The strategies are designed to extend your current practices and capitalise on the learning opportunity that book reading during infancy provides for strengthening language and social communication skills.

Key words: literacy, book reading, evidence-based intervention, communication

This presentation relates to the following United Nations Sustainable Development Goals:

- SDG 3: Good Health and Well-being
- SDG 4: Quality Education
- SDG 10: Reduced Inequality

The expression of children in the time of COVID-19 through play and animation practices

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Background: Italy was the first Western country to carry out a total lockdown due to the COVID-19 pandemic. For the first time in the history of the Italian Republic, all educational institutions of all levels and all educational services for children were closed, on March 5, 2020: something that did not happen even during the Second World War. In order not to leave families with preschool children in loneliness and isolation, the need arose for a strong educational alliance between educators, teachers, and families with the aim of reaching younger children in their new daily life at home, to try to restore a minimum sense of normality. With the spread of the pandemic and its consequences on social life, emergency pedagogy programs have been activated in Italy to reach children even in the remote mode through the game of animation to share a community moment and tell each other their experience in confinement in a safe but also engaging way. This was achieved with the use of puppet animation for educational and didactic purposes.

Aim: Through the action research model, the aim was to conduct an experiment with the languages and tools of play and socio-educational animation, with puppets in particular in order to encourage the expression of children from birth to six years old of age in remote mode during confinement at home due to the health emergency caused by COVID-19.

Method: With the direct participation of the professionals working in the structures, five centres were involved in the activity. With team-work between educators, pedagogues and teachers, the problem of using the puppet as a mediator of the distance educational relationship was analysed in an explicit and descriptive way and the impact that it would have had on the online meeting between adults and children. Together, planned interventions were carried out with shared objectives, actions, choices and times to verify the initial hypothesis of animation play as the most effective practice in those conditions. The observation and monitoring tools have been prepared including, diaries, observation sheets, audio/video recordings, questionnaires, interviews, etc. Over time changes and improvements were made to consolidate the winning strategies on the use of the puppet as an operational tool for professional training. Reflection on the actions was carried out both individually and in pairs. Finally, specific documentation paths have been provided for the "socialisation" of the research results.

Results: In the contexts examined, the tools in question have proved to be effective means for the realisation of LEADs, distance educational links ("legami educativi a distanza", in Italian) as indicated by the specific document of the Ministry of Education for the continuation of the educational activity with children from birth up to six years. Educators, teachers and families have found these expressive tools to be very effective for continuing a loving and welcoming communication with young children even at distance. These situations were characterised as moments of active participation and game sharing between adults and children aimed at promoting well-being.

Conclusions: The tools of playing such as puppet theatre, animation of dolls and soft toys, games of singing and telling fantastic stories or of everyday life are typical work tools of the educator become even more important in the time of remote professional intervention as an ideal tool to be able to dialogue in a participatory and engaging relationship even at a distance: following the outbreak of the pandemic and the consequent restrictive measures.

Implications for children: Your educators have not forgotten you. You all had to stay indoors, but they did everything they could to keep you playing and having fun. Despite the distance, you have had some good times together.

Implications for families: Educators often never have to worry about your family's welfare. However, they had to find new languages to reach you when it was no longer possible to live in normal educational spaces. You have never been alone in the task of education and care!

Implications for practitioners: Education did not stop. Despite the initial disarray due to the health emergency that deprived you of your physical presence in the educational intervention due to social distancing, you have spent your time recovering the appropriate tools to reach your children in a different way. You have understood even more how indispensable your professional contribution is.

Key words: children's voices, families' voices, professionals' voices, communication, education, animation, right to play, puppets, COVID-19

This presentation relates to the following United Nations Sustainable Development Goals:

- SDG 3: Good Health and Well-being
- SDG 4: Quality Education

Children's understandings of sustainability-related topics and issues

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Background: My study explored 6-8-year-old children's broad understandings of sustainability. While young children are acknowledged as being essential in addressing sustainability issues, their involvement in and views about this aspect of their world have often been neglected.

Aim: The aim of this study was not to find a singular way that young children understand the phenomenon of sustainability, but rather to describe it in terms of differences that define the phenomena from the perspective of a group of 6-8-year-old children. This study explored and described the children's understandings, expressed through their drawings and interviews, related to the concept of sustainability-related topics and issues.

Method: The methodological approach of phenomenography was used in this study and data were collected through children's drawings and interviews.

Results: Six increasingly complex understandings of sustainability-related topics and issues emerged from the data, from that based on meeting the wants and needs of living things, through to innovative, problem-solving, globally connected approaches.

Conclusions: Young children are competent and capable research participants whose understandings reflect complex and multidimensional thinking related to sustainability.

Implications for children: You have provided ideas about what should be done to help living things across the world that will lead to big changes in the way lots of people will go about making the world a better place. Please keep sharing these ideas.

Implications for families: The children in this study discussed increasingly complex understandings in relation to the broad concept of sustainability that reflect the complex thinking they hold, remember to listen to their ideas and strategies.

Implications for practitioners: For young children to participate in addressing their concerns and interests, we need to listen to their voices in authentic ways. To capture their voices, we need to think carefully about the ways that we can provide them with access to complex concepts.

Key words: children's voices, drawing-telling approach, education, innovations, phenomenography, qualitative methods, sustainability

This presentation relates to the following United Nations Sustainable Development Goals:

- SDG 4: Quality Education
- SDG 11: Sustainable Cities and Communities

Real and fictional social rejections evoke associated and relatively congruent psychophysiological responses

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Background: Theater-based practices are used to simulate everyday social interactions for learning purposes (e.g., in the field of teacher-child interaction). Here, theater-based improvisation training was applied to develop student teachers' professional social interaction skills for working with children in early childhood and school settings.

Aim: To investigate how the awareness of fiction influences the experience of becoming rejected.

Method: We used a theater-based improvisation method to recreate dyadic interactions while measuring psychophysiological responses elicited by real (interview) and fictional (improvisation exercises) social rejections. Student teachers' (n = 39) heart rate, skin conductance, facial muscle activity and electrocortical activity (EEG alpha asymmetry) were analysed during varied social rejections (devaluing, interrupting, nonverbal rejection).

Results: Psychophysiological responses in real and fictional conditions were associated, with heart rate showing the strongest association. Both real and fictional rejections evoked negative EEG alpha asymmetry, which is related to behavioural withdrawal motivation. Nonverbal rejections generated the most similar responses. Heart rate was the only measure to differentiate real and fictional nonverbal rejections, showing a lower heart rate in fictional condition.

Conclusions: The findings of this study show that psychophysiological responses during improvisation exercises are relatively congruent with the same kind of real-world responses, regardless of cognitive awareness of fiction. Consequently, the results provide novel, neuroscientific evidence for the application of improvisation as an experiential method to study real-world social encounters and to include theater-based practices in teacher education curricula to enhance student teacher's social interaction competence.

Implications for children: We educators care about your feelings and work so that you would be happy every day. We understand how sad you feel if someone behaves badly or would not listen to what you were saying. We are really interested in your ideas and want to hear what you think and how you feel.

Implications for families: Educators know how important it is to listen to and value your child's initiatives. We understand the effects of rejective behaviour, and we are committed to be responsive and to encourage children's imagination.

Implications for practitioners: You can practise challenging interpersonal situations, for instance, social rejections, via theatre-based practises and learn adaptive and constructive behaviour. Especially improvisation training strengthens your sensitivity in listening to children's needs and initiatives as well as creativity in teacher-child interaction.

Key words: communication, quantitative methods, improvisation, social rejection, drama education, experiential learning, fiction

This presentation relates to the following United Nations Sustainable Development Goals:

- SDG 3: Good Health and Well-being
- SDG 4: Quality Education

Considering children's participation in socio-political sustainability through early childhood education for sustainability

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Background: This action research study investigated contemporary pedagogical practices in early childhood education for sustainability (ECEfS). This action research study explored young children's engagement with and understandings of poverty through a learning project undertaken with them in their kindergarten.

Aim: The aim was to understand and explore how to deliver and implement the realm of socio-political sustainability within an early childhood context.

Method: The study explored the possibilities and practicalities of implementing socio-political sustainability through well-known early childhood pedagogical methods such as storytelling and role play. Thus, data included observations of children's play, photographed documentation, children's artefacts, transcripts of teacher-led and spontaneous conversations, and teacher reflective journal entries. Thematic analysis was used to analyse the data.

Results: The study findings show that children are interested to explore issues such as poverty in their everyday kindergarten experiences when supported with sensitive and thoughtful pedagogies.

Conclusions: This study fills a 'gap' within ECEfS research. It expands current conceptions by moving from a singular focus on 'green' or environmental sustainability to broader socio-political sustainability congruent with the United Nations Sustainable Development Goals. This study has implications not only for educators but also for young children and how sustainability is conceptualised with national curriculum policies and frameworks in Australia.

Implications for children: You have demonstrated great awareness and understandings of poverty by sharing your big ideas about hunger, family, and having a home to go to. Not only were you able to talk about it with one another, but you also explored your understandings about poverty in your art and play.

Implications for families: It is important that your children's voices are being heard and listened to, especially in complex ideas about this world that they live in. By giving your children opportunities to share their thoughts, together you and your child can challenge taken-for-granted understandings on wider themes of sustainability.

Implications for practitioners: Young children are enabled to explore complex and abstract concepts such as poverty through your contemporary practices. You and the children can work as co-researchers in exploring complex understandings of social justice that includes themes of inclusiveness, belonging and power.

Key words: children's voices, education, communication, qualitative methods, action research, education for sustainability, socio-political sustainability

This presentation relates to the following United Nations Sustainable Development Goals:

- SDG 1: No Poverty
- SDG 2: Zero Hunger
- SDG 3: Good Health and Well-being
- SDG 4: Quality Education
- SDG 10: Reduced Inequality

Belgian speech-language therapists' practices and needs in supporting the parents of deaf and hard-of-hearing children from diverse backgrounds

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Background: Speech-language therapists (SLTs) can optimize intervention for deaf and hard-of-hearing (DHH) children through supporting these children's parents. However, when the parents are from culturally and linguistically diverse backgrounds SLTs may struggle to adapt their knowledge and practices to these new clinical situations.

Aim: This study aimed to 1) uncover SLTs' practices and needs in supporting families of DHH children from diverse backgrounds, 2) collect the experiences of families of DHH children from diverse backgrounds aged 0 to 5 years old, and 3) create resources which bridge the research-practice gap for SLTs based on these findings.

Method: An online survey was completed by SLTs (N = 13) working in Belgium. Semi-structured interviews were conducted with parents of DHH child from diverse backgrounds (N = 5) and SLTs from diverse backgrounds working in Belgium or abroad (N = 4).

Results: SLTs feel a lack of self-efficacy in supporting families from diverse backgrounds, compared to families in general. They required resources specifically adapted to intercultural and multilingual intervention and these resources were not available to them. Parents are satisfied with the support they had received from SLTs, but suggest support could be improved through the translation of tools (rehabilitation information, strategies, advice, etc.) and the use of interpreters. Based on the findings of this study, new multilingual resources have been created and shared (www.aloadiversity.com).

Conclusions: Supporting therapists and families to create the best possible outcomes for DHH children from diverse backgrounds requires listening to the needs of both groups to develop new solutions.

Implications for children: It is good to know more than one language and your parents and SLT can help you grow your skills in all the languages that you speak so that you can communicate and participate in your different communities.

Implications for families: Receiving information in your language will help you to understand and support your child's multilingual development through your family habits.

Implications for practitioners: Adapting your practices to each family will optimise the effectiveness of your intervention for diverse families and there are now freely available resources to assist you with this.

Key words: families' voices, professionals' voices, innovations, speech and language, qualitative and quantitative methods, hearing loss, multilingualism.

This presentation relates to the following United Nations Sustainable Development Goals:

- SDG 4: Quality Education
- SDG 10: Reduced Inequality

From care-taking and teaching to mutually caring communication

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Background: The increasing digitalisation and datafication of ECEC institutions in Denmark and elsewhere runs the risk of catalysing one-sided understandings of what it means to exert good education and care, both among pedagogical staff and parents. These potentially undemocratic, one-sided understandings focus foremost on what the adults do with the children, in terms of taking care and teaching them what society and its learning curricula and concepts demand of them. The children's caring and teaching acts are lost from sight and from daily pedagogical communication.

Aim: The aim is to conceptualize a more two-sided, democratically healthy understanding of care-taking and teaching, which underlines the internal relatedness of adults' and children's caring and learning practices and thus better describes the institutions' empirical reality.

Method: Empirically the paper draws on long-term multimodal participations across three ECEC institutions in Denmark. These underline that two-sided understandings of caring and teaching-learning are constantly practiced in everyday interactions, but are difficult to communicate as pedagogically relevant.

Results: The paper presents Joan Tronto's notion of 'democratic caring' in order to develop the notion of 'mutually caring communication' as an empirically relevant theoretical concept, which can highlight the necessary two-sidedness of daily caring and teaching-learning processes practiced in democratic ECEC institutions.

Conclusions: 'Mutually caring communication' offers a more relevant understanding of what it means to communicate and do pedagogy together with children, as an alternative to one-sided care-taking and teaching concepts that escalate in datafied societies.

Implications for children: Whatever you say or do shall be taken seriously by all your fellow citizens, as our democratic societies depend on caring for one another.

Implications for families: You may come to understand your child as a fellow citizen, who not only requires care-taking and teaching, but who also cares for and educates you.

Implications for practitioners: You may come to understand children as fellow citizens, who not only require care-taking and teaching, but who also care for and educate you.

Key words: children's voices, wellbeing, communication, early literacy, educating for democracy, qualitative methods, theory

This presentation relates to the following United Nations Sustainable Development Goals:

- SDG 3: Good Health and Well-being
- SDG 4: Quality Education
- SDG 10: Reduced Inequality
- SDG 16: Peace and Justice Strong Institutions

PEEP in the pandemic: Supporting parent learning on-line

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Background: Practitioners trained by the charity PEEPLE run *PEEP Learning Together* programmes (PEEP-LTP) for child-with-parent groups, supporting families to develop effective evidence-based home-learning practices. There is evidence of parent self-reported developments in these areas. Recent COVID-19 restrictions have necessitated moving from face-to-face delivery to on-line approaches. Training and pilot materials are being developed by PEEPLE. Early adopters' informal evaluations suggest on-line platforms accommodating larger participant groups are effective, that on-line delivery allows some parents to join groups more confidently than personal attendance, and that travel problems are avoided. There is however a loss of social interaction amongst parents and play opportunities for grouped children, and following up group audio-visual sessions with phone calls to embed learning is needed at times. Appropriate technology and security are problems for some families. Practitioners' confidence or otherwise in using technology to communicate is varied.

Aim: This paper aims to survey and analyse local PEEP practitioners' views of embarking upon on-line programme delivery and its impact on practitioners and families, to determine, share and adopt best-practice approaches.

Method: Around 50 Stirling Council PEEPs practitioners are completing on-line questionnaires, with some also interviewed, as part of a larger Stirling University/Stirling Council study of PEEP practice across the authority. Questions about the move to on-line delivery, its predicted opportunities and challenges, and what would sustain practitioners' confidence are included. Responses to these questions will be summated and thematically analysed.

Results: Resulting themes will be collated and discussed. Practice is evolving, and whilst views similar to those of the early adopters may be elicited, additional unpredicted themes are also likely.

Conclusions: Implications for training, support and development to support practitioners in determining and adopting best-practice throughout the COVID-19 pandemic and beyond will be discussed.

Implications for children: Children rely on parents talking and playing with them to help them learn. This can be influenced by PEEP groups, and we will know how on-line PEEP delivery can help parents.

Implications for families: Children rely on you talking and playing with them to help them learn. This can be influenced by PEEP groups, and we will know how on-line PEEP delivery can help you.

Implications for practitioners: Children rely on their parents talking and playing with them to help them learn. This can be influenced by PEEP groups, and we will know how on-line delivery can help you support families.

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Key words: workforce issues, wellbeing, communication, community services, vulnerable communities, regional/rural communities, COVID-19, qualitative methods

This presentation relates to the following United Nations Sustainable Development Goals:

- SDG 4: Quality Education

Stories of disruption: Using images to prompt children's thinking and action taking for sustainability

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Background: Sustainability needs to be addressed through innovative educative approaches. Research has found that preservice teachers' positive attitudes about sustainability and their desire to make a difference were prompted when they encountered confronting images depicting human impacts on wildlife.

Aim: This study explored how two educators employed potentially confronting images about sustainability in their work with children.

Method: The two educators told stories and discussed the risks and benefits of sharing confronting images with children, shedding light on issues associated with disruption, risk, and children's capabilities for action taking.

Results: Findings from this study contribute to conversations about the potential benefits of teaching strategies that challenge protective approaches to teachers' work with children. The participants' approaches share common ground and yet reflect the nuances of their different expertise and experiences.

Conclusions: These stories challenge researchers and practitioners to reconsider children's capabilities for sustainability awareness and action taking. Images can send powerful messages about sustainability at a time when humanity needs to find new and urgent solutions to this global imperative.

Implications for children: You are ready to hear some important stories and to see pictures about how people are making a mess of nature. Teachers and children should talk about how we can start to fix up this mess.

Implications for families: It's difficult to protect children from seeing confronting images such as floods, fires and pollution. You can have conversations with children in response to such images by taking a thoughtful, respectful and action-oriented approach.

Implications for practitioners: Sustainability is an important topic in early childhood education. Children regularly see images of humanity's negative impact on the planet. You can help children address this topic by identifying the problem and responding with positive action.

Key words: professionals' voices, wellbeing, early childhood education, qualitative methods, sustainability

This presentation relates to the following United Nations Sustainable Development Goals:

- SDG 4: Quality Education
- SDG 11: Sustainable Cities and Communities
- SDG 12: Responsible Consumption and Production
- SDG 14: Life Below Water

Fijian children's speech acquisition

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Background: The ability to produce sounds in the languages spoken by family and community increases children's communication participation. Learning to produce the speech sounds of a language (consonants, vowels and tones) is an important milestone for all children. For multilingual children, sounds in one language may influence the production of sounds in another. The population of Fiji speaks three official languages (Standard Fijian, Standard Hindi and English) and hundreds of other dialects and languages. The linguistic multi-competence of Fijian children has received limited research attention.

Aim: To investigate the acquisition of English consonants by multilingual school-aged Fijian children.

Method: English speech samples of 80 words were collected from 72 multilingual Fijian school students (32 in Year 1, 40 in Year 4). The transcribed samples were analysed to calculate the percentage of consonants produced correctly for two Fiji English dialects (Fijian Fiji English and Fiji Hindi Fiji English).

Results: The pattern of English consonant acquisition for these children was similar to that reported for English-speaking children in other parts of the world. Minor differences for later developing sounds were noted (e.g., 'th' was produced as 't' or 'f'). There was evidence of cross-linguistic transfer.

Conclusions: This study expands understanding of linguistic multi-competence and multilingual speech sound acquisition and supports educators and communication specialists (e.g., speech-language pathologists) working with multilingual Fijian children.

Implications for children: Did you know that different languages have some sounds that are the same and some sounds that are different? Children are very clever at learning the sounds of different languages.

Implications for families: Children are capable of learning to speak many languages and their pattern of learning to pronounce consonants is similar across the world.

Implications for practitioners: When supporting multilingual children, it's important to determine which languages and which specific dialects are spoken by the child and their family members. You should incorporate home language models when assessing children's communicative competence.

Key words: Children's voices, communication, international communities, quantitative methods, Fiji, Pacific, speech, multilingual

This presentation relates to the following United Nations Sustainable Development Goals:

- SDG 3: Good Health and Well-being
- SDG 4: Quality Education
- SDG 10: Reduced Inequality

Exploring educators' understandings of infants' and toddlers' agency

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Background: The Early Years Learning Framework (EYLF) promotes the need to recognise children's participation rights and for educators to be responsive to opportunities and demonstrations of agency. However recent research documents concern that this rights-based discourse has not yet penetrated infant caregiving contexts.

Aim: To explore how educators working with infants and toddlers understand agency, and what role they ascribe to themselves in infants' and toddlers' realisation of agency.

Method: Research was undertaken in ECEC settings across Brisbane in late 2019/early 2020. Interviews and reflection activities were conducted with 15 educators working with children under three years, and responses coded through thematic analysis.

Results: Participants provided some working definitions of agency and made some connection to supporting children's agency in their everyday practices. However participant responses largely revealed confusion and limited understanding of agency. This was exacerbated in instances where educators reported nil or irregular access to professional learning opportunities.

Conclusions: A connection between the status provided to educators who work with babies and toddlers, and the impact upon their knowledge and practice is proposed, and recommendations put forward for increased opportunities for professional learning relating to birth to three pedagogy.

Implications for children: This research will help educators understand an important part of babies' and toddlers' learning, and as they grow this will support children to know that what you think and what you say is important, and that you can make a difference in the world.

Implications for families and practitioners: Children's agency is a key element to recognise and foster within early childhood pedagogy and practice, though it is not as well understood by educators working with babies and toddlers. We need to better support and equip these educators with further knowledge and skills to ensure quality experiences and outcomes for our children.

Key words: infant and toddler, agency, educator voices, workforce issues, qualitative methods

This presentation relates to the following United Nations Sustainable Development Goals:

- SDG 4: Quality Education
- SDG 10: Reduced Inequality
- SDG 16: Peace and Justice Strong Institutions

Supporting effective service integration (SESI) in regional and remote communities: Preliminary learnings from Phase 1

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Background: The importance of integrated service platforms to improve outcomes for children and families has been widely recognised. Existing models of service integration (SI) tend to adopt one-stop-shop, place-based frameworks, however for many regional and rural communities this is not a viable option. In 2018, the SESI project was established to address the uneven access to services that such communities experience. The project established a model of SI that is contextually responsive, encourages collaboration, and utilises evidence-based professional development to build educators' capacity in areas such as child development, intentional pedagogy, reflective practice and effective leadership. The SESI model positions early childhood education and care (ECEC) settings as a hub for families to access services in an integrated way and to facilitate collaboration between educators, families and allied health.

Aim: To explore the preliminary learnings from Phase One of the SESI project – highlighting the importance of building strong relationships and developing contextually relevant understandings of services (e.g., existing partnerships, gaps or barriers to success, centre culture and staff experiences).

Method: Phase one of this study involved the collection of exploratory data to better understand the six participating ECEC services and their communities (e.g., population demographics, services access, service gaps, inter-service collaboration). This included the completion of 1) semi structured interviews with integrated service providers; 2) facilitated focus group discussions with educators and directors of each participating ECEC service; 3) questionnaires exploring each ECEC services' staffing and attendance; and 4) online audit of each geographic area's allied health, community service and profile presented as a service map.

Results: A content analysis revealed a number of key themes around community access and support. These included: 1) approaches to familial support, 2) variance in access to health services, 3) gaps in learning opportunities; and 4) intervention access and program atrophy. Effective partnerships were ensured through the establishment of clear partnership roles, communication of project goals and processes, adoption of a responsive and flexible project plan and a commitment to research informed evaluation from the beginning.

Implications for children: We need to understand your unique community to ensure that your teachers can give the best possible support to you and your family.

Implications for families: We understand that families exist within a community that have unique strengths and challenges. Educators want to work in the most effective way to link you to community resources and support you in your role as a parent.

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Implications for practitioners: Your knowledge and understanding of your community is essential. You have a pivotal role to play in integrating community resources to support children and families.

Key words: professionals' voices, innovation, workforce issues, wellbeing, education, health, community services, vulnerable communities, regional/rural communities, qualitative methods, quantitative methods, service integration, family support, professional networking, Indigenous services

This presentation relates to the following United Nations Sustainable Development Goals:

- SDG 3: Good Health and Well-being
- SDG 4: Quality Education
- SDG 10: Reduced Inequality

Involving children with developmental language disorder and their parents in research priority setting

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Background: In the UK, two children in every classroom have developmental language disorder (DLD), a disorder associated with a range of negative life outcomes, including poorer mental health, educational attainment and employment prospects. Speech and language therapists (SLTs) support children with DLD (CwDLD), using research to inform their practice. However, important clinical questions regarding DLD remain unanswered. Research priority setting partnerships (PSPs) aim to address such situations, asking key stakeholders to consider what questions most urgently need to be addressed by research. Involving CwDLD and their parents, as key stakeholders, in a DLD PSP is crucial. Typical PSP methods are linguistically and cognitively complex, thus an adapted methodology is required to capture the true voice of CwDLD and their parents.

Aim: To develop and implement a method for meaningfully involving CwDLD and their parents in a PSP.

Method: An activity programme and data collection exercise to aid CwDLD and their parents to participate in a PSP were developed. SLTs familiar with the individuals were trained to deliver and implement this, according to an individual's specific communication needs. Collected data were used to inform the research design. A protocol was developed to combine this data with information from other stakeholders.

Results: Nine SLTs received training, 17 CwDLD and 25 parents participated. All 42 individuals were able to voice their preferences for DLD research priorities. This information influenced the next stage of the PSP process, and had a significant impact on which research questions were prioritised.

Conclusions: This novel method enables CwDLD and their parents to be meaningfully involved in PSPs. Having established DLD research priorities, created in partnership, means future research can be targeted to areas of most urgent need. This supports the evidence base to grow appropriately to inform on child-centred, evidence-based care and facilitate positive outcomes for children.

Implications for children: You are able to tell people what you find difficult about speaking and understanding and what you really want help with. You have the right to do this, and we really want to know! Your speech and language therapist can help you do this, and together we can try to find the best ways to help any child who finds speaking and listening a bit tricky.

Implications for families: Using the process described here, you and your child can (and should be) involved in sharing your opinions and preferences for what you think are priority areas for research in DLD. Your collective voice is not just important, it is imperative in identifying what questions about DLD we most urgently need to try to answer.

Implications for practitioners: Speech and language therapists are best placed to support children and their parents to voice their opinions on research priorities in DLD. You can use the process described here to facilitate their understanding and capability to express their preference, and collect meaningful data.

Key words: developmental language disorder, speech and language therapy, research priority setting, children's voices, families' voices, communication, education, health, policy, government, mixed methods

This presentation relates to the following United Nations Sustainable Development Goals:

- SDG 3: Good Health and Well-being
- SDG 4: Quality Education
- SDG 10: Reduced Inequality

Speech-language pathologists' views on the severity of speech sound disorders in children

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Background: Successful communication in daily life is important for full participation in society. For young children, this includes the ability to talk with friends and family and engage in education. Speech sound disorders (SSD) influence participation in the daily lives of young children because of the breakdown of communication. Speech-language pathologists (SLPs) diagnose the severity of SSD in children, commonly based on a description of speech features; however, the concept of severity, is not well defined.

Aim: The aim of the current study was to identify factors that, according to SLPs, contribute to the severity of SSD.

Method: During a qualitative study with 82 SLPs working in SLP practices and special schools, core indicators of the severity of SSD were identified. A combination of procedures such as keyword sampling, and a focus group interview generated the data for the analysis. Thematic analysis was used to answer the research question in this study.

Results: SLPs' responses indicated that they consider severity as a multifactorial concept, including speech characteristics, intelligibility, communicative participation, children's perspectives about the speech problem, and parents' perception of the speech problem.

Conclusions: An estimation of the severity of SSD requires evaluation of speech features, as well as children's intelligibility, their perception of their speech problem, and participation in daily life.

Implications for children: Speech-language pathologists like to talk with you and your parents. It is important that you tell them about your speech, and if you have problems when you are talking with your family, friends and even with people who don't know you well. SLPs will think carefully about what you say to help them understanding how they can help you and your family.

Implications for families: Speech-language pathologists are trained in describing the speech of your child, but, for a full understanding of your child's speech, they need to consider insights from you and your child too.

Implications for practitioners: As speech-language pathologists, you are well trained to assess and diagnose children with speech sound disorders (SSD); however, the impact of an SSD may vary from child to child. When determining the severity of SSD you should consider parents' perspectives, children's perspectives, and intelligibility.

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Key words: children's voices, families' voices, professionals' voices, wellbeing, communication, health, qualitative methods, quantitative methods, theory, speech sound disorders, intelligibility

This presentation relates to the following United Nations Sustainable Development Goals:

- SDG 3: Good Health and Well-being
- SDG 10: Reduced Inequality

Young children's enactments of agency during participatory wellbeing research

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Background: Young children have been largely excluded from child wellbeing research due to assumptions surrounding their capacity to engage within participatory research paradigms. Participatory research is generally understood to be important for empowering marginalised and excluded voices, such as those of young children. However, without careful thought to how much agency participants are able to enact throughout the research process, participatory research runs the risk of replicating traditional research power imbalances.

Aim: To learn how and when young children enact agency within a participatory research paradigm.

Method: A qualitative longitudinal study design was used to investigate the understandings and experiences of 20 children as they transitioned from eight early childhood education and care contexts to primary schools in metropolitan South Australia. Emoji were used as a visual participatory research method to elicit young children's experiences and understandings of wellbeing across the transition to school in both paired and individual research activities. The structured approach to trajectory analysis was employed to analyse the data.

Results: Findings suggest that young children enact agency within participatory research through the use of humour, refusal, storytelling, and choice in what materials they bring into research activities. These decisions and choices can teach us not only about young children's interest and engagement in participatory research (or lack thereof), but also perceptions of their own agency within the research processes.

Conclusions: Investigating the ways in which young children enact agency when working with a researcher informs our knowledge of conducting research *with* rather than *on* young children.

Implications for children: What you think and need are important. It is important for adults to listen to children because you can teach us important lessons about what makes you feel safe, healthy, and happy.

Implications for families: Children's voices and experiences are important and should inform knowledge, practice, and policy as it relates to the services and systems you and your family interact with.

Implications for practitioners: Children's voices can and should inform the knowledge base on which our practices, pedagogies, and policies are based on, and the development of our daily interactions with children.

Key words: children's voices, wellbeing, agency, education, communication, qualitative methods, visual research methods.

This presentation relates to the following United Nations Sustainable Development Goals:

- SDG 3: Good Health and Well-being
- SDG 4: Quality Education

How did COVID-19 school closures impact school-based SLPs' job satisfaction?

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Background: Speech-language pathologists (SLPs) provide speech therapy to children of all ages in a variety of clinical settings. Across clinical settings, SLPs were impacted by the COVID-19 global pandemic. In fact, an ASHA Leader article reported that the profession was "changed forever" (Law et al., 2020). There were many issues that suddenly arose as awareness of the virus grew - a lack of personal protective equipment, fear of contracting the virus, a rapid pivot to telepractice without training, and a constant sense of uncertainty. For SLPs working with children in early childhood and in school settings, school closures created additional issues, including lack of internet services at home, difficulty contacting parents, and virtually managing an already complex caseload.

Aim: The purpose of this study was to explore how the COVID-19 pandemic impacted job satisfaction for school-based SLPs who were providing services to children in early childhood. Job satisfaction is important for therapy quality, with early childhood research showing that SLPs who are unhappy in their jobs delivery poorer therapy. To ensure the highest quality of services for children in early childhood, it is essential to ensure that SLPs report being satisfied with their jobs.

Method: A four-part web-based survey was distributed via social media and listservs. Participants included 1308 SLPs who followed the link to the survey. Of those, 1013 had complete responses and 266 had partially completed responses. As such, for some questions, we have responses for 1279 participants. Twenty-nine participants left the survey before answering the first question. Ninety-six percent of the sample identified as female, 1% as male, 0.1% as transgender male, and 2% chose not to provide this information. All states except for Alaska were represented, with the most respondents from California (n=102), Texas (n=89), Massachusetts (n=84), Florida (n=69), and Illinois (n=64). Participants worked in both public and private schools including preschools, elementary, middle, and high schools.

Results: On a scale from 0-100, with 0 indicating very unsatisfied and 100 indicating very satisfied, SLPs responded to four questions specific to the COVID-19 pandemic. In general, how satisfied are you with how your school/district is handling COVID-19 physical distancing precautions Mean = 64.14, median 70, range 0-100 (N=1050); With respect to the services that you are being asked to provide, how satisfied are you with what your school/ district is asking of you? Mean = 51.30, median 50, range 0-100 (N=1041); How satisfied are you with the amount of time that you had to prepare to begin delivering services in a new way in light of COVID-19 physical distancing precautions? Mean = 36.61, median 30, range 0-100 (N=1029); How satisfied are you with the amount of support that you have to begin delivering services in a new way in light of COVID-19 physical distancing precautions? Mean = 37.47, median 30, range 0-100; Results: (N=1013). Additionally, SLPs responded to a general 17-item job satisfaction survey. Following that general survey, SLPs were asked to indicate if their job satisfaction pre-COVID-19 would have been the same, lower, or higher. Results: Same = 38.6% (n=488); higher = 41.3% (n=522); lower = 4.6% (n=58).

Conclusions: COVID-19 negatively influenced job satisfaction. Preliminary correlation analyses indicate that job satisfaction was negatively associated with the percentage of no-shows for teletherapy sessions.

Implications for children: It is important to be happy in your job. Your speech-language pathologist has been working hard to make sure that you get to practice your speech while we keep safe during COVID-19.

Implications for families: It is important to communicate with your child's speech-language pathologist about your availability and when you need to cancel. Our results support that missed sessions ("no-shows") negatively impact job satisfaction, which ultimately can lead to SLPs leaving their jobs.

Implications for practitioners: Your job satisfaction matters. There are aspects of the COVID-19 pandemic that are out of your control and are decreasing job satisfaction across the United States. It is important to communicate with your administration about your experience.

Key words: COVID-19, well-being, education

This presentation relates to the following United Nations Sustainable Development Goals:

- SDG 3: Good Health and Well-being
- SDG 4: Quality Education
- SDG 8: Decent Work and Economic Growth
- SDG 9: Industry, Innovation and Infrastructure

Consonant cluster productions in preschool children who speak African American English

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Background: There is a history of misdiagnosing speech sound disorders (SSDs) in children who speak African American English (AAE). Differential diagnosis requires a complete understanding of the features of the dialect. Unfortunately, much less is known about the features of AAE than Mainstream American English (MAE). One particular area in which data are lacking is consonant cluster productions.

Aim: The aim of this study was to provide a comprehensive description of consonant cluster productions in a group of children who speak AAE at an age when these productions are typically being mastered.

Method: Twenty-three African American children (9 males, 13 females), aged 2;10 to 5;4 (mean = 3;11), completed an experimenter-developed single-word cluster task.

Results: The majority of cluster reductions adhered to markedness theory (deletion of the marked member) and the sonority hypothesis (deletion of the most sonorous member in word-initial clusters, deletion of the least sonorous member in word-final clusters). The majority of word-final cluster reductions adhered to the voicing generalisation seen in AAE-speaking adults (deletion of the stop from consonant + stop clusters with the same voicing). The vast majority of cluster simplifications were not predictable based on the corresponding consonant singleton mismatches.

Conclusions: Some aspects of AAE-speaking children's cluster productions are similar to MAE-speaking children, while others are different. Speech-language therapists should consider dialect-specific information when making diagnostic decisions about children who speak AAE.

Implications for children: You will not be labelled as "disordered" just because you speak differently to other children.

Implications for families: The results of this study will improve our understanding of the features of your child's dialect and help prevent the overdiagnosis of SSDs in African American children.

Implications for practitioners: This study will provide you with more information with which to make diagnostic decisions about children who speak AAE.

Key words: African American English, children's voices, wellbeing, communication, vulnerable communities, international communities, quantitative methods

This presentation relates to the following United Nations Sustainable Development Goals:

- SDG 3: Good Health and Well-being
- SDG 10: Reduced Inequality

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Gender in early childhood education

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Background: This paper discusses a research study that examined early childhood educators' perceptions and understandings of gender identities, and their role within early childhood settings. Additionally, it examined the ways in which early childhood educators draw on the Early Years Learning Framework (EYLF) to support their work in a context that positions childhood gender identity as contentious.

Aim: To explore early childhood educators' perceptions of gender and their experiences when working with children in this area.

Method: This research study was based upon qualitative phenomenological research methods. The participants consisted of 12 early childhood educators who were working in kindergarten and long day care settings in Melbourne, Australia, and two of the developers of the EYLF. Thematic analysis and feminist post-structuralist discourse analysis were used to identify the discourses deployed in the participants' responses.

Results: The research identified discourses and contexts that may constrain or enable expansive work around gender in early childhood settings. Some of the constraining discourses identified in this research focused on the innocence of children and fears about work on gender being considered contentious. Enabling discourses were identified that could build and support pro-diversity spaces and contexts in early childhood.

Conclusions: Gender is a critical area that needs to be addressed further in policy and practice. Educators require further support. This research can be used to shape future policy frameworks and resources to support educators.

Implications for children: This presentation will talk about the toys you play with at childcare and explain the best way for teachers to make sure that things are fair so that all children can play with everything.

Implications for families: This presentation will share research that will help educators provide an inclusive environment for your children that allows them to explore and express their gender without limitations.

Implications for practitioners: This presentation will provide suggestions to consider when designing holistic gender inclusive environments in early childhood education.

Key words: gender, professionals' voices, workforce issues, policy, EYLF, wellbeing, qualitative methods, vulnerable communities, theory, feminist theories, social justice

This presentation relates to the following United Nations Sustainable Development Goals:

- SDG 3: Good Health and Well-being
- SDG 4: Quality Education
- SDG 5: Gender Equality
- SDG 10: Reduced Inequality
- SDG 16: Peace and Justice Strong Institutions

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Hearing infant voices within patterns of infant-practitioner interactions in nursery provision in England

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Background: The active contributions that infants make to early childhood education and care (ECEC) provision are seldom documented in research internationally. The infant makes considerable effort to be 'heard', engaging a myriad of movements, facial expressions, and early vocalisations which can be characterised as 'voice'. Grounded in historicity, the patterns of communicative cues infants' display seek to elicit reactions from adults and have the potential to lead into moments of closeness and intersubjective exchange. Examining infant voice as a stimulus for child-adult interactions, whilst acknowledging how the broader constructs of ECEC provision shape these moments, can strengthen educator understanding of infant development and amplify the visibility of infant participation in ECEC contexts.

Aim: To document how infants actively use their voice to draw early childhood educators into their world to elicit child-adult interactions in ECEC contexts.

Method: Case studies emerging from an interpretivist paradigm of ethnographic origin present data from six children attending two different early childhood centres in England. Data generated via a multimodal methodology including digital video observations, sought to discover what patterns of communication infants engage to convey their voice in nursery provision, and how voice is used to initiate and sustain interactions with adults. The study takes inspiration from cultural historical theory framing the child as an active participant who contributes uniquely within constructs of a broader, complex social institution. Cultural historical theory was combined with grounded theory to analyse data with the aim to expand knowledge and construct greater understanding of how infant voice can be conceptualised in ECEC provision.

Results: This is an ongoing study; the final phase of field work is paused in response to the COVID-19 global pandemic. However tentative impressions indicate infant voices are characterised by unique patterns of initiation which are used to draw adults into social encounters. Infants are resolute and increase their participation in setting by engaging their voice innovatively. Yet, the visibility of their voice is dependent on attuned and responsive educators as well as wider characteristics of the ECEC environment.

Conclusions: This is an ongoing study due for completion in 2021. Final conclusions are incomplete, but the presentation seeks to contribute to, and increase discourse surrounding infant voice and grow infant contributions in ECEC contexts by offering insight into this ongoing project.

Implications for children: You work hard to participate within a busy landscape and moments of closeness and responsivity are especially important to you. You are unique, and educators recognise the creative initiations you employ to attract their attention and enjoy these special moments with you. Educators may appear busy, but they care for you very much.

Implications for families: The interactions you share with your baby at home play an important role in growing their confidence to initiate social encounters with educators. Be sure to tell the staff of the little idiosyncratic things your child does to attract your attention in the home. They are significant and will help your child to feel familiar in unfamiliar surroundings.

Implications for practitioners: Babies love your attention and need your affection. They adore watching you through your busy day and the smallest moments of interaction appears to relax the child and have a significant impact on their wellbeing. Slow down and take time to pause and recognise the impact you have and how important you are to each child.

Key words: children's voices, wellbeing, communication, international communities, qualitative methods, practitioner professional development.

This presentation relates to the following United Nations Sustainable Development Goals:

- SDG 3: Good Health and Well-being
- SDG 4: Quality Education

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Transitioning 'not racist' to 'anti-racist' frameworks in early childhood education

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Background: A recent study highlighted how negative stereotypes of minorities are affirmed through Australian early childhood texts, exhibiting the need to develop racial literacy among early childhood educators. The Australian Human Rights Commission's *Building Belonging Toolkit* features several activities, posters and guides that aim to equip educators with tools to address racism in early childhood settings. This paper unpacks how anti-racist frameworks can enrich these initiatives in teaching diversity and difference.

Aim: To unpack how shifting 'not racist' initiatives to 'anti-racist' frameworks can enrich teaching diversity and difference in early childhood settings.

Method: Literature review that evaluates the *Building Belonging Toolkit*, *KooriCurriculum* resources for early childhood educators, a study that identified how a majority of early childhood texts used in Australian childcare centres perpetuated stereotypes of minorities, and *Anti-racist baby* by Dr Ibram X. Kendi.

Results: The efforts to normalise difference and diversity tend to focus on skin tone and cultural differences (cuisine and clothing), often framing racism as merely 'bullying'. These efforts typically present teaching diversity with a focus on how to be 'not racist'. While this is important, there is potential to enrich anti-racist education with more substance that is relevant in terms of seeing early childhood education as the building blocks for developing lifelong racial literacy learning.

Conclusion: Developing lifelong racial literacy among educators involves reconceptualising teaching diversity and difference in line with anti-racist initiatives. This paper unpacks how this transition from 'not racist' to 'anti-racist' can occur within early childhood settings.

Implications for children: Do you notice that we might look a bit different from our family and friends? Some of our friends might eat different foods and wear different clothes. There is more to the story and educators love talking to you about it.

Implications for families: It is important to teach your child that antiracism is not only about bullying and being a 'good person'.

Implications for practitioners: It is important for you to develop racial literacy that enriches your confidence in teaching diversity and difference.

Key words: social justice, racial literacy, anti-racism, review, Indigenous voices, wellbeing, vulnerable communities.

This presentation relates to the following United Nations Sustainable Development Goals:

- SDG 10: Reduced Inequality
- SDG 16: Peace and Justice Strong Institutions

Cross-cultural adaptation and standardization of the Ages and Stages Questionnaire (ASQ-3) in 36-60 month-old-children from a Vietnam national survey

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Background: Accurate and efficient developmental screening measures are critical for early identification of developmental problems; however, few reliable and valid tests are available in Vietnam as well as other countries in ASEAN. The Ages and Stages Questionnaire, a well-established tool, was chosen for adaptation with young children in Vietnam in 2018.

Aim: This study aimed to translate and validate the Ages and Stages Questionnaire (ASQ-3) in 36-60 month-old-children in Vietnam for the purpose of developmental screening.

Method: The translation and cultural adaptation of the original questionnaire was carried out in accordance with the published guidelines. A sample of 3801 36-60 month-old-children were recruited randomly from eight regions, representing seven economic zones of Vietnam. Item response theory model was used to analyse item difficulty level. Reliability was estimated using internal consistency. Validity was assessed using content validity.

Results: Results show the internal reliability, determined by Cronbach's alpha ranged from 0.56 to 0.73 and the inter-rater reliability (parents/teachers) was high (ranged from 0.88 to 0.91). The national norms were established. The cut-off scores of Vietnamese children were comparable with those of the US normative sample, with no significant differences between two data sets.

Conclusions: In general, the findings suggest that the Vietnamese version of the Ages and Stages Questionnaire (ASQ-3) has satisfactory reliability, and validity for screening developmental problems for 36-60 month-old-children in Vietnam.

Implications for children: We love working with you, we are doing our very best to identify any difficulties you may be having, so you have a great time at early education.

Implications for families: We work very hard and are very committed to children having great experiences and outcomes.

Implications for practitioners: The Vietnamese adaptation of the Ages and Stages Questionnaire (ASQ-3) will help you identify children in early education who may be experiencing difficulties.

Key words: Screening tools; standardization; validity; reliability; Ages and Stages Questionnaire

This presentation relates to the following United Nations Sustainable Development Goals:

- SDG 3: Good Health and Well-being
- SDG 4: Quality Education

EC what? Exploring the positioning of early childhood educators in pandemic policy responses in Australia and Canada

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Background: Despite widespread recognition of the foundational role of Early Childhood Education and Care (ECEC) for the well-being of citizens and functioning of society, childcare policy in liberal welfare states continues to lag in comparison to other wealthy nations. While there are notable differences in governance structures, funding mechanism and overall sociohistorical and political context, ECEC services in Canada and Australia fundamentally function according to the same market principle: fiscal bottom lines drive provision, rather than responsive, meaningful, pedagogically inspired programs. In both countries, most formal childcare is delivered by private organisations/companies (some for-profit and some non-profit), at fees unaffordable for many middle-class families. Similarly, the quality of ECEC programs is undermined by chronic undervaluing gendered early childhood educators (ECE) professionals through chronically low remuneration levels and notoriously poor working conditions.

Aim: This paper reflects on the childcare policy response of Australia and Canada, with a particular focus on the gendered childcare workforce in Victoria and Ontario. While gender and care emerged in dominant media and political discourse throughout the pandemic – mainly in relation to mothers struggling to be both workers and caregivers – we explore how childcare professionals factored into the policy conversation (or not).

Method: This presentation embraces a critical, feminist ethics of care lens to examine how emergency pandemic measures positioned ECEs in the short and long-term.

Results: Governments in Australia and Canada, at the national and sub-national level, responded with a variety of policy actions. Some of these included the mandatory closure of many (in some regions all) regulated childcare programs, the establishment of emergency childcare programs for essential workers, temporary wage subsidies for ECEs, reduced staff/child ratios, and enhanced cleaning and screening procedures. The priority articulated by national and sub-national governments was getting parents back to work rather than ensuring children had access to high quality care experiences. The gendered childcare workforce was not a policy priority in addressing the childcare issue in either region.

Conclusions: Results reveal that, in both regions, COVID-19 childcare policy responses not only ignored the experiences/realities of early childhood educators, but overtly attacked the highly gendered workforce.

Implications for children: High quality care and learning experiences for children throughout the pandemic (and beyond) remain evasive with a workforce that continues to systematically occluded at a public policy level.

Implications for families: Families are left in an increasingly precarious position as the educators on whom they rely face compounding barriers to the structural conditions necessary to carrying out sustainable, responsive, professional practice.

Implications for practitioners: The implications for childcare professionals is that their voices are needed now more than ever in the policy arena.

Key words: childcare discourse, gender, policy analysis, COVID-19, childcare professionals, qualitative methods, ethics of care

- SDG 1: No Poverty
- SDG 3: Good Health and Well-being
- SDG 4: Quality Education
- SDG 5: Gender Equality
- SDG 8: Decent Work and Economic Growth
- SDG 10: Reduced Inequality
- SDG 16: Peace and Justice Strong Institutions

Development of agency in early childhood during COVID-19

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Background: This research aims to investigate the curricular organisation and the ways of teaching young children in a bilingual context that contributed to the advancement of the students' learning process, the development of agency and the continuity of the process of appropriation of the additional language throughout the teaching during the global coronavirus pandemic. All children are born endowed with agency, they are able to act in the world as social actors and producers of culture, which allows them to use their own repertoire and knowledge and thus engage in real situations of their own life. The study is based on the Theory of Socio-Historical-Cultural Activity which considers the importance of the social context where development occurs as well as the dialectical interaction between peers, in Vygotsky's interactions and playing, which has an important role in the constitution of children's thought that creates for children in their "zone of proximal development". This research is linked to the researcher's professional performance as a teacher in the context of practical action with a group of 3- and 4-year-old children enrolled in the bilingual segment of early childhood education. The selected corpus consists of the official curriculum of the observed school, the transcription of the remote classes and the field diary.

Aim: To analyse how the organisation of the curriculum, using multiple languages and multimodal resources, can promote opportunities for the development and expansion of agency of children in a complex and constantly changing world, especially during the COVID-19 pandemic.

Method: Data was gained from a group of 3- to 4-year-old students in a bilingual English immersion preschool. Part of the data refers to remote classes' transcriptions, and the other part involves notes from the logbook during the period of social isolation and closure of schools during the pandemic of COVID-19.

Results: The experiences that most favour the development of the agency of these students as well as the integral, critical and transformative development were the proposals that support the fundamental frames of childhood education and refer to the scope of daily situations, as pretend play, nature observation and social interactions, even remotely. We verified that during the period from March until the present moment the children were able to articulate their ideas, thoughts and suggestions during the virtual meetings, showing themselves more confident to act in the collective, participating in the decisions taken in the group, and standing in front of the new challenges and new theories.

Conclusions: The research is still in progress. As far as we can observe, the children are developing and gaining power, discovering their voices and participating a lot during virtual classes throughout daily situations, pretend play, nature observation and social interactions.

Implications for children: Teachers work hard to offer the best way for you to learn and be able to grow up. We want you to be aware of your own learning to transform the world through your play and interactions. Just use your voice as often as you can, and you will be respected and valued for that.

Implications for families: Educators love their work and are very committed to children having great experiences. Your support is very important to help them to develop in this remote learning time.

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Implications for practitioners: Let's learn to listen to children and provide them with rich experiences that will lead them to broaden their agency, expressing their ideas in different ways and build knowledge and culture in the world-as-it-is-being-made.

Key words: Children's voices, professionals' voices, early literacy, education, COVID-19

This presentation relates to the following United Nations Sustainable Development Goals:

- SDG 4: Quality Education

Documenting emotional capital practices in infant pedagogy

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Background: Infants have sophisticated social capacities from birth that lay foundations for evocative emotional communication in their first year of life, however, these are often underestimated and undervalued. This can leave infants 'lost in translation'. The innovative concept of 'emotional capital' can help reconcile misinterpretation of infants, with their observable practices.

Aim: To document infants' evocative and sophisticated emotional communication, i.e., emotional capital practices, and engage educators in critical reflective practice about the infants' practices and their responses to them.

Method: The ethnographic research approach was conducted in an early years learning setting in regional NSW, and generated data using photographic and video footage, field notes, and group meetings. The project utilises the Theory of Practice Architectures as a methodological and analytic framework, and draws on developmental literature to code the visual data of infants' emotional capital practices as *sayings*, *doings* and *relatings*.

Results: Emerging findings in relation to infants' active, playful, and powerful emotional engagement, and educators' own emotional responses, will be discussed.

Implications for children: You may participate in research processes, be better understood and feel better in your being. Your rights to the best learning and development will be upheld, through playful learning and more space to choose your own actions.

Implications for practitioners: Participating in research processes helps you gain insights and learn from deep, critical reflection. By better understanding the very young children you work with, you can feel more emotional wellbeing and understand how to plan for playful pedagogies.

Implications for families: You can share in the research process also and in doing so, may better understand your babies and toddlers and feel better in your interactions with them at home.

Key words: children's voices, professionals' voices, wellbeing, communication, education, health, qualitative methods, theory.

This presentation relates to the following United Nations Sustainable Development Goals:

- SDG 3: Good Health and Well-being
- SDG 4: Quality Education
- SDG 10: Reduced Inequality

Clever kids with clever tongues: Individual and societal linguistic multi-competence in Fiji

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Background: Monolingual, bilingual or multilingual? Whatever the case children can do amazing things with their brains as they learn to speak their mother tongue in addition to one or more dialects or languages of the community in which they live.

Aim: To describe the linguistic multi-competence of Fijian children.

Method: Descriptive statistics and non-parametric statistical analysis of 140 paper-based questionnaires revealed the language use patterns of 75 school-age children, mothers and fathers, and 25 child-minders and teachers.

Results: The participants spoke between one and six languages (*M* = three languages). Environmental context influenced language use. At home children typically matched the same main language as both or one of their parents (92%). At school children mainly spoke English. In the community the conversational partner's ethnicity and languages within the students' repertoire determined language use. Participants actively used the range of their linguistic repertoire in their interactions with others but the students' degree of language mixing varied depending on conversational partner.

Conclusions: Fijian children and their conversation partners are flexible speakers (Franceschinii, 2016) who use their communication repertoire to maximise communicative opportunities across conversations and contexts. Given their linguistic multi-competence we argue that Fijian linguistic abilities emphasise the need to consider individual and community total linguistic repertoire when developing educational language policy.

Implications for children: You know that you need to speak in different ways with different people. Maybe you speak to your teacher in "book" English, your Mum in the Nadroga Fijian dialect, your Dad in the Bauan Fijian dialect, and your friends in a mix of them all. You really can do clever things with your brain and your tongue when you talk.

Implications for families: The language of your culture is important for your children's connection to their relatives near and far. Allowing exploration and expression of the linguistic diversity in your community is important for development of your child's self-identity. Valuing each and every language equally in a diverse language context should be encouraged.

Implications for practitioners: For children from diverse cultural and linguistic backgrounds to have positive and enriching experiences in early childhood education, educators need to support development of all languages in a child's repertoire and build a school community of acceptance of diversity.

This presentation relates to the following United Nations Sustainable Development Goals:
- SDG 4: Quality Education
- SDG 10: Reduced Inequality

Inter-professional collaboration to create resources for children of the South Pacific

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Background: Cultural and linguistic diversity provide unique environments that shape communication learning opportunities for children in South Pacific nations (e.g., Fiji, Tonga, Samoa, Vanuatu). However, we know very little about the acquisition of indigenous, or exogenous, languages of these nations. Much of the knowledge concerning children's communication in the SP is held by communication specialists outside of the speech-language pathology field. Creation of tools to explore children's language development is required.

Aim: To present a method for creating culturally and linguistically valid expert consensus functional word lists for languages of the South Pacific.

Method: Communication experts, including early childhood educators, in Fiji, Tonga and Vanuatu were identified via literature search and referral from country contacts already known by the author due to her 10+ years of work in the South Pacific. The author conducted interviews with communication experts from linguistic, educational, and/or disability fields in each country between March and September 2019. Spontaneous word list generation activities were supplemented by review of existing vocabulary tools for other contexts. Experts collated word lists of between 15 and 100+ words that they believed were culturally valid across diverse geographical and linguistic contexts within the country of interest.

Results: Comparisons between expert lists were created and the top 50 items confirmed for each country.

Conclusions: Expertise from different fields of practice outside of speech-language pathology can be utilised effectively to support development of tools for communication specialists working with children in underserved regions of the world. Testing of these collaborative tools will be required to ensure their validity.

Implications for children: You know a lot, but sometimes you don't always have the words you need in the language that your teacher or health care worker speak. With these 50 functional word lists, your teachers and health care workers will be able to see just how clever you are in the language that you speak best.

Implications for families: Determining if a multilingual Pacific Islander child has a language delay, disorder or difference is not always easy for experts to work out; especially when they don't speak the same language as you and your child. These 50-functional word lists will give communication professionals somewhere to start when they conduct their language assessments with your child.

Implications for practitioners: Pacific Islander children are culturally and linguistically diverse. Many traditional assessment tools are culturally inappropriate for use with these children. The 50-Functional Word Lists generated through this project will provide you with a valuable tool for screening a Pacific Islander child's speech production, receptive and expressive language.

Key words: South Pacific, Fiji, Tonga, Vanuatu, children's voices, linguistic multi-competence, speech screening, language screening.

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This presentation relates to the following <u>United Nations Sustainable Development Goals</u>:

- <u>SDG 3: Good Health and Well-being</u>
- <u>SDG 4: Quality Education</u>
- <u>SDG 10: Reduced Inequality</u>

9 "My world"

Feeling left alone with a can of sanitizing alcohol for protection: Voices of Icelandic preschool personnel during the first wave of the pandemic

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Background: During the first wave of the pandemic pre and primary schools were open in Iceland. Suddenly preschool teachers were defined as frontline workers without similar protection as many other frontline workers. Asking preschool teachers about both their wellbeing and their views on their working conditions during the lockdown and ban on social gatherings, can be informative for a better understanding to adapt methods at later waves of the pandemic.

Aim: To learn how the preschools' personnel carried out their work and what they felt about being a frontline worker during the society's lockdown.

Method: An online survey with open and closed questions was distributed during the middle of the first wave of the pandemic, and the society's lockdown. 658 preschool teachers and other personnel in preschool responded. Both statistical and thematic analysis was employed to analyse the data.

Results: Participants understood that: wellbeing is multi-faceted, responsibility for wellbeing goes beyond themselves, job satisfaction is an important part of well-being to educators, educators' well-being has impact on their practice, and work-related well-being has impact on personal life.

Conclusions: Many preschool employees felt they were in vulnerable positions and in danger of both getting the virus and possibly transmitting the virus to their own families as well as the families of the preschool children.

Implications for children: It is important for us that you feel safe in your preschool and we will do everything we can to make it so.

Implications for families: It is important that the staff feel safe and secure so they can take care of your children and you have a role with us to support that, and we must inform you.

Implications for practitioners: For children to have great experiences and outcomes from early childhood education, educators need to be well. This is a shared responsibility – it's not all up to you as an individual!

Key words: professionals' voices, workforce issues, working during the pandemic

This presentation relates to the following United Nations Sustainable Development Goals:

- SDG 3: Good Health and Well-being
- SDG 4: Quality Education
- SDG 8: Decent Work and Economic Growth
- SDG 17: Partnerships to achieve the SDG

Preschool children and the pandemic: Teachers' views and parents' experiences

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Background: Shortly after the first wave of COVID-19 hit Iceland, the government announced a ban on social gatherings, but preschools were kept open with a limitation on the number of people in classrooms and strict rules of conduct. Preschool became about distance, sterilising, hand-washing and limited school attendance. Some parents decided to home school their children although most children attended school.

Aim: To find out how teachers planned and organised their days with the children, both those who attended school and those that stayed at home as well as parents' experiences of home schooling their pre-schoolers.

Method: An online survey to teachers during the pandemic as well as repeated interviews with families during the lockdown.

Results: Teachers used different methods to plan the education and the attendance of children and didn't experience change in children´s play or wellbeing. Parents said that the children missed their friends and those children who didn't attend school missed their teachers. The children adjusted well to the new situation but the families experienced a new normal.

Conclusions: The pandemic had a drastic effect on preschools and families during lockdown, but both the teachers and parents concluded that the effect on children was minimum.

Implications for children: Your parents and your teachers did their best to shield you from the pandemic.

Implications for families: The pandemic was a difficult time for families but you and your children's teachers put children's wellbeing first.

Implications for practitioners: You had to face many challenges during the pandemic and you used different methods to plan from day to day.

Key words: COVID-19, Preschool children, teachers, families, pandemic

This presentation relates to the following United Nations Sustainable Development Goals:

- SDG 3: Good Health and Well-being
- SDG 4: Quality Education
- SDG 8: Decent Work and Economic Growth

ECV2020-154

How did head teachers in Icelandic preschools manage their job during the pandemic: The employees' view?

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Background: Icelandic preschools did not close during the first wave of the pandemic. Keeping one's head above the water level was not a little task, but a task that head-teachers in Iceland faced during the first wave of the pandemic. They were hit with unprecedented decisions to make and to do their best to keep everybody in the preschools safe as well as maintaining the quality of education. Some of their staff as well as some of the heads were worried about getting the virus at work or carrying the virus to the workplace.

Aim: To learn how the preschools' personnel viewed the performance of the head teachers during the first wave of the pandemic.

Method: An online survey with both open and closed questions was distributed online during the middle of the first wave of the pandemic, during the society's lockdown. 658 preschool employees responded. Both statistical and thematic analysis was employed to analyse the data. Questions related to head teachers are the basis for this presentation.

Results: Mostly the staff thought the head teachers did well, they were thoughtful and praised the employees, they tried to use multiple tools to communicate with staff and were creative in how they conducted their job. However, some had problems asserting themselves and setting necessary boundaries for both staff and parents.

Conclusions: Preschool employees felt their head teacher performed well under duress, and did their best to keep both staff and children safe.

Implications for children: It makes a difference for you that your teachers are feeling good and not upset.

Implications for families: You want an assertive head that keeps everybody safe and secure.

Implications for practitioners: You understand that head teachers must be assertive leaders and emotionally there for the staff. But they are also human and are facing the same uncertainty as you are which can be emotionally exhausting.

Key words: COVID-19, head teacher, leadership, workforce issues, pandemic

This presentation relates to the following United Nations Sustainable Development Goals:

- SDG 3: Good Health and Well-being
- SDG 4: Quality Education
- SDG 8: Decent Work and Economic Growth

Leading through complexity: A workforce initiative for challenging times

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Background: A qualified and stable early childhood education (ECE) workforce favourably influences the quality of early childhood education. With the advent of COVID-19, the ECE workforce was under threat. Policy arrangements and community circumstances-particularly in rural and remote regions jeopardised workforce stability and quality. The Early Start team was called to action. The team designed a response to support ECE workforce sustainability and children's right to high-quality ECE. The response, a professional learning initiative, had unanticipated and far reaching effects-engaging educators from the most remote parts of Australia and across the world. The initiative was developed and theorised through a complexity leadership lens. This approach resulted in leadership emergence, creativity and innovation in a time of chaos and disruption. Key components of the theory; the administrative, adaptive and enabling shaped the work of the team.

Aim: To demonstrate the potential of the complexity theoretical lens for the development of the ECE workforce and for the pursuit of high quality ECE.

Method: The strategy employed complexity leadership theory within complex adaptive systems.

Results: The use of complexity leadership theory enabled a positive outcome in times of disruption and chaos. The complexity lens can support innovation and enable equilibrium. Educators, who participated in the professional learning initiative, reported increased knowledge, efficacy and motivation.

Conclusions: Creative and innovative initiatives are needed to address ECE workforce issues. All workforce initiatives must consider the needs of the workforce in rural and remote Australia and therefore the well-being of children in those regions.

Implications for children: You deserve the highest quality education, wherever you live.

Implications for practitioners: You have a right to high quality evidence informed professional learning that supports your learning and well-being.

Key words: innovations, workforce issues, regional/rural communities, COVID-19, theory.

This presentation relates to the following United Nations Sustainable Development Goals:

- SDG 4: Quality Education
- SDG 8: Decent Work and Economic Growth
- SDG 9: Industry, Innovation and Infrastructure

The benefits of an educator-led digital community

Submitted on behalf of the members of the United Workers Union [UWU] Big Steps Digital Leadership Team

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Background: Educators connecting en masse can be challenging due to the nature of early childhood education. Factors such as (but not limited too) small educator teams or centre size, along with the location of centres (e.g., regional, remote, and metro) impact this. As such, educators can struggle to build a strong, positive, national educator community to combat professional isolation. This has been amplified during the COVID-19 pandemic.

Aim: To create an online community of educators that provides an organic platform for educators to network with other educators.

Method: A national online educator-only Facebook community was established in 2018. This group is supported by an educator reference group, comprised of educators from varying service types. This group provides informative updates to the community, presents surveys on sector issues, and engages in live streams. This content is planned in response to the topics that educators naturally discuss in the group (e.g. policy, workplace rights, pedagogy, and curriculum development).

Results: By engaging in this community (specifically, during the pandemic), educators reported that: they feel belonging to their profession; they feel secure in asking questions about their workplace rights, early childhood policy, frameworks and standards; that the group authentically and constructively supports educator focused conversation; that they feel knowledgeable about their profession and can make informed decisions about engaging in advocacy.

Conclusions: Educators need to feel connected with their profession, and supported during times of crisis. Educators deserve and flock to communities that are educator-centric, and feel validated when their voices are heard. It is paramount that professionals in the early childhood sector have genuine opportunities for educator-to-educator consultation.

Implications for children: When your educators feel connected with each other and learn from each other, they can help you reach your potential.

Implications for families: When the educators at your centre are connected with their profession, this increases the quality of your centre.

Implications for practitioners: When you are connected with your profession, you have the opportunity to have your voice heard and feel included in the national narrative around early childhood education.

Key words: professionals' voices, workforce issues, digital technologies, advocacy

This presentation relates to the following United Nations Sustainable Development Goals:

- SDG 3: Good Health and Well-being
- SDG 4: Quality Education
- SDG 8: Decent Work and Economic Growth

Examining teacher-child relationship quality across the first year of school using children's drawings

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Background: Positive teacher-child relationships (TCR) are critical to children's early school adjustment. From an ecological perspective, relationships are seen as dynamic (e.g., O'Connor, 2010), therefore examining how children feel about their teachers at the beginning of schooling is important in understanding their social and emotional adjustment. Longitudinal research indicates links between TCR quality in kindergarten and children's later school success (Hamre & Pianta, 2001), however few studies include children's views of the TCR and their voices need to be heard.

Aim: To examine children's representations in drawings and their self-reported feelings about their relationships with their teachers, and whether these change over the first year of school.

Method: Interviews were undertaken with 96 kindergarten children in 16 different classes in the first and fourth terms of their first year of school. During the interviews, each child was asked to draw a picture of themselves and their teacher, and to complete the School Feelings Questionnaire (Bowes, Harrison, et al., 2009). Drawings were rated using Fury, Carlson, and Sroufe's (1997) attachment-based system to generate an overall score for relational negativity. Each child's teacher was asked to complete the Student Teacher Relationship Scale (Pianta, 2001) and the Teacher Rating Scale of School Adjustment (Birch & Ladd, 1997). These generated ratings of closeness, conflict, dependency, and comfort with the teacher.

Results: Children's relational negativity in drawings was significantly correlated with their ratings of how they felt about the teacher. Child measures were moderately correlated with teacher's ratings of closeness, conflict, dependency, and comfort with drawings at the beginning of the year, but not at the end of the year. For most children, relationship quality remained constant or improved over the school year, but almost a quarter of children's drawings suggested a more negative relationship with their teacher at the end of the school year. Teacher ratings showed little change over the school year.

Conclusions: Children's drawings of themselves and their teachers provided new insights into their relationship quality across the first year of school. Results suggested that students' views of the TCR were more likely to change over the school year than teachers' views.

Implications for children: Starting school is a really important time for children and first impressions matter. How you feel about your teacher is also really important. You can talk to your teacher about how you are feeling and what you like to do at school, and they can help you feel safe and happy.

Implications for families: For families, having children start and adjust to school can be a daunting time. You might remember when you started school yourself! It is important to remember that the relationship children have with their teacher has an impact on how well children do academically and how positive they feel about school. The more you can do to support your child, and value the school and your child's teacher, the better!

Implications for practitioners: The first year of school sets the scene for children's future social, emotional, and academic success, and teachers play an enormous role in that. The relationship

children have with you across the first year of school and the support you offer children during this time, is vital to how well they adjust and how well they cope at school.

Key words: children's voices, teacher-student relationship, starting school, children's drawings.

This presentation relates to the following United Nations Sustainable Development Goals:

- SDG 3: Good Health and Well-being
- SDG 4: Quality Education

Why don't Japanese early childhood educators intervene in children's physical fights? Some characteristics of the *Mimamoru* approach

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Background: The *Mimamoru* approach is a Japanese pedagogical strategy in which educators intentionally withhold an intervention to promote children's learning through their voluntary exploration and actions to solve problems. The examination of Japanese educators' strategies for intervening in physical fights, in contrast to those from other cultures, underscores unique characteristics of the *Mimamoru* approach.

Aim: This study aims to examine why Japanese educators tend not to intervene in children's physical fights, and how they determine whether any intervention is necessary.

Method: Using methods from Tobin's video cued multi-vocal ethnography, we conducted focus groups at nine early childhood education and care facilities (seven in Japan and two in the U.S.) with a total of 34 Japanese and 12 U.S. educators. After watching a short video clip in which a Japanese educator used the *Mimamoru* approach with two children involved in a physical fight, participants, including the educator in the video clip, discussed their interpretations of the educator's responses to the two children.

Results: The qualitative analyses of Japanese and U.S. participants' discussion suggest that educators' non-intervention allows children to experience a feeling of guilt, solve problems by themselves, and learn interpersonal skills. Yet educators do intervene when they determine that a risk of physical harm is greater than the benefit for children to learn.

Conclusions: The *Mimamoru* approach maximises benefits, such as children's acquisition of social and emotional skills necessary for their development, through the intentional use of non-intervention, while reducing potential risks by providing minimal interventions.

Implications for children: The *Mimamoru* approach can be used to create a context in which children have autonomy in their actions, which cultivates children's internal motivation to learn new skills.

Implications for practitioners: Educators' intentional non-intervention and minimal intervention facilitates children's learning and promotes their autonomy, if educators carefully balance the benefits with any risks.

Key words: Japanese early childhood educators, U.S. early childhood educators*, Mimamoru* approach, children's physical fights, qualitative methods.

This presentation relates to the following United Nations Sustainable Development Goals:

- SDG 4: Quality Education

Enacting culturally responsive pedagogies in early childhood education

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Background: The project focuses on teachers' narratives of teaching and learning experiences within early childhood education setting that includes Maori, Pasifika, Pākehā, Indian and other communities in early childhood. The research explores different experiences of teachers as we believe that culture and experiences of teachers and learners affect the enactment of pedagogies and enhance learner outcomes. The study is a collaboration between two tertiary institutes and early childhood centres in Auckland New Zealand.

Aim: Our aim is to explore experiences of teachers in a diverse and multi-ethnic city in New Zealand.

Research questions that guide the study are:

- What philosophies and pedagogies guide teachers in their teaching in early childhood?

- How do teachers incorporate their cultural values in their teaching?

- How are teachers influenced by bicultural values in their engagement with learners?

Method: The study aims to use a naturalistic paradigm that includes aspects of narrative methodology and ethnography. Researchers draw on narrative methodology to deconstruct educators' experiences as early childhood educators.

The study has aspects of ethnography as it portrays experiences of participants in early childhood settings. The data will be gathered from interviews, observations, written narratives, and journals.

The study draws on critical pedagogy to develop a discourse of care and wellbeing of the early childhood community of learners.

Results: This is a work in progress.

Implications for children: You are important to the early childhood community as future citizens of Aotearoa New Zealand. Your voices and learning is important to the community and early childhood teachers.

Implications for families: Educators believe families have a place alongside the teaching team as we teach your children. Your aspirations inform our pedagogies as we build relationships with you and your children.

Implications for practitioners: We believe in sharing our research with ākonga (families and practitioners) as we strive to fully understand culturally relevant pedagogies. This is a collaborative effort to include practitioners in tertiary settings, early childhood settings and communities. It has implications for practitioners in early childhood sector nationally and internationally.

Key words: culturally relevant pedagogies; narratives of practitioners, voices of diversity, discourse of care

This presentation relates to the following United Nations Sustainable Development Goals:

- SDG 3: Good Health and Well-being

- SDG 4: Quality Education
- SDG 5: Gender Equality
- SDG 10: Reduced Inequality

Toddlers with cleft palate in ECEC: Listening to families

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Background: The lives of families of young children with cleft palate ± cleft lip (CP±L) are complex. Research with young children with CP±L has focused on treatment and intervention, and previous qualitative research has been collected predominantly via interviews, so little is understood about the day-to-day lives of families of young children with CP±L and the settings the children access.

Aim: To increase understanding of the lives of children with CP±L across contexts such as early childhood education and care (ECEC), as well as the experiences of their families.

Method: Ethnographic observations were undertaken of seven families of children with CP±L and their significant others including parents, siblings, aunts, grandparents, and educators. Observations occurred across settings including home, ECEC and community activities. Multiple types of data were collected to gather information about different aspects of the children's and families' lives (such as their strengths, routines, preferences, challenges and experiences). There were 84 artefacts collected: 18 interviews, 29 videos, one extended audio recording of a mealtime, seven photos contributed by families, seven case history questionnaires, 18 field notes, and four research reflections. These data were analysed inductively using thematic analysis.

Results: Findings revealed the many strengths of children and families and the support networks that could be used to facilitate their participation in society. The data also revealed the trauma and challenges experienced by families in the early years. Many of the toddlers were accessing ECEC; however, some were excluded due to additional needs their families had to advocate for their inclusion. This exclusion had far reaching implications for children's social inclusion as well as families' financial and emotional wellbeing. Data triangulation revealed differences in perceptions of the children's communication and participation across settings (i.e., ECEC vs. home).

Conclusions: Ethnographic methodology facilitated the collection of unique insights into the lives of young children with CP±L and their families. These findings highlight the barriers faced by children with CP±L and the need to address to promote their access to ECEC.

Implications for children: You are capable communicators, and we listen to you and support you the best we can.

Implications for families: You are strong advocates for your children, and we empower you to continue to do this for them.

Implications for practitioners: You have a sound knowledge of children's strengths and development, and we provide you with more specific information about the unique challenges children with cleft palate may face. It is essential that all children are given the opportunity to access ECEC and participate in society.

Key words: voices, families' voices, professionals' voices, communication, qualitative methods

This presentation relates to the following United Nations Sustainable Development Goals:

- SDG 3: Good Health and Well-being
- SDG 4: Quality Education

Senses of hauora and well-being in early childhood initial teacher education during a pandemic

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Background: A group of Initial Teacher Providers (ITP) were invited to join Healthy Families Waitakere to investigate issues that impact tamariki (children) and whanau (family) in early childhood education in West Auckland. The hauora and well-being of kaiako (teachers) was identified as recruitment and retention is a current issue in early childhood education in Aotearoa (New Zealand).

In the Healthy Families Waitakere work with early childhood kaiako (teachers) experiences of hauora and well-being, the experience of kaiako education was identified as a key element and influence. One theme that emerged was the potential benefit of more focused discussions about kaiako hauora and well-being during kaiako education. A team of ITP decided to explore kaiako tauira (student teachers) experiences of hauora and well-being across four kaiako education providers.

Aim: to explore what early childhood professionals know about hauora and well-being. In this research we aim to explore the experiences of early childhood education (ECE) kaiako tauira progressing towards their qualification. The study will focus on the experiences of hauora and well-being during study, and on their study of hauora and well-being for their professional kaiako practice during a pandemic. The research will include analysis of the role and the impact of kaiako education for kaiako tauira knowledge and experience of hauora and well-being. The research will go on to gather the views and experiences of kaiako educators and allied/professional staff involved in ECE kaiako education. We will explore the audience's ideas about hauora and well-being as we partner with the professional early childhood community of learners during this unprecedented time of the Covid19 pandemic.

Method: A survey has been developed to canvas early childhood kaiako tauira views on how their hauora and well-being is supported during their study. This will be followed by hui to wananga ideas.

Implications for children: Kaiako love working with you and want to make sure they are doing the best they can for you. We want to help kaiako take better care of themselves.

Implications for families: Early childhood Kaiako work hard to support your tamariki. We would like to know how kaiako could take better care of themselves. They work long hours for low income considering they study for five years to become fully qualified and certified.

Implications for practitioners: For early childhood kaiako to be the best they can be for tamariki they need to be well. The income after a five-year investment is low and kaiako are often not appreciated. We need the government, employers and centre whanau to take better care of you.

Key words: kaiako voices, innovations, workforce issues, hauora and well-being, communication, education, health, policy, government, COVID-19, qualitative methods.

This presentation relates to the following United Nations Sustainable Development Goals:

- SDG 3: Good Health and Well-being
- SDG 4: Quality Education

- SDG 5: Gender Equality
- SDG 8: Decent Work and Economic Growth
- SDG 10: Reduced Inequality
- SDG 11: Sustainable Cities and Communities
- SDG 16: Peace and Justice Strong Institutions
- SDG 17: Partnerships to achieve the SDG

"If we are not doing the conversation, we are not learning anything": Talking about talk in the early years of school

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Background: Metatalk, or talk about talk, with students is an under-addressed research field, particularly in the early years. Developing knowledge about metatalk and its connection to students' understanding of their own learning remains taken-for-granted. Studying how metatalk supports students' understanding about language, while strengthening how this knowledge is applied in lesson talk, is required.

Aim: To understand how metatalk in early years classrooms is a learning resource.

Method: Data is drawn from a one-year Australian study researching dialogic pedagogies. Recordings of discussions in four demographically and linguistically diverse early years classrooms were made. Thematic and conversation analysis of selected lesson segments were conducted.

Results: Findings show developing metatalk early in children's formal education forms a necessary part of lesson discourse shared among students and teachers, enabling them to build interactional competencies. Analysis reveals how metatalk encompasses i) *knowing* and *articulating,* involving mutually-produced and locally-understood metalanguage; and ii) teachers and students *sharing in the responsibility* for discussions.

Conclusions: Establishing metatalk in literacy classrooms requires a shift in teacher and student practices. Metatalk from the early years of schooling establishes a strong foundation from which to build a shared responsibility for coordinating, managing and contributing to lesson talk as students' progress. This is necessary for placing students in more powerful positions to contribute to lessons.

Implications for children: Talking about your learning in your lessons shows your teacher how clever you are, it really helps to make your learning "stick".

Implications for practitioners: Building in focused opportunities for young students to talk about talk and interaction in lessons will not only build on students interactional competencies, but will assist you connect talk to their literacy learning.

Key words: children's voices, communication, early literacy, qualitative methods

This presentation relates to the following United Nations Sustainable Development Goals:

- SDG 4: Quality Education
- SDG 10: Reduced Inequality

The impact of COVID-19 on an early childhood education setting

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Background: COVID-19 came unexpectedly and impacted the world on various levels. The Australian government considered Early Childhood Education (ECE) settings as essential services and kept them in operation while all of the primary schools, high schools and universities were shut down. As educators we had many mixed feelings regarding this. At first, we felt that the government was not caring for/valuing us. If primary school children/teachers were not safe and the government was shutting down schools to protect them, then why were ECEs to remain open? On the other hand, we were grateful and eager to help the community/society by providing these essential services.

Aim: To share our personal experiences of how we have been coping with COVID-19 so far.

Method: Case study – autoethnography. Personal experiences of the centre director and three team leaders in a long day care centre utilised as a research method for this project.

Conclusions: While early childhood services and educators have always had a vital role in the care and education of young children, their importance has become even clearer in the post-COVID-19 society that relies heavily on the consistent provision of quality education and care to children while families are dealing with the consequences of COVID-19 in their personal and professional life.

Implications for children: COVID-19 has changed the way that we do everything; however, all of these new changes are to protect you and your family.

Implications for families: The new strategies we are implementing are for the benefit of all children, educators, families, and society as a whole.

Implications for practitioners: COVID-19 affected the ECE workforce in many ways, as it put a lot of pressure on you as educators. However, as professionals we are accountable for providing a safe and healthy environment for our community.

Key words: professionals' voices, wellbeing, health, policy, government, COVID-19

This presentation relates to the following United Nations Sustainable Development Goals:

- SDG 3: Good Health and Well-being
- SDG 4: Quality Education

Social justice in the early childhood context: Educator voices

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Background: Early childhood education and care (ECEC) in Australia has long been associated with the concept of social justice, however a clear understanding of what this looks like across contexts is not clear. Changes occurring in contemporary Australian contexts demand consideration of the critical influence of social justice within early childhood education. Early childhood educators in rural contexts may face social justice issues, mirroring those in their local communities. They contribute significantly to building the resilience and resourcefulness needed to address contemporary challenges in these communities. The research team identified opportunities for research to explore the multiple meanings, varied understandings and practices of social justice through the voices of early childhood educators working in changing rural contexts.

Aim: To understand, and give voice to, educator practices that reveal notions of social justice inherent in their everyday practice in changing rural, regional contexts.

Method: Data were collected through one-on-one in-depth semi structured interviews with five educators from rural settings identified as areas experiencing significant growth in population diversity. Interviews were guided by the overarching research question: *How do early childhood educators perceive early learning environments as places and spaces for privileging social justice in rural areas?* Two layers of analysis were employed to analyse the data.

Results: An initial thematic analysis of the data revealed three key themes to identify the premise of social justice as complex and difficult to define; social justice as creating a learning place; and social justice as contextual relevance. These revelations by participants underscore the way the early learning places were part of the larger context of the surrounding communities. The everyday lives of the children and educators in these rural places circumscribed the ways social justice was attended to in the early learning place.

A recursive phase of analysis and interpretation adopted the conceptual framework of 'place and space'. This framework overlaid each of the three themes, serving to attend to the significance of the resources used, the rules and routines introduced, the relationships developed specific to this place, and the meaning that forms from educator narratives about what has happened in the early learning place.

Conclusions: Educator interviews allowed for the sharing of perspectives, philosophy, experiences and practices. Although identifying a lack of intentionality, educators revealed dispositions consistent with social justice notions, reflecting curricular guideline expectations. Educators voiced an understanding that social justice exists as a part of their pedagogy. This research is important in bringing pedagogical conversations to the forefront regarding ECEC educator's understandings of their role in creating a socially just learning environment.

Implications for children: Educators want you to thrive in a place where you feel safe, where things are fair, and where you develop a strong sense of belonging. Educators are learning about who you

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are and where you come from. You can help by sharing about your family and your experiences at home and in your community.

Implications for families: Educators are committed to your children, your family and your community. They work hard to understand how they can support you to feel that you belong. Being in partnership with you is both welcomed and appreciated.

Implications for practitioners: Be confident in your skills, knowledge and dispositions. Take the time to critically reflect on your practice to enhance your intentionality for promoting social justice.

Key words: professionals' voices, regional/rural communities, social justice

This presentation relates to the following United Nations Sustainable Development Goals:

- SDG 4: Quality Education

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A socio-cultural understanding of young children's perspectives represented through mathematical graphics in their play

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Background: The future of early childhood mathematics and its inclusion into young children's play has become an important educative discussion. In recent years, this attention has recognised young children's mathematical capabilities. This relates to the Convention on the Rights of the Child and children's rights to have their mathematical capabilities and perspectives recognised and understood. One way of understanding what children know about mathematics and to seek their perspectives is through mathematical graphics embedded in their play.

Aim: The aim of this presentation is to review existing literature in understanding the significance of how children's social and cultural lives influence and shape mathematical graphics during play, and how this forms part of children's mathematical journey.

Method: This research involves a narrative review of the literature about early childhood mathematics and children's mathematical drawings, interrogating it through the cultural-historical theory to identify existing key themes.

Results: The results of the literature review highlight the often over-looked area of the development of children's mathematical conceptual knowledge as offered to us through their graphical drawings embedded within their play intentions. The literature review highlights the importance of children's socio-cultural play perspectives and their right to be valued for their participation in research within their unique cultural environments.

Conclusions: The literature review identified that further study into children's mathematical graphics and the cultural uses within their play is needed.

Implications for children: I would love to share with you a wonderful idea about how children draw pictures when they play. Do you use drawings when you play with your friends? Did you know that these drawings can represent lots of mathematical ideas and this helps adults to learn what you know?

Implications for families: Do you often notice how your children create drawings to use in their play? Often these drawings represent their mathematical play ideas, and their knowledge of mathematics. This can be seen as the beginning of mathematical literacy. Children make these drawings, initially as squiggles, to re-enact their social interactions and daily lives. We can help our children's early mathematical skills by talking to them about their drawings and their mathematical perspectives.

Implications for practitioners: Have you ever noticed how sometimes children use drawings within their play and that they often represent mathematical ideas and knowledge? You may see them initially start as a squiggly line, and then progress to more recognisable symbols. These mathematical graphics used within children's play have powerful implications for understanding the standardised abstract symbols used at school.

Key words: early childhood mathematics, children's graphics, play intentions, cultural-historical influences, children's rights, children's perspectives.

This presentation relates to the following United Nations Sustainable Development Goals:

- [SDG 3: Good Health and Well-being](#)
- [SDG 4: Quality Education](#)
- [SDG 10: Reduced Inequality](#)

The language of friendship: Children's views of making friends in culturally and linguistically diverse settings

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Background: Having a friend helps children feel like they "belong". Talk is one important way to make friends. Educational settings are increasingly culturally and linguistically diverse (CALD) and such rich diversity brings the spotlight to the role that gestures, objects and adults might play in children's peer interactions, and the strategies that children themselves use to make friends when they may not share a common language.

Aim: The study investigates young children's views on making friends in culturally and linguistically diverse settings.

Method: We asked 72 children, aged 3-4 years old, about how they make friends when they do not speak the same language. The children attended an inner-city kindergarten where approximately 30% of the class had a first language background other than English. Children were asked to talk and draw a picture about making friends when there are language differences. Interpreters assisted so children could share their views in their first language. Conversations ranged from five mins to 30 mins and were video-recorded.

Results: 101 responses to the question, "How would you make friends if you don't share the same language with someone else" were collected. The responses were grouped according to categories based on the strategies identified. Three broad themes emerged: (1) *interactive and non-verbal strategies* (63 responses); (2) *linguistic strategies* (38 responses); and (3) *inclusive attitudes* (five responses).

Conclusions: The children's accounts highlighted a willingness to overcome potential cultural and linguistic barriers for making friends, and create feelings of belonging. The children indicated the importance they placed on taking the perspective of others by sharing languages and using non-verbal strategies to make connections.

Implications for children: You can make friends with others even when you might not speak the same language by using toys, gestures and finding something you both like to do.

Implications for families: You can support your child to make friends when children may not speak the same language by using strategies such as gestures, games or finding a common interest.

Implications for practitioners: You can support children to make friends when they might not speak the same language by more purposefully using the first languages of children in the class every day; including objects, games and joint 'projects' to support playful exchanges; talking with children about their strategies to make friends and overcome potential barriers.

Key words: children's voices, wellbeing, education, qualitative methods, friendship, culturally and linguistically diverse communities

This presentation relates to the following United Nations Sustainable Development Goals:
- SDG 4: Quality Education
- SDG 10: Reduced Inequality

Producing leadership: Collective memory stories of early childhood education leaders

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Background: Contemporary early childhood policy identifies leadership as the vehicle for delivering a broad range of outcomes in the early childhood education and care sector. The importance afforded to leadership within the national reform agenda speaks to the need for increased understandings of what leadership is and how it is produced in early childhood education and care (ECEC). This is particularly important during times of rapid sector change and given that there has been limited research focus on early childhood educators' evolving conceptualisations of leadership (Rodd, 2013).

Aim: To explore how early childhood leaders produce understandings of 'good' leadership.

Method: The data for the study was collected through a series of workshops inspired by the poststructural research methodology of collective biography developed by Bronwyn Davies and Susanne Gannon (2006). The practices of collective biography involve small groups of people coming together to investigate a particular topic through shared work of telling, listening and writing memories (Davies & Gannon, 2006). Foucauldian discourse analysis was employed to analyse the data.

Results: Discourses of educational and pedagogical leadership, positions and/or relationships, gender and power were found to produce notions of 'good' early childhood leadership.

Conclusions: Interrogating discourses in the talk of early childhood leaders highlighted tensions and contradictions which were explained using ironic thinking. Early childhood leadership is characterised by complexities, tensions and nuances that have been illuminated through an innovative research design and methodology. There are implications to be drawn for early childhood policy and workforce issues.

Implications for children: Early childhood leaders do their best to ensure that your teachers and families understand how you learn and what you love to do. They work really hard to make sure that people understand how important you are.

Implications for families: Early childhood leaders are experienced and dedicated to their work and do their best to meet the needs of children, staff, families and authorities. This is hard and complex work. It is appreciated when you acknowledge that early childhood leaders are doing their best in managing many competing demands in their daily work.

Implications for practitioners: As leaders, it can be hard to meet the needs and expectations of multiple stakeholders in ECEC, especially during times of change. Leadership is complex, it is not one-size-fits-all and it is not all up to you – ECEC is a shared responsibility.

Key words: Leadership, Innovations, workforce issues, qualitative methods.

This presentation relates to the following United Nations Sustainable Development Goals:

- SDG 3: Good Health and Well-being
- SDG 4: Quality Education
- SDG 5: Gender Equality
- SDG 8: Decent Work and Economic Growth

Providers' views about governance and leadership in long day care

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Background: Research about providers' capacities to meet the Australian National Quality Standard 7 (NQS 7) governance and leadership leading to sustainable quality practice in long day care (LDC) services is limited. Gaining the perspectives of providers provides deeper knowledge about the functioning of LDC services across a range of sustainable quality practice contexts.

Aim: To gain knowledge about sustainable and unsustainable variables influencing provider governance and leadership that affects sustainable quality LDC.

Method: Semi-structured interviews were undertaken with 12 providers across a range of for-profit long day care services in South-East Queensland. Transcripts were analysed against a sustainable practice framework encompassing discursive, economic, moral, social, ecological, material and personal criteria and against NQS 7 to answer the overarching research question, "How does governance and leadership affect sustainable quality long day care provision in Queensland?"

Results: Legislative economic variables were viewed as unsustainable and impacted operational decision making. Discursive influences (National Quality Framework, theoretical and legislative knowledge) were seen as imperative to providers' governance and leadership generating sustainable quality practice. Impacts of legislative governance and leadership on providers' personal wellbeing were seen as most significantly unsustainable.

Conclusions: Legislative expectations influencing provider governance and leadership requires further examination and debate to identify legislative changes that deliver providers the financial and wellbeing support they require to provide governance and leadership engendering sustainable quality LDC provision.

Implications for children: The people who care for you want you to have a fun, loving, and safe learning space to play. They need help to do this by the adults who make the rules. You can help them by talking about the things you like and don't like about childcare with your educators, teachers, families and other adults.

Implications for families: Providers are trying hard to provide sustainable quality care and education for your children. This is a complex and demanding task made more difficult by established legislation, which affects accessibility and affordability for you. Request better quality, affordable and accessible childcare for you and your children by talking to providers and practitioners and advocating for changes to the unsustainable aspects of legislation.

Implications for practitioners: Your work is demanding and stressful. Sometimes you may not feel supported by your provider. Know they are trying hard to provide a safe and collegial working environment within some very restrictive legislative expectations. Advocating for legislative change potentially brings positive change for providers, families, children and you.

Key words: Childcare, provider voices, sustainability, quality, workforce issues, wellbeing, education, policy, government, qualitative methods

This presentation relates to the following United Nations Sustainable Development Goals:

- SDG 3: Good Health and Well-being
- SDG 4: Quality Education

Developing a tool for automatic transcription and analysis of children's language samples

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Background: Language sampling provides speech-language pathologists (SLPs) with information about a child's use of spoken language within a naturalistic communication environment. However, a survey of 257 SLPs in Australia showed that language samples were generally short, often not recorded, and analysed informally, meaning that management decisions are being made on insufficient data. The main barrier to more detailed language sample analysis is time.

Aim: To determine acceptability to children and parents of new technology which provides automatic language sample transcription and analysis.

Method: The app Language Explorer, developed using machine learning, records narrative samples of children retelling a story. A citizen science approach was used to promote public participation in the collection of data for both automatic and manual transcription and analysis to determine the reliability of the tool. Parents using the app were asked to complete a survey on their experiences of using the app.

Results: Over 1000 parents downloaded the app and contributed narrative language samples and 432 of these completed the survey. Children using the app were aged between less than 3 and up to 6-years-old and most had typically developing speech, language and communication skills (91%). The majority of parents reported that the app was easy to use (95%) and that their child enjoyed using it (91%). Comments from parents on the survey were overwhelmingly positive but included some suggestions for how the app could be improved.

Conclusions: Technology has the capability to significantly enhance our methods for assessment in the field of SLP. These preliminary findings show that a new app, which provides automatic transcription and analysis of language samples, is acceptable to parents of young children. Work is ongoing to determine the reliability of the tool and to investigate its usefulness with a clinical population of children with speech, language and communication needs.

Implications for children: We have developed a new app which asks you to retell a story after you have heard it. We record you as you tell us the story and use that recording to see how we can help you with your talking.

Implications for families: We have developed an app which will record your child as they retell a story. We will use that recording to make measurements of their language and to work out what areas they need help with. We will also use this app to measure change in their language skills following intervention from a speech language pathologist.

Implications for practitioners: Language sampling is challenging because of the time required for transcription and analysis. A new app, Language Explorer, has the potential to significantly reduce the time this takes. Initial investigations have found that this app is acceptable to parents and children.

Key words: children's voices, families' voices, workforce issues, communication, community services

This presentation relates to the following United Nations Sustainable Development Goals:

- SDG 3: Good Health and Well-being
- SDG 4: Quality Education

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How do early childhood teachers perceive their role in facilitating oral language and emergent literacy skill development for preschool children? Perspectives from Australia

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Background: Early childhood teachers (ECTs) play a significant role in preparing children to become literate on school entry and in particular, to narrow the developmental gap for socially disadvantaged children. They are well-positioned to play a vital role in ensuring that preschool children experience a comprehensive curriculum filled with rich oral language and emergent literacy experiences.

Aim: To understand more about how ECTs perceive their role in supporting children's oral language and emergent literacy skills.

Method: Semi-structured interviews were conducted with nine Australian ECTs from Victoria. Data were analysed using thematic analysis.

Results: ECTs attach strong significance to their role in facilitating children's oral language growth and emergent literacy skills, and frequently engage children in book and print-related tasks as part of their daily teaching. However, participants rarely referred to using well-established oral language facilitation strategies such as modelling or expansion. Similarly, references to using dialogic book reading techniques were rare. Further, emergent literacy concepts such as phonological awareness and print awareness were not routinely described as features of their curriculum activities. Notably, participants indicated that they did not feel confident in their ability to identify preschool children with oral language difficulties and reported that they felt poorly equipped to do so based on their pre-service training.

Conclusions: ECTs have a strong willingness to support preschool children's language and emergent literacy skills, however gaps in their own knowledge may be contributing to important and missed opportunities to assist children to reach their potential in language growth and emergent literacy knowledge prior to school entry. This is a notable finding given that oral language and emergent literacy skills are important predictors of children's success in learning to become literate.

Implications for children: Your teacher loves to read books with you and wants to make sure they read to you in a way that helps you learn, whilst having fun!

Implications for families: ECTs are very passionate about supporting your child to maximise their early communication and literacy potential. There are important strategies they can utilise when reading and talking with children that help to foster these skills and prepare your child for starting school.

Implications for practitioners: ECTs play an important part in helping children with their oral language and emergent literacy skills. You can learn and work together to help children get the best start to life possible.

Key words: communication, early literacy, education, qualitative methods

This presentation relates to the following United Nations Sustainable Development Goals:
- SDG 4: Quality Education

Silence around the cultural diversity of the Australian early childhood education workforce

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Background: While Australia is a multicultural society, with one out of every three people born overseas, there exists a noticeable lack of research in cultural diversity in the early childhood education (ECE) workforce. Conducting research into the status and experiences of educators from culturally and linguistically diverse (CALD) backgrounds is key to improving our understanding of the difficulties faced by CALD educators in the ECE setting.

Aim: To examine research publications between 2000 and 2020 in order to explore the experiences of CALD workforce in the ECE context.

Method: This study involved a literature review of research publications between the years 2000 and 2020, accompanied by autoethnographic recounts of the first author of this article.

Results: The findings of the review, along with the autoethnographic recounts, highlight that having CALD workforce will be beneficial for (a) for young CALD and non CALD background children, (b) for families from CALD background, (c) for the educators, and (d) for the whole ECE sector and the multicultural Australian society. The findings also stress the need for further research into this field and the potential benefits of having a CALD workforce for children, families, educators and society as a whole in Australia.

Conclusions: We argue that the silence about CALD workforce should be urgently addressed by calling for research into the status of CALD educators in ECE.

Implications for children: Having educators from a similar and different backgrounds to you may help you feel confident, safe and secure, and it will teach you about and help you value cultural diversity.

Implications for families: Having educators with diverse religious/cultural/language backgrounds may help you feel more comfortable leaving your child in an ECE setting and it will benefit your child as they will be learning about other cultures and accepting/respecting the similarities and differences in a multicultural educational setting.

Implications for practitioners: Having a multicultural workforce will enable you to learn about other cultures to implement in your everyday program, and assist you provide a culturally safe environment.

Key words: professional's voice, workforce issues, review.

This presentation relates to the following United Nations Sustainable Development Goals:

- SDG 4: Quality Education
- SDG 10: Reduced Inequality

Stakeholders' perspectives about waiting for speech and language services for children

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Background: Due to high demand, many children with speech and language needs and their families must wait for speech and language services. Long waiting times were identified as a key finding of a 2014 Australian Government Senate Inquiry into speech and language services. Waiting times of 12 months or longer can mean children miss the benefits of specialised support in the early years, with short- and long-term implications for children, families, and professionals.

Aim: To explore stakeholders' perspectives and experiences of waiting for children's speech and language services by analysing written submissions to an Australian Government Senate Inquiry.

Method: Of 337 written submissions to the Senate Inquiry, 117 submissions included content about waiting for children's speech and language services and were analysed via inductive thematic analysis. Included documents were written by organisations (36%), parents (32%), speech-language pathologists (SLPs; 32%), and others (including academics, educators, and learning support staff).

Results: Three themes emerged.

Duration: Participants described the magnitude of the wait and mismatch between supply and demand for services.

Consequences existed for consumers (e.g., impacts on participation, continuity of care, emotional and financial burden), professionals (e.g., impacts on wellbeing and effectiveness), and society (e.g., burden on services, impact on community capacity).

Actions: Consumers sought alternatives to waiting through advocacy and information seeking, while professional actions related to speech and language service delivery and policies.

Conclusions: Speech and language services did not appear to meet the needs of many stakeholders in this study. There is a need to reimagine speech and language services and better support the needs of consumers and professionals to minimise the burden of waiting and facilitate timely speech and language support in early childhood.

Implications for children: Your talking is important. We are working to tell people that and make sure we can help you if you need it.

Implications for families: You are not alone in working through the challenges of accessing and waiting for speech and language support.

Implications for practitioners: Waiting lists pose a challenge for early childhood professionals in seeking and providing specialised support for children with speech and language needs. Action is needed to reimagine service provision and support the wellbeing of children and families.

Key words: families' voices, professionals' voices, workforce issues, communication, policy, vulnerable communities

This presentation relates to the following United Nations Sustainable Development Goals**:**

- SDG 3: Good Health and Well-being
- SDG 10: Reduced Inequality

"If you did one thing at a time, you wouldn't be doing your job": Multitasking and task rotation in early childhood educators' work

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Background: While early childhood educators' work is frequently referred to as 'complex' there is little empirical research that documents this complexity. In particular, educators' accounts of the complexity of their work are lacking. The *Exemplary Early Childcare Educators at Work (EECEW)* study is a multilevel, mixed methods project investigating the everyday work of educators, and the conditions that makes services and educators 'exemplary' according to Australia's National Quality Standard. Stage 1 (time use diary) results showed that educators changed activities every 6 to 12 minutes, and over 60% of these activities involved multi-tasking.

Aim: To further investigate the themes of multi-tasking and rapid task switching (generated through time use diary data) via focus groups and interviews.

Method: Findings are based on focus group and interview data from 111 directors, assistants and room leaders.

Results: Participants considered multi-tasking and rapid time switching just 'part of the job'. Sources of multi-tasking and rapid task switching included: incidental tasks, needing to respond to others' needs quickly, and the complexity of dealing with many people. Multi-tasking and rapid task switching involved constant decision-making, often being on 'high alert', feeling pulled in many directions and coping with incomplete tasks. Effects on educators included: feeling drained, overloaded, having disrupted moods, or, feeling unable to switch off at the end of the day. Reported longer term effects included burnout and attrition. Ways of managing multi-tasking and rapid task switching included: educators being flexible, organised, work effectively in teams and having creative strategies for managing tasks.

Conclusions: Multi-tasking and rapid task switching are characteristics accepted by the participants as intrinsic to their job. While participants have adapted to this 'norm', they also perceive that multi-tasking and rapid task switching cannot help but undermine the quality of their practice and compromise their well-being.

Implications for children: Educators are very good at responding to what you need, and planning experiences for you to enjoy and learn from.

Implications for families: Educators' work requires them to manage many things at once, but they always have your children's best interests at heart.

Implications for practitioners: Multitasking and rapid switching can be stressful, but with the right supports and philosophy it's manageable. Keep an eye on the long term effects.

Key words: professionals' voices, workforce issues, qualitative methods

This presentation relates to the following United Nations Sustainable Development Goals:

- SDG 3: Good Health and Well-being
- SDG 4: Quality Education
- SDG 8: Decent Work and Economic Growth

Fulfilling children's right to actively engage with the local and broader community of their early childhood education service

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Background: The United Nations Convention on the Rights of the Child (UNCRC) recognises the child as a right holder and active member of society. In Australia, there has been considerable advancement in rights-based policy in Early Childhood Education (ECE) reflective of this view. However, research suggests policy is not always transferred into educators' practice. My research, an investigation of educators' conceptualisation and enactment of children's rights in exemplary Early Childhood Education (ECE) services, highlighted a positive finding common to all sites. Each ECE service demonstrated embedded practices that recognised and engaged children as active community members.

Aim: This paper aims to explore how educators actively engaged children within the local and broader community of their ECE service and the educators reasoning behind these practices.

Method: This was a qualitative study. The participants were 25 educators in four exemplary rated ECE services in Australia. Data were collected through interviews, focus discussions, photos, and videos of educator practices with children.

Results: The participating educators believed children had a right to be actively engaged within the local and wider community of their ECE service. This belief was demonstrated via a history of civic ties, cultural engagement, and high visibility of these children in public spaces.

Conclusions: Children's active engagement in their ECE community enables their voice, own sense of identity, builds their view of the world and an understanding of their place in it.

Implications for children: Through engagement with and participation in the local and broader context of your ECE service community, you are becoming a bearer of rights and an active citizen of the world.

Implications for families: Through engagement with your child's ECE service you are supporting your child to become a capable and responsible right holder, and an active citizen of the world.

Implications for practitioners: By embedding the UNCRC as a framework for practice in your ECE service you will support each child's development as a capable and responsible right holder. You will build a child's sense of identity and belonging, in a community that may be different to the one in which they live and fulfil their right to become a bearer of rights and an active citizen of the world.

Key words: children's rights, children's voices, educator's voices, professionals' voices, wellbeing, education, belonging, culture, community, urban communities, regional communities, qualitative methods, sustainability, theory.

This presentation relates to the following United Nations Sustainable Development Goals:

- SDG 3: Good Health and Well-being
- SDG 4: Quality Education
- SDG 11: Sustainable Cities and Communities
- SDG 13: Climate Action

A rapid review of the impact of bushfire on the emotional wellbeing of children living in rural and remote Australia

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Background: As a result of climate change the frequency of bushfires in Australia is predicted to increase, becoming recurring events causing significant impact on children in rural and remote communities. Children are often invisible in the urgent contexts of fires, yet they may experience significant consequences for their short- and long-term wellbeing.

Aim: The aim of this rapid review was to investigate the impact of bushfire events on the wellbeing of children living in rural and remote Australia and to identify possible interventions to support children's wellbeing.

Method: This rapid review was undertaken using the PRISMA statement for systematic reviews. Data were sourced from six databases (EBSCOhost (education), EBSCOhost (health), EBSCOhost (psychology), Informit, Medline, and PsycINFO). Search terms were developed to identify articles that could address the research question based on the inclusion criteria of peer reviewed full text journal articles published in English, between the years of 1983 to 2020. A total of 60 studies were initially identified. Following closer review data were extracted from a total of eight studies which met the inclusion criteria.

Results: The review found that children exposed to bushfires may be at increased risk of poorer wellbeing outcomes. Children particularly at risk were those from more vulnerable backgrounds who may have compounding factors in their immediate and wider environment limiting their ability to overcome bushfire trauma. Findings suggest that the impact of bushfire exposure may not be apparent in the short term but may become more pronounced later in life.

Conclusions: This review identified the short-, medium-, and long-term impacts of bushfire exposure upon the wellbeing of children in Australia. There were no evidence-based interventions identified for supporting the outcomes of this population. Given the likely increase in bushfire events in Australia research into effective interventions should be a priority.

Implications for children: Having a bushfire near your home can be scary and it's okay to feel worried. There are lots of adults including your parents and teachers who can help you to talk about how you are feeling.

Implications for families: Bushfires can be a traumatic experience for families and communities. Children can be affected in many ways and these effects may not show up until months or years after the fire. However, children are resilient and strong family support can buffer the effects of bushfire. It is good to talk to children about their experiences and support their understanding of the experience.

Implications for practitioners: Professionals can play an important role in supporting communities and families in the aftermath of a bushfire. Creating a supportive environment for children can mediate the impacts of bushfire and help to reduce the long-term impacts.

Key words: children, rural, remote, bushfire, wellbeing, communication, health, literature review

This presentation relates to the following United Nations Sustainable Development Goals:

- SDG 3: Good Health and Well-being
- SDG 10: Reduced Inequality

Exercising caution when eliciting young children's 'voice'

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Background: The United Nation's Convention on the Rights of the Child has been praised for raising the profile of children's rights. However, participation, especially of young children, is said to be the least well developed in practice, and methods of eliciting children's voice are crucial to this endeavour.

Aim: This paper aims to question and broaden the means by which children's voices may be heard.

Method: Semi-structured interviews with seven mothers living in one of the most economically disadvantaged areas in a northern English city were conducted as part of a small-scale qualitative study about young children's well-being in low-income areas.

Results: Findings highlight the potential pitfalls of separating out children's rights from human rights agendas, which may also serve to separate and abstract children from their social and material contexts. Eliciting children's voice(s) alone may potentially misrecognise children's 'mutualities of being', and that their well-being is interdependent with their social, material, temporal and spatial contexts.

Conclusions: The findings suggest that eliciting young children's voice(s) necessitates the inclusion of other voices, past and present from the socio-cultural contexts in which they are entangled and from which they are hewn.

Implications for children: You have a right to be involved in decisions that affect you and for your voice to be heard by grown-ups, but grown-ups must also pay attention to the voices of other people in your family and neighbourhood.

Implications for families: Your children have a right to be involved in decisions that affect them, and to have their views taken seriously. However, their views must be understood in relation to yours, and that of their significant others and their communities. This is a very tricky balancing act, and it may not always be possible to reach agreement.

Implications for practitioners: It is important for young children's well-being that you provide them with opportunities to express their views and to treat these views with respect. However, it is also important that you recognise that children's well-being is interdependent with their m/others and their contexts, and that these must be respected and well-resourced to support all their well-beings.

Key words: children's voices, families' voices, professionals' voices, wellbeing, vulnerable communities, qualitative methods

This presentation relates to the following United Nations Sustainable Development Goals:

- SDG 1: No Poverty
- SDG 3: Good Health and Well-being
- SDG 4: Quality Education
- SDG 8: Decent Work and Economic Growth
- SDG 10: Reduced Inequality
- SDG 11: Sustainable Cities and Communities

Don't shoot the messenger: Exploring tensions in research translation for stakeholder end-users in the early childhood sector

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Background: Much emphasis is currently being placed on research translation for end-users, such as, through user-friendly resources that are both impactful and relevant.

Aim: In this paper, we discuss our experience translating findings from an international project that investigated early infant transition experiences into easy to use and share visual resources.

Method: We worked with two Victorian steering committees, one comprised of international research partners and another of local early childhood services and stakeholders, to design and evaluate a suite of visual resources that synthesise 'what works' for quality transitions. We also sought feedback from early childhood services in New South Wales.

Results: The evaluation surveys undertaken by families, educators and service managers highlighted a number of tensions inherent to research translation for multiple stakeholder audiences, both in terms of the messages conveyed and the genre through which these are delivered.

Conclusions: Drawing on Bakhtin's principle of dialogism, we reflect that research translation for early childhood end-users can be complex because the product forms and contents need to traverse varied stakeholder groups, needs and interests. To avoid 'shooting the messenger' and other unintended consequences, research translation must be a dialogic not a dialectic process, whereby researchers and end-users *together* explore and clarify data meaning and communication strategies. Dialogic research translation therefore has the potential to create pathways to genuine research impact and positive change.

Implications for children: We have some information about what helps you when you are little and going from home to early childhood settings, but it can be tricky to find ways to tell parents and educators what to do, so we need them to help us.

Implications for families: We have data from a global study about what may help you navigate your child's transition from home to early childhood centres, but translating those data into products requires sensitivity to all the potential end-users (i.e. you, educators, managers), making collaboration an important pathway to impact.

Implications for practitioners: We have data from a global study about what may help you support families and children make the transition from home to early childhood centres, but translating those data into products requires sensitivity to all the potential end-users (i.e. you, families, managers), making collaboration an important pathway to impact.

Funding: This project had RMIT internal funding.

Key words: families' voices, professionals' voices, innovations, communication, international communities

This presentation relates to the following United Nations Sustainable Development Goals:

- SDG 3: Good Health and Well-being
- SDG 4: Quality Education

Stories from the sandpit: Telling the narratives of early years teachers' experiences in employment

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Background: The early childhood sector globally has undergone professional transformation in recent years. Yet despite this attempt by successive government policies the literature from the field suggests that those working in early years remain the 'Cinderellas' of the education sector (undervalued and underpaid). This doctoral study is looking at the experiences of early years teachers (EYTs) in England, UK and preliminary analysis has highlighted some significant findings in that the participants do not feel undervalued and do feel able to perform in their role.

Aim: To explore what it means to be an early years teacher in this place at this time.

Method: An online questionnaire was distributed via social media and professional networks and 20 responses were received, of these 14 agreed to an interview though not all those who offered this responded to a later request. The interviews happened and are happening via Microsoft teams and employ the use of a sand tray with fantasy toy figures inside which participants then utilised to recreate their working day. The interviews are recorded for the purposes of analysis and are ongoing.

Results: Preliminary findings from questionnaires and interviews suggest that those who hold the qualification of EYT for the most part do not feel undervalued and used words like 'specialist' and 'expert' to explain what they considered the role entailed. This study is ongoing so these are early results.

Conclusions: It is too early in the study to offer any firm conclusions however what appears to be emerging is that in the UK, those who responded and who hold the EYT qualification do feel they are having a positive impact upon both children's outcomes and in their support of their colleagues practice too.

Implications for children: Your teachers have told us that they feel they can help you learn at your schools and nurseries and to help you grow.

Implications for families: Early years teachers have told us that they feel confident in their role in supporting families and ensuring positives outcomes for children.

Implications for practitioners: The EYT qualification appears to be having a positive impact upon practice and outcomes for children and families.

Key words: professionals' voices, workforce issues, education, policy, government, qualitative methods, theory.

This presentation relates to the following United Nations Sustainable Development Goals:

- SDG 4: Quality Education
- SDG 10: Reduced Inequality

Listening ears and speaking mouths: Children express talking through drawings

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Background: Articles 12 and 13 of the United Nations Convention on the Rights of the Child (CRC) include the imperative of listening to children regarding matters of importance to them using age-appropriate techniques. Drawing is a non-verbal method through which young children with speech sound disorders (SSD) can present their perspectives.

Aim: The current investigation aimed to establish what young children with SSD convey about talking and listening through their drawings.

Method: Participants were 124 4- to 5-year-old Australian children identified by their parents and teachers as having "difficulty talking and making speech sounds" and assessed by a speech-language pathologist as having SSD. The children were asked to "draw yourself talking to someone" and describe their drawings using the Sound Effects Study Drawing Protocol. Their drawings were considered using an interpretive meaning-making analysis, expanding the six focal points identified by Holliday, Harrison and McLeod (2009).

Results: The 124 drawings had a primary focal point, and 38 (30.6%) had a secondary focal point. The seven focal points are listed below in order of frequency. Excerpts from the children's verbal descriptions of their drawings are provided to show how these augmented the non-verbal expression:

1. Sense of self (relationship and connection with others): 39 (31.5%) primary + 9 secondary. Emmett drew "Me talking to my big brother… then Dad's talking to Mum."
2. Talking and listening: 19 (15.3%) + 9: Lloyd drew "arrows coming out of my mouth."
3. Emotional investment (colour and vitality): 19 (15.3%) + 2: Natalie used 10 colours to draw herself, her neighbour, and a rabbit talking at Waterworld.
4. Alternative choice (did not draw themselves talking): 16 (12.9%) + 0: Drew animals and objects.
5. Accentuated body features (especially mouths, ears and eyes): 13 (10.5%) + 13: Usher said they were talking about "business".
6. Isolation (child alone, or lack of a human conversational partner): 11 (8.9%) + 2: Fletcher said there was "no one else" he liked to talk to.
7. Mood and affect (facial expressions): 7 (5.6%) primary, 3 secondary: Prema said "my brother pushed me"

Conclusions: These young children with SSD conveyed a range of points about talking and/or listening in their drawings; including the people with whom they communicate, the topics about which they communicate, the process of, and their feelings towards communication. Speech-language pathologists, teachers and other professionals who work with children with SSD may find the Sound Effects Study Drawing Protocol useful in enabling children to express their views through this child-friendly media.

Implications for children: Sometimes it is hard to say what you want to if you only use words. You might like to draw a picture to help you tell adults what you are thinking about.

Implications for families: Children have a lot to say even if they have difficulty speaking. You may find it helpful to use a variety of methods (including drawing) to help them tell you and others about what they are thinking.

Implications for practitioners: "Nothing about us without us" is a common phrase, but it can be difficulty to access the voice of children with speech sound disorder. Drawings supplemented by interviews and other techniques may be useful for considering children's perspectives on issues that are important to them.

Funding: Australian Research Council Discovery Grant (DP0773978)

Key words: children's voices, communication, speech sound disorder, international

This presentation relates to the following United Nations Sustainable Development Goals:

- SDG 4: Quality Education
- SDG 10: Reduced Inequality

Developing culturally responsive early childhood practice through professional development: Insights and opportunities for sustainable impact

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Background: In an increasingly globalised world there is need for professionals to engage in culturally responsive practice when providing services to children and families.

Aim: This research explores the impact of early childhood professionals attending a multidisciplinary professional development workshop upon their perceptions of their cultural responsiveness.

Method: There were 52 participants who completed pre-workshop questionnaires and post-workshop evaluations. Of these, two participated in in-depth follow-up interviews one year later to discuss the ongoing impact of the professional development workshop upon their practice.

Results: The pre-workshop questionnaire indicated that the major challenges for working with CALD families were cultural and language barriers and working with interpreters. After completing the workshop, participants reported gaining knowledge about engaging in holistic practice, their personal cultural competence and the culture of families they worked with. Interviews conducted one year later revealed the workshop had an ongoing impact upon practice in four key areas: (1) knowing the family, (2) organisational structures, (3) collaborative practice, and (4) the ongoing nature of cultural competence.

Conclusions: This research highlights the complexities of teaching cultural responsiveness, problematic issues in its conceptualisation and the efficacy of professional development workshops in developing a critical consciousness among early childhood professionals to engage in culturally responsive practice with culturally and linguistically diverse families.

Implications for children: Children speak many different languages and come from lots of different cultures. Adults can help you to learn about cultures and feel comfortable in sharing your culture too.

Implications for families: It is important that your family's languages and culture are shared with your children and supported in the spaces they participate in. Professional development can help professionals to interact in ways that are culturally safe and inclusive.

Implications for practitioners: It is essential that early childhood professionals support the cultural and linguistic diversity of the children they work with. Engaging in professional development can support ongoing engagement in culturally responsive practice.

Key words: professionals' voices, workforce issues, communication, education, health, vulnerable communities, cultural and linguistic diversity, culturally responsive practice.

This presentation relates to the following United Nations Sustainable Development Goals:

- SDG 3: Good Health and Well-being
- SDG 4: Quality Education
- SDG 10: Reduced Inequality

Using pretend play to develop communication skills of 5- to 6-year-old children with mild intellectual disabilities

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Background: The number of children with mild intellectual disabilities learning in normal preschools in Vietnam is increasing. They have difficulty in language use and communication and their interactions with peers during school activities are limited. Therefore, supporting them to communicate so that they can integrate into the community is considered an important educational goal in inclusive preschools.

Aim: To suggest measures to develop communication skills of 5- to 6-year-old children with mild intellectual disabilities by using pretend play in kindergartens.

Methods: A survey was conducted of 150 preschool teachers and 27 managers about ways to develop the communicative skills of children with mild intellectual disabilities aged 5 to 6 years. The purpose of the survey was to draw participants' attention to the communication difficulties of children with intellectual disabilities.

Results: Research results showed that teachers have difficulties supporting children with mild intellectual disabilities aged 5 to 6 years to interact and communicate. These findings form the foundation for solutions to improve children's communicative skills through interaction with their peers in kindergarten.

Conclusion: Communication difficulties are a barrier that prevent children with intellectual disabilities from interacting with others. Encouraging these children to develop their communicative skills is always a top educational goal in the curriculum. The proposed measures would be important suggestions for preschool teachers and parents in using pretend play to develop children's communication skills.

Implication for children: A positive communicative environment stimulates language and communication development. Your parents and teachers need to give you opportunities to participate in pretend play and create positive interaction to stimulate your development.

Implication for family: Parents need to create a positive communication environment through daily interactive activities. Children's communicative skills can be improved by chatting and playing with them regularly.

Implication for practitioners: You should use appropriate educational methods to stimulate children with intellectual disabilities to communicate, recognise the importance of pretend play for the development of communication skills for these children, and use engaging play themes to stimulate them to participate in the play.

Keywords: pretend play; intellectual disability; inclusive kindergarten; communication skills

This presentation relates to the following United Nations Sustainable Development Goals

- SDG 3: Good Health and Well-being
- SDG 4: Quality Education
- SDG 10: Reduced Inequality

Children's words about friendship before and during the pandemic

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Background: Peer relations are the basis of friendship, and have an impact on the overall development, growing up and education of children. Many theoretical approaches deal with the phenomenon of friendship, although, for the purposes of this study, Bronfenbrenner's ecological systems theory was chosen. Starting from the assumption that the mutual interactions between and within wider and narrower social contexts can directly affect the child's microsystem, experiences and understanding of the world, children's voices are considered as a reflection of the friendship in changed social contexts: life until the pandemic, and life with "normalization" to pandemic conditions.

Aim: To describe and compare children's words about friendship in two social contexts.

Method: In a qualitative study, a research question was asked based on the aim: Are there any differences in how children perceive the concept of friendship before and during the pandemic? Participants comprised 90 5- to 6- year-old children who attended kindergarten for more than one year. Structured interviews occurred within two sub-samples: 60 interviews with children made before COVID-19, and 30 during the pandemic. An inductive analysis and Spradley's relational theory of meaning were chosen to help analyse the data.

Results: Before the pandemic, friendship was related to four categories: action, emotional state, behavior and opposition to quarrel. In the responses of children during the pandemic, the words describing physical distance in the behavior of friends are more frequent, which leads to the implication that children subtly incorporate influences of the external system into their worldviews, and thus shape behavior and social interactions at this age. The results of the data, collected before and during pandemic, will be compared and represented.

Conclusions: As a specific system, kindergarten is a space in which children shape their social experiences and culture with peers by and through continuous sustained interactions. This environment, in mutual relations with others systems, can influence, provoke and strengthen children's friendships.

Implications for children: Your friends in kindergarten also have their thoughts about how to play and behave with others during this pandemic. We all learn from each other!

Implications for families: Your child needs a permanent group of peers in which he/she develops and maintains social relations, that are the basis for the development of friendship between children. Regardless of the pandemic conditions that are currently challenging the social closeness among children, their immanent need is to be with other children, to play, communicate and practice social relations.

Implications for practitioners: You should be aware that the contents and ways of interactions in kindergarten as a system are subject to influences from meso-, exo- and macro-, as well as,

chronosystem (especially from the family and media) during the pandemic, and is directed to children's understandings and making friends with peers.

Key words: friendship, children's voices, comparison, COVID-19, qualitative methods

This presentation relates to the following United Nations Sustainable Development Goals:

- SDG 3: Good Health and Well-being
- SDG 4: Quality Education

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Educator financial wellbeing and implications to practice

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Background: The following literature review aims to examine how low pay, in the predominately female, field of early childhood education and care (ECEC) impact domains of educator wellbeing, and implications to practice, specifically related to quality of care. Research shows quality care requires a well workforce. The literature also shows that low job resources can contribute to poor work satisfaction, low professional status and overall sense of poor wellbeing.

Aim: The literature reviews aims to influence policy makers to better understand the necessity of a well-paid ECEC workforce and influence future research.

Method: Comprehensive review of peer-reviewed journals. A mixed research synthesis of qualitative and quantitative, peer reviewed literature was collected using the Sheridan College Library and Learning System (SCLLS). SCLLS is an electronic resource used to access academic journals and databases (i.e., EBSCO, SAGE, PROQUEST, etc.). Articles were collected from searches related to "educator wellbeing", "educator financial wellbeing", "educator work conditions", "early childhood quality care". Articles were selected based on relevance to the field of early childhood education (specifically work within childcare, not within the school system).

Articles were also collected based on references from selected articles, as well as suggested articles from databases and reference manager Mendeley. Articles were collected and stored using Mendeley (reference managing software) and organized using date, author, summary, themes and key points within Microsoft Excel.

Implications for children: You play such an important role in society; we want to make sure you get the very best start in life. Your educators can provide the best care for you when they are well.

Implications for families: The wellbeing of your children during these critical years is so important, it is essential we have a well workforce. Most educators are underpaid in comparison to (most) national average salaries. This creates a lot of stress for educators, and impacts their sense of wellbeing. We must ensure educator wellbeing if we desire the wellbeing of young children in childcare.

Implications for practitioners: You matter! You are often in this job for the intrinsic rewards (the relationship with children and families, watching their development unfold) but you are often stretched thin, making it difficult to do the work you set out to do. You may even work multiple jobs just to make ends meet. Your work is so important to society, you should be paid accordingly.

Key words: workforce issues, wellbeing, education, policy, government, review.

This presentation relates to the following United Nations Sustainable Development Goals:

- SDG 3: Good Health and Well-being
- SDG 4: Quality Education
- SDG 5: Gender Equality
- SDG 8: Decent Work and Economic Growth

A case-study on teacher-child verbal interaction within an intensive science education activity in a Vietnamese preschool classroom

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Background: Intensive science education activity (ISEA) is one of the compulsory subjects in the Vietnamese early childhood education (ECE) curriculum. Science activity, through the positive interaction with teachers and materials, can shape a child's science knowledge and skills (Abdul, 2009; Harter, 1999; Marsh et al., 1998). The quality of teaching ISEA in Vietnamese preschool classrooms is at the low level for a number of reasons (Ho, 2013; Ho, 2017; Luong, 2014; Ngo, 2017; Truong, 2019). Unsuccessful teaching and learning processes were found because students could not understand what the teachers were trying to convey (Albert, 2012). However, no research consideration is given to the behaviour in using statement and questions from teachers to interact with children in ISEAs in Vietnamese preschools as the factor to improve the quality of ISEA as well as enhancing the teaching of science skills.

Aim: To investigate teachers' behaviour using the statement and questions to interact with children in an intensive science education activity (ISEA).

Method: The single case study - one public preschool - was chosen to provide the critical and precise evidence of which type of statement and question teachers tend to use and their distribution in ISEA. Eight ISEAs taught by eight teachers were videotaped in four 3-4 children's classes in Da Nang, Viet Nam.

Results: The findings showed in the ISEAs that the group of three types of statements frequently used are the learning guidance statement, acknowledgment statement, and information talk. Regarding distribution in using questions in ISEA, teachers tended to use mostly closed questions, the next frequent type was a rhetorical question, and the open ended question was least used to interact with children.

Conclusions: The limited time of ISEA and the lesson design skills lead to the imbalance in using statements and questions from teachers to children in ISEA.

Implications for practitioners: These findings suggest that we need to consider designing ISEA from the teacher. Significantly, the teacher needs to focus more on the inquiry activity and/or the experiment activity that boosts children's science skills and helps teachers mix various statements and questions in ISEA.

Keywords: verbal interaction, science activity, statements, questions

This presentation relates to the following United Nations Sustainable Development Goals:

- SDG 4: Quality Education

Using the storytelling method to hear children's voices of their relational conflicts

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Background: Relationships within family and early childhood education and care (ECEC) play a central role in the development and wellbeing of young children. Everyday conflicts and power dynamics in their close relationships are therefore especially significant to young children. However, young children's own voices have seldom been heard concerning this issue.

Aim: To understand young children's perspectives on their relational conflicts within family and ECEC contexts.

Method: We use playful, narrative method called Story Magician's Play Time (SMPT) to hear young children's narratives of their relational conflicts. During the SMPT sessions, 4- to 7-year-old children narrate stories based on pictures of everyday situations that typically include conflicts. After narrating, the children enact their stories in play.

Results: In our presentation, we will discuss our preliminary observations concerning the usage of the SMPT method, interaction between the child and the researcher, and the main themes of relational conflicts that the participating children narrate.

Conclusions: We conclude with discussing the suitability of the SMPT method for listening to young children's voices concerning relational conflicts and power.

Implications for children: In our study, we find it important to try to capture your perspectives and thoughts concerning conflict situations in your daily relations with your family members, educators and peers. This knowledge is highly needed in order to improve your wellbeing and possibilities for agency in close relationships.

Implications for families and practitioners: Young children's close relationships at home and ECEC are very meaningful to them. With our study, we will help you to understand how young children make sense of conflicts and power in close relationships. This is important for the promotion of their agency and social emotional wellbeing.

Key words: children's voices, qualitative methods, innovations, research with children, storytelling

This presentation relates to the following United Nations Sustainable Development Goals:

- SDG 3: Good Health and Well-being
- SDG 4: Quality Education
- SDG 5: Gender Equality
- SDG 10: Reduced Inequality

To game or not to game? Using tablet games in treatment of children with developmental language disorders

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Background: Tablet games have become very popular with children. Games are engaging and fun. Many speech-language pathologists (SLPs) have adopted tablet games. However, SLPs also have questions about using tablet games in therapy. For instance, is there enough language interaction and learning when playing games or do children get too absorbed in the game?

Aim: To compare a vocabulary intervention delivered by SLPs, using either tablet games or real objects with toddlers with developmental language disorder (DLD).

Method: A randomised controlled trial was conducted with a tablet game and a real object treatment condition. Thirty-five three-year-old children with DLD received twelve 10-minute scripted intervention sessions with a tablet game, spread out over 8-9 weeks. A second group (n=35) received the same amount of intervention with real objects, using the same script. All children visited special daycare centers for children with DLD. In each session, the children were exposed to 22 target words from the theme 'kitchen'. Receptive knowledge of the 22 target words and 22 balanced control words was measured with a picture selection task pre-intervention, post-intervention, and five weeks later.

Results: In both conditions children learned significantly more target words than control words. There were no significant differences in gains between the tablet and real object conditions.

Conclusions: Vocabulary intervention for toddlers with DLD using tablet games is equally effective as an intervention using real objects. Tablet games can boost children's motivation and engagement.

Implications for children: You love to learn and you love to play games. With games you can learn as much new words and have lots of fun

Implications for families: When you play tablet games together, your child learns as many words as in other types of play.

Implications for practitioners: You can use tablet games and real objects equally effective in vocabulary therapy.

Key words: children's voices, professionals' voices, innovations, communication, education, quantitative methods
This presentation relates to the following United Nations Sustainable Development Goals:
- SDG 3: Good Health and Well-being
- SDG 4: Quality Education

Listening to the children's stories: To a more mutual interaction

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Background: Much research has indicated the positive effects of storytelling on improving children's lives. Stories create new worlds in which, children can have new experiences. These vicarious experiences empower children for encountering the real world. On the other hand, preparing situations for children to tell their lived stories can enrich their experiences. Bridging the gap between stories and the children's lifeworlds, this approach attempts to close the world of stories to the children's lifeworlds. Consequently, the children can be more agent in the stories, they feel themselves closer to the stories, and grasp the stories' themes more deeply.

Aim: To establish a schema for synchronising telling stories to children and listening to stories from children and to understand how this synchronised schema can enrich children's real lived experiences.

Method: This research has two phases. At first, regarding an agent view of human action, we tried to plan a schema for a telling/ listening story program with children and implemented this with five groups of children aged 5 to 8 years. There were 6-8 children in each group. The total number of children who participated in this research was 32. In the second phase, we interviewed the 25 volunteer parents of these children asking about the presence of the central themes in the stories to their children's real-life experiences.

Results: Based on the findings of this research the Story, Child, and the Life (SCL) program was developed. This program synchronised telling stories to children with listening to stories from children. The qualitative interview results indicated that this accompaniment of telling for children and listening from children results in children's deep applied understanding of the stories' themes.

Conclusions: Story listening alongside story telling can connect the children's daily lives to the stories' themes and recognise their agency. This approach helps them re-enact and recreate the stories' themes in their lifeworlds. Therefore, this can result in a more meaningful applied presence of themes in their real worlds.

Implications for children: You can tell your own stories, tell stories about things that you are learning, and learn from other people's stories. You can recreate your experiences and improve your life.

Implications for families: Listening to children's real-life stories can motivate children to reflect on their own lived experiences. It can help us enter into the children's lifeworlds and view things from their points of view. This can facilitate our interrelationship with children.

Implications for practitioners: Listening to children's stories improves children's experiences. This approach can enter us into the children's lifeworlds, help us to understand their concerns, and provide a situation for a fusion of horizons.

Key words: children's voices, story listening, agent, philosophical and qualitative methods

This presentation relates to the following United Nations Sustainable Development Goals:

- SDG 4: Quality Education
- SDG 11: Sustainable Cities and Communities

Support for early learning and development of children under five years old from ethnic minority groups in Viet Nam

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Background: Support provided for children's early learning and development is one of the core goals in early childhood education. In Viet Nam, children from ethnic minority groups generally live in remote areas and have a low social-economic status. Few studies have been conducted that examine early learning and the development of Vietnamese children from ethnic minority groups or the support to which these children have access.

Aim: This study investigated the support provided for early learning and development for children from ethnic minority groups in Viet Nam.

Method: Participants were children under five years old from Hmong, Dao, and Lu ethnic minority groups living in Lai Chau province, and children from MoNam and SeDang groups living in KonTum province. Data were collected from parent questionnaires (n = 261), preschool classroom observation checklists (n = 36), home visit checklists (n = 24), and school yearly reports (n = 8).

Results: Support for children's early learning and development were provided for participants in their homes, preschools and communities. Home support included activities such as playing, telling stories, singing and providing learning materials that encouraged children to participate in activities with adults to learn. Preschool support included teaching strategies to assist children from ethnic minorities to feel comfortable and engage in the class. Community support included two clubs for parents named *Parents of Children Under Eight* and *Child's Playing and Book Reading* for children from four to 12 years old. Results also revealed significant differences between the support provided dependent on the participants' age, region and ethnic minority group. Children who were under 36 months of age received less support than children who were older.

Conclusions: Support for early learning and development were provided in home, preschool and community environments for Vietnamese children from ethnic minority groups. The quantity and quality of support provided varied in terms of ethnic minority group, region and child age.

Implications for children: Your parents, educators and people in your community need to understand how important your early development is and they need to work very hard to support your early childhood education.

Implications for families: Your child's early learning and development during early childhood is very important. Collaborating with educators and other stakeholders is important to be able to support your child and empower your child's early development.

Implications for practitioners: Educators need to work collaboratively with different partners to achieve better outcomes for children in early childhood education. You need to reflect on the importance you attribute to your role in make changes in children's lives, particularly children from disadvantaged areas or ethnic minority groups. Tiny things you do in your everyday work can make a big difference.

Key words: Early learning and development, ethnic minority, support, Viet Nam.

This presentation relates to the following United Nations Sustainable Development Goals:

- SDG 1: No Poverty
- SDG 4: Quality Education
- SDG 10: Reduced Inequality

Exposing the tensions of maternalism in relationships with young children

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Background: Researchers recognise the growing disparity between care and learning in their attempts to identify why policy undervalues maternalism in early years following revisions of political discourse that focuses on children to be school ready. Asking how maternal values are transferred into professional relationships exposes tensions that illustrate children's emotional well-being is being overshadowed by learning and progress.

Aim: To explore how maternal values feature in professional relationships with young children.

Method: Six mothers who worked in early years settings in the UK completed open-ended questionnaires. Questions sought to identify maternal values and determine what impact these have upon relationships with children. The phenomenological study adopted the hermeneutic circle of interpretation to analyse the data.

Results: Maternal values inform professional relationships: time, communication, and emotional connection. Conflicts emerge when settings contend to accommodate maternal values because of political expectations.

Conclusions: Mothers ground their professional identities on their instinct to support children's emotional well-being. Efforts to better support professionals to educate more from the care perspective need political discourse to acknowledge the importance of caring 'about' children.

Implications for children: Educators want to help you feel safe, loved, and cared about. They try their best to build close relationships with you, so remember if you need comfort or someone to talk to, they are there for you.

Implications for families: Educators realise how much trust you put in them to care for your children when you are not there. Therefore, they treat your child as if they were their own. Sometimes, tasks stop them from being available. Remember, these tasks are often outside of their control.

Implications for practitioners: Children need you to help them to feel emotionally secure so that they learn. Your maternal values should not be questioned in favour of academic attainment.

Key words: Professionals' voices, wellbeing, policy, government, qualitative methods

This presentation relates to the following United Nations Sustainable Development Goals:

- SDG 4: Quality Education

Listening to white children's understandings about identity

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Background: Mainstream early childhood education programs and practice are often dominated by models of inclusion that are based on white knowledge. These white models of inclusion undermine positive and authentic understandings of Australian Indigenous people.

Aim: Using Post-colonial and Critical Whiteness Theories, I examined early childhood educators' and children's understandings of identity.

Method: The methods used were qualitative research including interviews with ten Indigenous and non-Indigenous educators, three focus groups with young children aged four to five, and observations.

Results: The children demonstrated a confident self-identity and a deep respect for Australian Indigenous people. They were competent and capable in understanding their own white identities and the effects of whiteness on Indigenous people. They also demonstrated higher order thinking about complex, dynamic and diverse Indigenous identities. By developing their knowledge about identity and history, the children learnt to stand in solidarity with Indigenous people.

Implications for children: You can make lives matter. You can develop positive and respectful relationships with Indigenous Australians.

Implications for families: Your children will develop into fair and socially just individuals who contribute positively to communities.

Implications for practitioners: You can develop the confidence, skills and knowledge to facilitate children's deep respect for Australian Indigenous people.

Key words: children's voices, educators' voices, Indigenous voices, inclusion, qualitative methods, qualitative methods, theory

This presentation relates to the following United Nations Sustainable Development Goals:

- SDG 4: Quality Education
- SDG 16: Peace and Justice Strong Institutions

Caregivers' and clinicians' perspectives of speech pathology services for children with speech, language, and communication needs (SLCNs)

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Background: Speech, language, and communication needs (SLCNs) have the capacity to impact a child's quality of life, academic success, workforce engagement, and communication with peers. While supports are available to children with SLCNs, barriers exist which can make accessing services difficult for families. As our profession moves towards *Speech Pathology 2030* it is important that we involve families along with professionals in the way we understand these barriers and improve services.

Aim: To build a framework for improving access to speech pathology for children with SLCNs that draws equally on the experiences of both caregivers and clinicians.

Method: A constructivist grounded theory (CGT) approach guided the collection and analysis of 35 semi-structured in-depth interviews (17 caregivers, 11 speech pathologists) focussed on exploring their experiences and perspectives of accessing speech pathology services in Western Australia for young children.

Results: Adopting a CGT approach gave voice to caregivers as decision-makers for paediatric speech pathology services, integrated with the more commonly sought voice of the clinician. Analysis of interviews identified that service access is multifactorial. Families needed a range of resources to initiate and maintain services, each of which presented different barriers for different families. The factors impacting service access in metropolitan and non-metropolitan areas was similar, however some factors, such as travel more burdensome in non-metropolitan areas.

Conclusions: Through identifying the factors that act as facilitators and barriers to paediatric speech pathology services we can advocate for changes to the policy and provision of services in a way that is meaningful to our clients.

Implications for children: Going to speech can make it easier for you to talk and play with your friends and family. But not every family is lucky enough to go to speech. We're trying to find out what makes it tricky to go to speech, so that more kids can go along.

Implications for families: We understand that taking your child to a speech pathology service can be emotional, logistically difficult, and expensive. By asking caregivers and clinicians 'What makes speech pathology services difficult to access? …Or easy to access?' we can better understand how to improve services into the future.

Implications for practitioners: As our profession moves towards *2030* it is essential that we include our clients' families in decisions not only about their intervention, but also about the provision of the services. While families are accessing services for their child/ren's SLCNs it is important that we as clinicians appreciate that the stressors and barriers in each families' experience are different, and that these can look different in the clinic room.

Key words: families' voices, professionals' voices, workforce issues, communication, government, community services, regional/rural communities, qualitative methods

This presentation relates to the following United Nations Sustainable Development Goals:

- SDG 3: Good Health and Well-being
- SDG 4: Quality Education
- SDG 8: Decent Work and Economic Growth
- SDG 9: Industry, Innovation and Infrastructure
- SDG 10: Reduced Inequality
- SDG 11: Sustainable Cities and Communities