Charles Sturt University

ECV2022

Early Childhood Voices 2022 Conference Proceedings

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

Edited by
Sharynne McLeod, Carolyn Gregoric and Shukla Sikder

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FURTHER INFORMATION

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Welcome

Welcome to the Early Childhood Voices 2022 Conference (ECV2022).

https://earlychildhoodresearch.csu.domains/early-childhood-voices-conference-2022/

ECV2022 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.

ECV2022 is organised by the Charles Sturt University Early Childhood Interdisciplinary Research Group and is an opportunity to present research in a virtual online space.

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 ECV2022 Scientific Committee, the revised abstracts are published in these proceedings, and most authors of accepted abstracts submitted presentations available online at the ECV2022 website (5-9 December 2022). Presenters agreed that their papers could remain online after the conference. After review, we accepted six keynote presentations and 99 oral presentations for ECV2022.

ECV2022 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 5th to 9th December 2022.

At the time of finalising this book (mid November, 2022) we had 1542 registrations from 70 countries!

Papers are aligned with the United Nations Sustainable Development Goals, especially SDG 3, SDG 4, SDG 10, and SDG 17.

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 Shukla Sikder
Charles Sturt University Early Childhood Voices 2022 Conference Chairs

Dr Carolyn Gregoric
Charles Sturt University Early Childhood Voices 2022 Conference Secretary

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 ECV2022: https://youtu.be/cEg2ga0VYus
Thank you Towri MACS children, families and staff.

Welcome to Everyone

The ECV2022 Conference Organising Committee are delighted to welcome our keynote speakers, presenters, and over 1500 people who registered for the conference from 70 countries:

Argentina, Armenia, Australia, Argentina, Armenia, Bahrain, Bangladesh, Belgium, Botswana, Brazil, Cambodia, Canada, Chile, China, Cook Islands, Costa Rica , Croatia, Cyprus, Denmark, Dubai, Ethiopia, Fiji, Germany, Ghana, Granada, Hong Kong, Hungary, Iceland, India, Indonesia, Iraq, Iran, Ireland, Italy , Jamica, Korea, Latvia Luxembourg, Malta, Mexico, Moldova, Myanmar , Nepal, Netherlands, New Zealand, Norway, Oman, Philippines , Poland, Portugal, Qatar, Réunion, Rwanda, Saudi Arabia, Singapore, Slovenia, South Africa, Spain, Sweden, Switzerland, Taiwan, Thailand, the Netherlands, Tonga, Turkey, United Kingdom, United States, Vanuatu, Vietnam, Zambia, Zimbabwe

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Making the most of ECV2022

ECV2022 is fully online, so you can view the presentations at any time during the conference (5-9 December 2022) in any order you choose. We have prepared this guide to help you make the most of your registration and attendance at ECV2022 – whether you are accessing the conference as part of a group or on your own.

Ideas for how to select which presentations to view

1. Listen to at least some of the keynote speakers, they are highly respected researchers and speakers – you will benefit from listening to any (and all) of them.
2. Choose a presentation according to a topic, keyword or SDG (Sustainable Development Goal).
3. Registered participants can join to live sessions (Yarning Discussions) between 5th to 9th December.
4. Think about an issue you want to learn more about. Is there a presentation that might inform your understanding of or approach to that issue?
5. Think about how presentations could help inform your practice, your approach to documentation, supporting children's communication, or your service policies.
6. Look for names you recognise and you want to hear more about what they are working on now.
7. Look for research from a particular area or a particular country.
8. Think about what you could learn by watching a presentation from outside your immediate area – whether you come education, nursing, speech pathology, physiotherapy, psychology, libraries, or another area – you will find the others' perspectives fascinating and useful to your practice.
9. Choose something you know nothing about but that seems interesting – you never know what you might learn and what new possibilities it opens!

Ideas to prompt group discussion and personal reflection on the presentations

1. What new ideas did the presentation raise for you – about practice, theory or other approaches?
2. How might you alter your practice based on what you have learned?
3. What's your one 'gold nugget' from this presentation? What difference could this make to you?
4. What surprised you?
5. What didn't you understand? How could you find out more?
6. What did you learn about that could inform interprofessional work – especially between educators and other professionals?
7. 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.
8. What ideas or approaches could be applied to your work as a team?
9. What short term goal/s could you develop arising from your learning from the presentation and conference as a whole?

ECV2022 Keynote Speakers

1. Young children's learning by observing and pitching in

Professor Barbara Rogoff

University of California Santa Cruz, USA

2. Resource-rich perspectives on children's embodied engagement in science inquiry

Professor Christina Siry

University of Luxembourg, Luxembourg

3. Research in diverse linguistic and cultural contexts

Emeritus Professor Barbara May Bernhardt and Emeritus Professor Joe Stemberger

University of British Columbia, Canada

4. Valuing Indigenous peoples and their health and wellbeing in early childcare services

Dr Chontel Gibson

Australia

5. Learning from and with children through drawing

Professor Linda J. Harrison

Macquarie University, Australia

6. Innovations in early childhood: Understanding and responding to children's needs through effective assessment

Associate Professor Cathrine Neilsen-Hewett

University of Wollongong, Australia

ECV2022 Keynote Speaker 1

Young children's learning by observing and pitching in

Barbara Rogoff, University of California-Santa Cruz, USA
(brogoff@ucsc.edu)

Biography: Barbara Rogoff is University of California-Santa Cruz Foundation Distinguished Professor of Psychology. She investigates cultural variation in children's learning processes and how communities organise opportunities to learn in everyday life, with a special interest in Mexican and Indigenous-heritage communities of the Americas. Professor Rogoff received a Distinguished Lifetime Contributions Award (Society for Research in Child Development) and the Chemers Award for Outstanding Research (UCSC). She is a Fellow of the American Academy of Arts and Sciences, National Academy of Education, American Anthropological Association, Association for Psychological Sciences, American Psychological Association, and American Educational Research Association.

Background: Although collaboration is an important part of learning, it can be difficult for many children. Yet at home children from Indigenous American and Mexican heritage backgrounds often collaborate in sophisticated ways. A possible implication for education is that students may be more interested in science if they can use what they are learning to contribute to others in a useful way.

Aim: To investigate learning, by observing potential collaborative opportunities in family situations, community endeavours, and science education.

Method: Observational studies of children and adults in home and school settings demonstrating children's voluntary helpfulness and skilled collaboration or dividing of tasks into individual activities.

Results: Middle class European-American children were less likely to help an instructor than children of Mexican heritage from families with likely Indigenous histories. This is similar to their behaviour at home, where they are often included as contributors in family activities and often pitch in voluntarily. In contrast, many middle-class European-heritage children often try to avoid helping at home. Mexican-heritage children whose families had experience in both cultural systems, with extensive Western schooling, often seemed to distinguish the distinct expectations for helping in the two cultural settings. They voluntarily helped at home, like the other Mexican-heritage children. But similar to the European-American children from highly schooled families, they less frequently helped the instructor in a science activity.

Conclusions: Depending on their cultural experience, children's approach to collaborative situations may be tailored to the expectations of the setting -- whether collaboration is expected and valued or whether dividing activities is a more usual way of working together.

Implications for children and families: Including and valuing children's initiative may help them learn to collaborate at home. Contributing to family endeavours may carry over from home to school and support children to be actively involved in science, especially if their contribution makes a difference in the world. An inclusive collaborative approach initially learnt in the home may help children to be aware of what is needed to collaborate and work in groups at school, if the school invites and values children's initiative and collaboration.

Implications for practitioners: Encouraging children's initiative in contributing to the larger group could broaden participation in science for many children from Indigenous and Mexican heritage backgrounds.

Key words: collaboration, initiative, Indigenous ways of learning, children's voices, families' voices

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

- SDG 4: Quality Education

ECV2022 Keynote Speaker 2

Resource-rich perspectives on children's embodied engagement in science inquiry

Christina Siry, The University of Luxembourg, Luxembourg
(Christina.siry@uni.lu)

Biography: Christina Siry is Professor of Learning and Instruction at the University of Luxembourg, and her research interests are in early childhood science education and teacher education for science. Grounded in critical theories, she seeks to highlight the complex ways children engage in science. Together with her team, she investigates the multimodal ways plurilingual children engage in science learning spaces to highlight the resources they bring to the interaction. The understandings gleaned through research with children are brought to teacher education through her main project, The SciTeach Center – a teacher resource centre at the University of Luxembourg.

Background: This presentation introduces the work that my research team and I conduct focusing on plurilingual young children's engagement in science inquiry.

Aim: My work aims to highlight how children engage in science and to provide inclusive opportunities for children's embodied engagement with science and each other, to work towards equitable and just learning spaces.

Method: This presentation presents the work being done by myself and my colleagues through our work at The SciTeach Center, a resource centre dedicated to the teaching and learning of science in elementary school and early childhood contexts. We seek to uncover, highlight, and valorise children's embodied engagement in science, and to work with teachers to create opportunities for open-ended investigations.

Results: I will draw across several studies that we have conducted to elaborate on what we are learning as we work towards equitable practices in science education, particularly with culturally and linguistically diverse young students. The methodologies we have developed support expanded views of voice – as something that is much more than spoken, and I will introduce the value of multimodal perspectives.

Conclusions: I hope this presentation leaves a viewer with new perspectives on the value of providing time and space for children to engage in open-ended science inquiry and new reflections regarding the inherent complexities of children's science learning.

Implications for children and families: Openly exploring phenomena can provide a great way to wonder about science and for children to pursue related questions.

Implications for practitioners: It is important to create open spaces for children to engage with science, to listen to young children's ideas and wonderings.

Funding: The SciTeach Center is supported through funding and collaborations with: Fondation Veuve Emile Metz-Tesch, The Losch Foundation, Luxembourg Ministry of Education, Children and Youth (IFEN and SCRIPT divisions) and The Luxembourg National Research Fund

Key words: children's voices, professionals' voices, innovations, communication, education, qualitative methods, theory + equity, children's science engagement

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

- SDG 4: Quality Education

ECV2022 Keynote Speaker 3

Research in diverse linguistic and cultural contexts

Barbara May Bernhardt, Professor Emerita, School of Audiology and Speech Sciences, University of British Columbia, Canada (bernharb@mail.ubc.ca)

Joseph Paul Stemberger, Professor Emeritus, Department of Linguistics, University of British Columbia, Canada (joseph.stemberger@ubc.ca)

Biographies: Barbara May Bernhardt, PhD, Professor Emerita, was professor of speech-language pathology from 1990–2017 at the University of British Columbia, Canada, and a speech-language pathologist from 1972–2017. Her research has focused on children's speech development, assessment and intervention, general language development, and service delivery to First Nations peoples. With Dr. Stemberger and international colleagues, she has been conducting a crosslinguistic study in children's speech development.

Joseph Paul Stemberger, PhD, Professor Emeritus, was professor of linguistics from 1985–2001 at the University of Minnesota and at the University of British Columbia from 2001–2018. His primary research foci are children's speech (and morphological) development and adult language processing. With Dr. Bernhardt and international colleagues, he has been conducting a crosslinguistic project in children's speech development. Leisure activities involve family time, gardening, music, dance, and the outdoors.

Background: Research and educational/speech therapy practices growing out of one's own cultural, linguistic contexts may be relevant in those contexts but irrelevant/ineffective in other environments because of differences across languages/cultures.

Aim: The aims of our speech development research have been to: (1) determine similarities and differences in children's speech development across languages/cultures; and (2) develop speech assessment and treatment strategies that pertain to diverse cultural and linguistic groups.

Method: We have been fortunate in finding researcher partners in different communities and countries. With these partners, we developed methods for collecting and analysing speech samples from children and adults that reflect diverse languages/dialects/cultures. The partners collected the data, which we are jointly analysing.

Results: Children's speech development shows many similarities across languages and cultures, not just in terms of speech sounds (like "k", "s" or "r"), but also in how words are formed (their length and their structure, i.e., whether syllables have endings, whether two consonant sounds can occur in a row). Some children learn certain sounds earlier than others because of the importance of those sounds in their language, family or environment and/or the words in which the sound appears. A project website (phonodevelopment.sites.olt.ubc.ca) was created that contains free assessment materials and criterion reference data from the project, plus speech treatment activity examples in several languages, the *fun-ological* aspect of speech (phon-ological) research.

Implications for children and families: You will be able to state one similarity and one difference in children's speech development across languages/cultures, plus one fun-ological way to play with speech.

Implications for practitioners: You will walk away with at least three strategies for working successfully in diverse linguistic and cultural communities plus one fun-ological activity.

Funding: Social Sciences and Humanities Research Council of Canada Grants 410-2009-0348, 611-2012-0164; local funding, other countries

Key words: Indigenous voices, communication, crosslinguistic, cross-cultural, research partnerships, education, health, vulnerable communities, regional/rural communities, international communities, speech development, phonological development, fun-ology

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 17: Partnerships to Achieve the Goals

ECV2022 Keynote Speaker 4

Valuing Indigenous peoples and their health and wellbeing in early childcare services

Chontel Gibson, Australia

Biography: Dr Chontel Gibson is a Kamilaroi woman from north western New South Wales, Australia. Chontel graduated as an occupational therapist in 2000, a Master of Public Health in 2010, and a Doctorate of Philosophy relating to Aboriginal health and wellbeing in 2018. Chontel has worked as an occupational therapist, policy officer and academic, and has held many leadership roles, including Board Director of Occupational Therapy Australia and the inaugural Deputy Chairperson for Indigenous Allied Health Australia. Chontel co-developed and continues co-chairing the National Aboriginal and Torres Strait Islander Occupational Therapy Network, which provides strategic advice on occupational therapy. Chontel is currently managing the Good for Kids. Good for Life team that supports early childhood education and care (ECEC) services in the Hunter New England region to implement health promoting practices in-line with Munch & Move. Munch & Move is a NSW Health initiative that supports the healthy development of children aged birth to 5 years by promoting physical activity, healthy eating, and reduced small screen time.

Background: Globally, Indigenous people are leaders and advocates for their own health and wellbeing. In Australia, Aboriginal and Torres Strait Islander community controlled organisations, like health and early childhood education and care (ECEC) services, lead important work that honours cultural ways of knowing, being, and doing in health promotion. Furthermore, community members are often at the forefront of developing knowledge and practices that inform these services.

Method: Gibson et al.'s (2020) strengths-based model was developed with Aboriginal elders living in a rural community on Wiradjuri country in Australia. The model offers an approach for ECEC to support the health and wellbeing of communities, including children attending these services. In this presentation, the model's six key dimensions are used to illustrate how services and Indigenous people can work collaboratively to value local Indigenous ways of knowing, being, and doing in health promotion activities.

Results: The dimensions include listening respectfully to Indigenous people; using appropriate communication; building genuine relationships; critically reflecting on political, historical, and social contexts – both locally and nationally; applying a human-rights based approach; and finally, evaluating the processes and outcomes.

Conclusion: The key dimensions represent a new way of considering a strength-based approach for ECEC when working with Indigenous people in relation to health promotion.

Implications for children: This presentation will illustrate how Indigenous children are not only learners, but they are also knowledge bearers, sharers and co-creators of Indigenous knowledge and practices, which supports health and wellbeing.

Implications for families: This presentation will illustrate how Indigenous families, communities, and organisations can and in many instances already facilitate self-determination processes, which is a fundamental basis for implementing human-rights.

Implications for practitioners: This presentation will illustrate a strengths-based model to facilitate practitioners' ability to develop partnerships with local Indigenous communities and organisations to deliver culturally appropriate health promotion activities.

Implications for society: This presentation will promote non-Indigenous peoples' awareness, empathy and connections with Indigenous peoples, countries and cultures to develop more just and equitable societies.

Keywords: Indigenous voices, professionals' voices, communication, cross-cultural, research partnerships, education, health, regional/rural communities

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 17: Partnerships to Achieve the Goals

ECV2022 Keynote Speaker 5

Learning from and with children through drawing

Linda Harrison, Macquarie School of Education, Macquarie University, Australia (linda.j.harrison@mq.edu.au)

Biography: Linda Harrison is a Professorial Research Fellow in Early Childhood Education at Macquarie University and Adjunct Professor of Early Childhood, Charles Sturt University. Her research focuses on studies of children's learning, development, and wellbeing, educator-child relationships, and the factors influencing program quality in early childhood education and care (ECEC) contexts. Linda has a long-standing interest in the use of drawing as a research methodology for understanding children's experiences and relationships with others at home, in their ECEC settings, and during the transition to school. Her recent work has sought to gather children's voices and perspectives to guide ECEC policy and practice.

Background: This presentation is informed by three research studies that engaged 4–6-year-old children in drawing. The first study tracked changes in child-teacher relationship quality during the first year of school; the second listened to children with speech sound disorders' ideas about their talking; and the third gathered children's experiences and opinions about their ECEC settings to inform the update of Australia's Approved Learning Frameworks.

Aim: This presentation aims to: (1) illustrate a progression in gathering, analysing, and researching with children through drawing; and (2) reflect on how children's perspectives about what matters to them can reframe how educators and health professionals support children's learning, development, and wellbeing.

Methods:
Study 1: Children's drawings of themselves and their teacher at the beginning and end of their first school year were rated for relational pride, vulnerability, emotional distance, and anger, using attachment-based criteria.
Study 2: Children's drawings and verbal communications about talking to another person were interpreted using six focal points: body parts/facial expressions, talking/listening, relationships, positivity, negativity, and no talking.
Study 3: Children's drawings, writing and conversations were analysed thematically in relation to location (geographic, situation), actors (people, animals) and actions (activities, movement).

Results:
Study 1: Most children depicted stability or improvement in the quality of their relationship with the teacher during the school year; however, some depicted a stable negative relationship, and others showed increasing negativity.
Study 2: Most children with SSD depicted talking as an action (ears, mouths, speech bubbles) and an activity with a purpose involving others; however, some chose to not draw talking.
Study 3: Children's drawings were about doing, being, belonging and learning, what they liked, and the importance of friends, families, and educators.

Conclusions: Drawings allow children to produce and share their knowledge and experiences. By providing their drawings as data, children enter into a partnership with researchers, who then have a responsibility to respectfully and responsibly report and promote their voices.

Implications for children and families: Drawing allows you to share and talk about your experiences, ideas, and feelings and what is important to you.

Implications for practitioners: You can offer drawing and talking with individual or groups of children as a way to appreciate and understand what children feel about themselves, their abilities and relationships, and their learning experiences.

Key words: children's voices, relationships, wellbeing, communication, research methods

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

- SDG 4: Quality Education
- SDG 17: Partnerships to Achieve the Goals

ECV2022 Keynote Speaker 6

Innovations in early childhood: Understanding and responding to children's needs through effective assessment

Cathrine Neilsen-Hewett, University of Wollongong, Australia
(cnhewett@uow.edu.au)

Biography: Associate Professor Cathrine Neilsen-Hewett is the Academic Director of the Early Years, University of Wollongong. She has demonstrated leadership and scholarship in translational research with a strong track record in supporting professional development initiatives across the early childhood education sector. She has co-led six large-scale transformational Early Start research projects across three Australian states, in over 450 early childhood education and care (ECEC) services, with more than 3,500 children. Her current research projects focus on quality early childhood environments and workforce development, integrated early childhood service platforms, approaches to assessment, along with children's self-regulation and wellbeing.

Background: Educators' ability to respond to the inherent differences in children's abilities plays a crucial role in supporting learning and development. Intentional and differentiated teaching models demand a deeper awareness of children's current capabilities, yet few tools exist that provide a comprehensive and rich picture of each child's early learning. The ability to shift children's early developmental trajectories therefore depends on educators' ability to develop a rich and comprehensive picture of children's abilities, capabilities, and dispositions for learning.

The presentation introduces the audience to the Early Years Toolbox, a set of playful tools (activities and games) that provide early childhood educators with actionable information about children's progress in key areas of learning and development. Together we explore the value of early childhood assessment and the role it plays in empowering educators to meet children where they are at as well as create rich and responsive learning environments that enrich and extend children's learning and development.

This presentation begins with an overview of the Toolbox and the practice framework (i.e., activities and pedagogical practices) that supports it. In the second part, practitioners from the University of Wollongong's Early Start Engagement Centre network will share real-life examples, highlighting both the efficacy of the tools and the complementary work of a professional development model. The practitioners will discuss how they have used the Toolbox with children, support gained through coaching and mentoring, and the impact it has had on their practice with children and families.

Implications for practitioners: The more we understand children, the better placed we are to support their development. The power of early childhood assessment lies not in the data per se but in its ability to strengthen educators' pedagogy and practice. In this presentation, we discuss how early childhood assessment can empower you to create rich learning environments that respond to and enrich children's engagement and learning.

Key words: professional voices, innovations, early childhood education quality, assessment, child development

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

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

ECV2022 Abstracts

No.	Presentation Title	Country	First Author
201	Understanding peer relationships and bullying in early schooling: Using the PMSSW to explore children's experiences	Australia	Elizabeth Murray
202	The key to retention in early childhood education	Australia	Belinda Downey
203	Including same-sex families in early childhood settings in Australia: Perspectives of parents of Chinese ancestry	Australia	Meg Liang
204	Developing antiracist pedagogies for early childhood education	Australia	Ryan Al-Natour
205	What makes intentional teaching intentional? Intentionality and the active decision-making process in intentional teaching	Australia	Mia Yue Chen
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ECV2022-201

Understanding peer relationships and bullying in early schooling: Using the PMSSW to explore children's experiences

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Background: The first year of school is a significant period of transition in children's lives, bringing new challenges and expectations for managing difficult feelings, and difficult peer relationships. Researchers have shown that the role of resilience, the role of teacher care and support, and the role of the bystander, all play an important part in children's response to and coping with bullying. Children themselves are the best source of evidence about their early school experiences, but how children's diverse perceptions can be best assessed is less apparent.

Aims: To examine young children's views and experiences of difficult social situations in early schooling and understand the different strategies they draw on to cope with or manage their feelings about bullying.

Method: Semi-structured interviews were conducted across the first year of school with 101 Australian kindergarten children. The Pictorial Measure of School Stress and Wellbeing (PMSSW; Harrison et al., 2015) was used to tap three broad domains; personal challenges, interpersonal challenges, and institutional challenges. Thematic analyses were used to explore children's responses to being a hypothetical victim, perpetrator, and bystander, in a bullying scenario.

Results: Children gave constructive/personal, school/rule reliance, and avoidance responses. Initial analyses indicate that children would tell the teacher how they were feeling at the beginning of the year because they wanted them to know their feelings, but at the end of the year, children shared their feelings with the teacher as they showed a stronger reliance on the teacher for help and support. Children's strategies for coping with bullying over the kindergarten year moved from a reliance on the school rules or avoidant behaviour, to more constructive solutions, especially for bystanders and victims.

Conclusions: The PMSSW is a useful measure to capture children's feelings and strategies for coping with bullying across the first year of school. Researchers (e.g., Law, 2018) have found that the prevalence of bullying increases as children age, so ascertaining children's perspectives on bullying early on, will help researchers, teachers and parents work towards understanding and preventing bullying behaviours.

Implications for children and families: Understanding how children cope with negative school scenarios, especially in the early years of school, is important in helping improve their transition and adjustment to school and in providing them with support.

Implications for practitioners: For practitioners, understanding how children respond to and process negative social scenarios supports them to be resilient and empathetic. It is important for children to become more constructive in their responses to bullying scenarios, rather than having an over-reliance on the school rules or displaying avoidant behaviours.

Key words: children's voices, peer relationships, starting school, bullying

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

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

ECV2022-202

The key to retention in early childhood education

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Background: Retention of early childhood educators has become a 'wicked problem' with a prediction that the Australian early childhood profession will need approximately 39,000 additional educators by 2023. Attrition and high staff turnover can negatively impact children, families, other educators and the quality of the service, as well as exacerbate existing supply shortages. While pay and conditions are one concern, there are other pervasive issues impacting early childhood educators' retention, including the highly gendered nature of the profession and that early childhood educators' work is often invisible in terms of skill set and pay. High staff turnover has compounding effects, including job dissatisfaction and burnout. However, supportive, collaborative relationships between educators, children, and services may be key to retention. Connection can assist with greater well-being and retention of educators and higher quality care for children.

Aim: What influences early childhood educators' retention and what impacts educators' decision to leave their service or the profession?

Method: Participants were 34 early childhood educators working across the 'top end' of the Northern Territory in Australia. Yarning sessions (cf. focus groups) were undertaken, discussing the Australian early childhood profession, national sector reform and retention. A constructivist grounded theory approach was used after a constant comparative analysis.

Results: Two main categories were generated suggesting the key to attrition and retention in the early childhood profession: (a) Hopeful educators felt connected to their role, their service and the policy and legislation of early childhood education, (b) Struggling educators felt disconnected from either their role, their service, the policy and legislation of early childhood education or all three.

Conclusions: The influences and impacts that led to educator retention, turnover or attrition were grounded in educator connections that were or were not developed. (a) Hopeful educators were identified as those with intrinsic motivation in their role, a sense of belonging within an organisational culture, and engagement with early childhood policy and legislation. These educators had built connections in their role and discussed remaining in the sector (retention). (b) Struggling educators were identified as those who felt uncertain or highly stressed in their role or role expectations, disconnected from the educational philosophy or values of the organisational culture, or disengaged from the early childhood education policy and legislation. These educators had not built connections to their role, service and/or policies and discussed leaving services (turnover) or their intention to leave the sector (attrition).

Implications for children and families: For children and their families to receive the best possible care and education, the early childhood services need engaged educators who are excited to come to work and teach.

Implications for practitioners: As early childhood educators, you are more likely to remain in the early childhood profession if you (a) feel intrinsic motivation in your role, (b) feel a sense of belonging within the service and (c) engage with early childhood education policy and legislation.

Key words: professionals' voices, workforce issues, wellbeing, communication, education, policy, government, vulnerable communities, 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

ECV2022-203

Including same-sex families in early childhood settings in Australia: Perspectives of parents of Chinese ancestry

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Background: A key source of early childhood (EC) educators' reluctance to include same-sex families in their programs has been their perceived opposition from parents. Little is known about the preparedness of parents of young children to support them in EC settings or the perspectives of ethnically and linguistically diverse families attending EC settings in Australia.

Aim: This study explored the perceptions of parents of Chinese ancestry in Australia to better understand parents' perspectives on including same-sex families in EC settings.

Method: This exploratory, mixed-method study was organised in two sequential phases. A total of 54 ethnic Chinese parents (43 mothers and 11 fathers) of children with experiences in EC settings in Australia participated in an online survey. Five (four mothers and one father) engaged in follow-up interviews to probe issues in-depth.

Results: Three key results about ethnic Chinese parents' beliefs and attitudes were revealed: (1) Parents expressed an overall resistance and reluctance to support young children learning about same-sex families. Underpinning this resistance were themes about (a) the relevance of information that parents perceived their children have access to about same-sex families, and (b) their perceived challenges about children's conceptual capabilities; (2) Parents felt compelled to exercise boundaries and control over their own children's education in response to changing attitudes towards same-sex families in Australian society; and (3) There was an absence of focus on diverse family structures in EC settings their children attended.

Conclusions: Parents require evidence-based information to alleviate potential concerns and practitioners require dedicated training to gain confidence in building a collaborative partnership with all families to include same-sex families.

Implications for children and families: Children have the right to quality EC education that empowers them to become informed citizens who are critical thinkers about equity, diversity, and discrimination. Your support for children learning about same-sex families is critical to achieving this goal. Children will most likely benefit from such discussions when you and EC teachers collaborate to provide appropriate learning opportunities.

Implications for practitioners: You are responsible for presenting non-discriminatory EC programs inclusive of same-sex families and fostering social justice in the community. To achieve this goal, you are encouraged to ascertain parents' understanding of their own children's competence in understanding same-sex families. Critically reflecting on children's awareness, particularly in day-to-day pedagogical documentation, can also be beneficial.

Funding: Macquarie University Research Excellence Scholarship (MQRES-MRES R2R)

Key words: families' voices, quantitative methods, qualitative methods, same-sex families, diversity and inclusion, ethnicity

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

- SDG 4: Quality Education

ECV2022-204

Developing antiracist pedagogies for early childhood education

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Background: Antiracist initiatives in early childhood education tend to receive unfounded accusations that educators are allegedly 'indoctrinating' children. These accusations are fed by dominant discourses of white victimhood that belittle children with assumptions that they cannot see race and are unable to act racist. Within this context, there is a slow and steady realisation among educators that antiracist teaching activities within an Australian postcolonising context need to be about more than the acceptance of skin colour differences.

Aim: To contribute to existing dialogues among early childhood educators about the development of antiracist teaching.

Method: This paper combines two methods that focus on the topic of antiracist education in the early years. The first method involves a discourse analysis of six public commentaries/news articles published in 2021 on antiracist education in early childhood. In particular, these articles/commentaries were inspired by (1) conservative calls across North America to remove Critical Race Theory (CRT) from the early childhood curriculum, (2) an Australian politician's demand for a review of children's antiracism books across public libraries, and (3) a motion passed by the Australian Senate to remove CRT from the national curriculum. The second method is an integrative literature review on research into antiracism and two resources developed for early childhood educators.

Results: The mischaracterisations of antiracist teaching and literature function to maintain racial inequalities, and narratives of white victimhood propel the demonisation of antiracist initiatives for children. Also, an integrative literature review reveals how educators often feel ill prepared in addressing racism in early childhood environments or teaching children about racism. Further, this review affirms that while educators tend to portray children as 'colourblind', the research shows that children can express racism in early childhood centres. The development of an antiracist pedagogy for early years education is situated in a postcolonising context that should centre the experiences and aspirations of Aboriginal and Torres Strait Islander children, their families, and communities.

Conclusions: Antiracist pedagogies are necessary in articulating how early childhood educators teach diversity and difference to children. Contrary to populist misinterpretations, educators can work with children in their abilities to see race, racism, and interpret diversity and difference. Educators themselves should engage in challenging yet courageous conversations about race and racism. Starting points include challenging whiteness in early childhood curriculum materials and challenging common denials of racism.

Implications for children and families: It is important to recognise that your child can see colour and can learn about diversity and difference. Educators who work with your child need to be equipped with the skills to challenge racism and talk to your child about antiracism.

Implications for practitioners: This paper stimulates a conversation among early childhood professionals about developing antiracism teaching skills as a lifelong learning project. It is important for you to develop antiracist pedagogies that enrich your confidence in teaching diversity

and difference, challenge assumptions that children are colourblind, and counter populist rhetoric that tends to attack social justice initiatives.

Key words: social justice, antiracist teaching, antiracism, 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

ECV2022-205

What makes intentional teaching intentional? Intentionality and the active decision-making process in intentional teaching

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Background: The uptake of intentional teaching in global early childhood contexts has contributed to the shift in understanding of pedagogical play to a more socio-cultural perspective that advocates for educators' proactive and engaged roles in children's play. Including a stronger emphasis on intentionality and the planning cycle has been advocated by Hadley and colleagues (2021) in a discussion paper about the Early Years Learning Framework in Australia. Meanwhile, recent studies highlighted educators' struggles in conceptualising their roles as intentional teachers, and there is limited pedagogical guidance on how to intentionally teach in play-based programs.

Aim: To present a rapid literature review to conceptualise intentional teaching through examining the nature of children's and adults' intentionality and the decision-making process in intentional teaching.

Method: A rapid literature review was undertaken to examine studies related to intentional teaching in early childhood contexts published in English between 2010–2022. Sixty-four papers were identified through searching in online education research databases, including EBSCO Host and ProQuest Education Database.

Results: Educators' actions qualify as intentional teaching because of the decision-making process regarding their intentionality. By considering both children's and adults' intentionality, educators create a teacher/learner nexus that positions the adult as one who promotes children's intrinsic drives for independent learning and the child as an active constructor of knowledge.

Conclusions: This presentation advocates for a broader understanding of intentional teaching that focuses on the intentionality behind decisions and actions, rather than limiting the roles to certain actions. Intentional teaching can thus be conceptualised as part of educators' professional identity, allowing them to have ongoing teaching intentionality in the learning environment and to create an intentional curriculum that balances child-initiated, guided and adult-directed learning.

Implications for children and families: Quality early childhood education plays a critical role in children's development. With growing understanding and capacity of intentional teaching, educators will be more confident and skilful in implementing intentional teaching in play-based programs, which leads to better child outcomes.

Implications for practitioners: What makes your decisions and actions intentional is the intentionality and your active decision-making in the process. By focusing on the intentionality rather than a fixed set of teaching strategies, you will be able to plan and adapt your intentional teaching practices based on children's strengths, needs, content and contexts, and to embed intentional teaching across time, such as in planning, responding in the moment, and reflection afterwards.

Key words: education, intentional teaching, pedagogies

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

- SDG 4: Quality Education

ECV2022-206

Vowels in babbling of typically-developing Persian-learning infants

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Background: Infant babbling, including consonants, vowels, and syllables, is an important predictor of speech and language development.

Aim: To examine vowel development in the babbling of typically-developing Persian-learning infants.

Method: This four-month longitudinal study was conducted with eight typically developing 6–8-month-old Persian-learning infants. A weekly 30–60-minute audio- and videorecording was obtained in their homes from comfort state vocalizations of infants during mother-child interactions. Despite the presence of six vowels in Persian (/i/, /e/, /a/, /u/, /o/, /ɑ/), seven vowels (/i/, /e/, /a/, /u/, /o/, /ɑ/ and /ə/) were identified during the babbling from a total of 74 hours of vocalizations. Inter-rater reliability was obtained for 20% of the vocalizations. The data were analysed by repeated measures ANOVA and Pearson's correlation coefficient.

Results: The results showed that two vowels /a/ (46.04%) and /e/ (23.60%) were produced with the highest mean frequency of occurrence. Front vowels (71.87%), low vowels (46.78%), and mid vowels (32.45%) were prominent. High inter-rater reliability was obtained (0.99, $p<.01$).

Conclusions: An increased frequency of occurrence of low and mid front vowels in this study was consistent with previous studies on the emergence of vowels during pre-linguistic vocalizations in other languages.

Implications for children and families: Your child's speech develops during the first months of life. They are learning to use the building blocks of words while babbling.

Implications for practitioners: This Persian study shows the link between babbling and vowel development providing expectations for typical development.

Funding: Deputy of Research and Technology of the University of Social Welfare and Rehabilitation Sciences, Iran.

Key words: children's voices, infant babbling, Persian, vowels

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

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

ECV2022-207

Vocal development of young children with early simultaneous bilateral cochlear implants

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Background: Bilateral cochlear implantation (CI) is often seen as the gold-standard intervention for children with profound hearing loss. Simultaneous bilateral CI is becoming increasingly common worldwide, but little is known about the vocal development of young children with early simultaneous bilateral CIs.

Aim: This study aimed to investigate vocal development in infants and toddlers with simultaneous bilateral CIs, aged 12–33 months, compared to those with typical hearing; and to explore the relationship between vocalization variables and language development in the CI group.

Method: Eleven toddlers who received bilateral CIs simultaneously before 1 year of age participated in this study. Age-matched toddlers with typical hearing participated as a control group. The spontaneous interactions between children and their parents during free play were transcribed. Children's utterances were coded for canonical and noncanonical vocalizations.

Results: Data analysis showed no significant difference in the frequency of canonical and noncanonical vocalizations and the canonical vocalization ratio (CVR) between groups, with lower production of vocalizations in the CI group than in the typical hearing group. In the CI group, the frequency of canonical vocalization and CVR were significantly correlated with age, duration of implant use, and language scores.

Conclusions: These results showed that toddlers with early simultaneous bilateral CIs make rapid advancements in vocal development compared to those with typical hearing. Young children's vocalizations may be positively associated with linguistic development in the CI group.

Implications for children and families: Young children with early simultaneous bilateral CIs vocalize similarly to children with typical hearing. If your child is diagnosed with profound hearing loss, simultaneous bilateral CIs are an effective option to support their speech development.

Implications for practitioners: The vocal development of young children with typical development provides a benchmark for monitoring the early vocal development of children with simultaneous bilateral CIs.

Key words: communication, quantitative methods, hearing loss, cochlear implant

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

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

ECV2022-208

Supporting early years transitions for children with refugee and asylum-seeker backgrounds: A scoping review

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Background: Moving to a new early years education and care service or into the first year of school is a major milestone for many families, but families with refugee and asylum-seeker status can face a unique combination of challenges with these transitions. More information is needed to support early years educators' professional understandings of these children's and families' needs and to shape effective systemic responses.

Aim: To understand what is known in the academic literature about children and families who are refugees or asylum-seekers and their experiences of accessing and participating in early years education and care services and the first year of school.

Method: A scoping literature review of peer-reviewed academic papers published between January 2000 and August 2021 was conducted following Arksey and O'Malley (2005). Five academic databases were searched: Web of Science, Informit, EBSCOHost, Scopus, and ProQuest. The review focused on families with refugee and asylum-seeker status and their experiences with transitions into preschools, daycare services, kindergarten, and primary/elementary school. It also scoped the literature for educational system and educator supports for transitioning children with refugee and asylum-seeker backgrounds. A search protocol was developed and resulted in the collection of 121 articles which were quantitatively and qualitatively analysed.

Results: The international academic literature revealed a range of enablers and barriers that affect transitions of children and families with refugee and asylum-seeker status into early years education and care services and schools. Many of the barriers can be addressed through educator and systemic support.

Conclusions: The positive transition of children with refugee and asylum-seeker status into early years education and care services and schools requires educators and educational systems that are supportive of and responsive to the unique combination of challenges these families face. The academic literature provided guidance for supporting families with refugee and asylum-seeker status, and it revealed several areas that require further exploration.

Implications for children and families: Families with refugee and asylum-seeker status face multiple barriers when transitioning children into early childhood education and care services and schools. The literature suggests that early years educators and early years educational systems are well placed to support these families when they are aware of the challenges they face.

Implications for practitioners: You can positively support the transitions of children and families with refugee and asylum-seeker status if you know about the enablers and barriers they face. The literature has identified many barriers that you can directly respond to through practice and pedagogical considerations. Some barriers may be better addressed through policy or systemic responses.

Funding: Queensland Department of Education and Griffith University

Key words: families' voices, professionals' voices, review, refugees and asylum-seekers, early years transitions

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

ECV2022-211

Speech intervention for rural Australian children

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Background: Many young children have speech sound disorders that can impact their ability to communicate with those around them. These children also face an increased risk of social, educational, and occupational limitations. Many interventions have evidence demonstrating successful outcomes for children with speech sound disorders. It is important that timely and effective speech intervention occurs; however, the critical window for intensive therapy is often missed due to long waiting lists, geographical barriers, and insufficient funding for speech-language pathologists (SLPs). SayBananas! is a speech intervention app that was developed via collaborative research with speech-language pathologists (SLPs), engineers, parents and children with evidence including a randomised controlled trial, plus usability, validation, and efficacy studies ensuring high treatment fidelity.

Aim: The overarching aim of this mixed-methods effectiveness study was to examine the effect of using the SayBananas! app with children with speech sound disorders and to document their usage and feedback.

Method: Participants were 45 rural Australian children with speech sound disorders (4;4–10;5 years). The six stages were: (1) recruitment, (2) eligibility screening, (3) questionnaire, (4) online pre-assessment, (5) SayBananas! intervention (6) online post-assessment and interview. During stage 4, parents were supported to deliver individualised speech intervention with SayBananas! with their children (four weeks, 10–15 target words) using motor learning principles remotely supervised by SLPs. Adherence and performance were automatically monitored.

Results: Most participants were highly engaged with SayBananas! completing a median of 45 trials/session (45% of the 100 trial/session target, range 7–194). After intervention, participants made significant gains on treated words (median change = 15.66%). No reliable change was found for the percentage of consonants correct on the speech assessment, parent-rated intelligibility, or children's feelings about talking. The number of practice sessions was significantly correlated with the percent change on treated words. On average, children rated the app as "happy/good/fun" providing detailed drawings. Families highly rated the app's engagement, functionality, aesthetics, and quality.

Conclusions: This study demonstrated that the SayBananas! app provides a viable solution for access to speech practice for rural Australian children with speech sound disorders and can improve speech accuracy on treated words.

Implications for children and families: Using a speech intervention app is fun so everyone is motivated to practice speech homework. The more you practice, the better your speech.

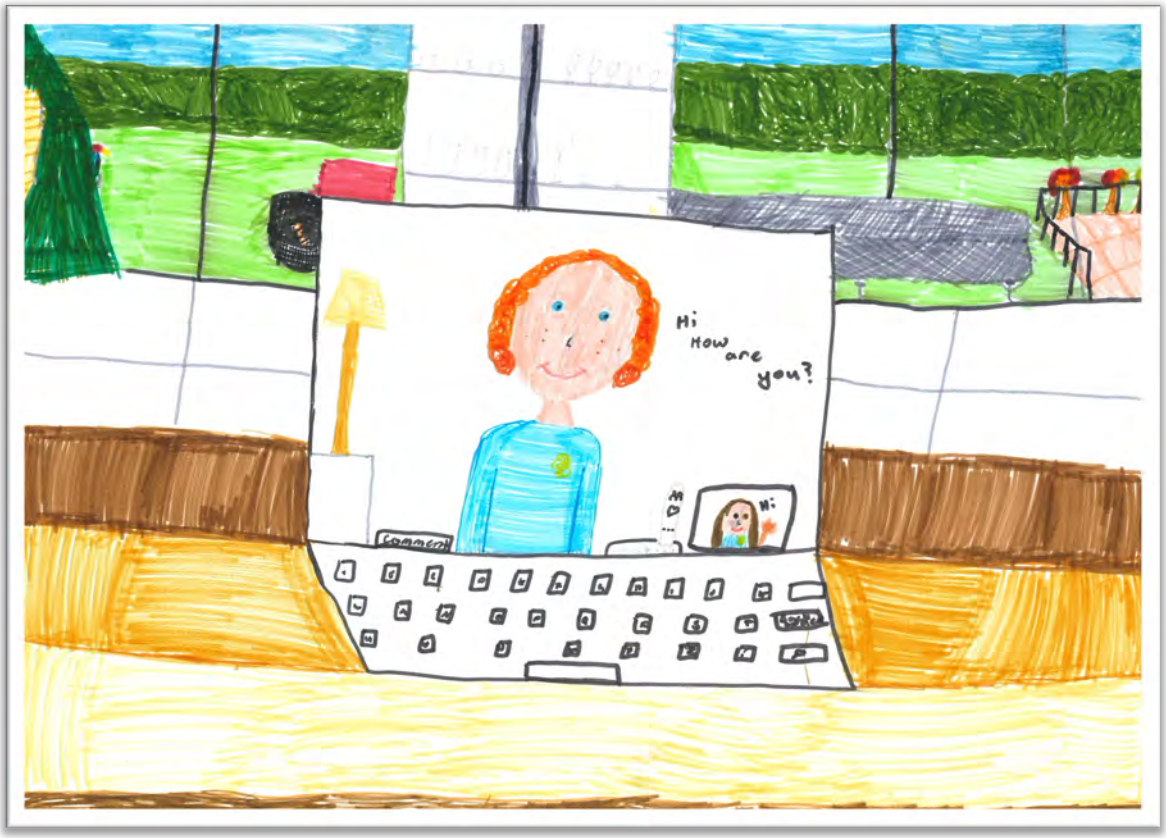
Implications for practitioners: Evidence-based technological solutions may improve the accessibility of speech intervention for children.

Funding: This research was supported by an AMP Tomorrow Maker award to Kirrie Ballard. Beena Ahmed and Kirrie Ballard are co-founders of UCanSay66, trading as Say66 Pty Ltd, and created the SayBananas! App, which can be purchased online.

Key words: children's voices, families' voices, professionals' voices, communication, regional/rural communities, international communities

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

- SDG 3: Good Health and Well-being
- SDG 4: Quality Education
- SDG 9: Industry, Innovation and Infrastructure
- SDG 10: Reduced Inequality



Elsie (aged 9) "talking over Zoom"

ECV2022-212

Let's talk about critical reflection

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Background: Critical reflection is a must-do part of the planning cycle for early childhood practitioners and is embedded in the Australian National Quality Standard (NQS) for children's services through element 1.3.2. However, it is a contestable concept defined in many ways and, in practice, is often confused with commonplace reflective practice. Over 10% of early childhood services deemed as 'not meeting' the Australian National Quality Standard fail to meet this quality measurement.

Aim: To review whether critical reflection is necessary for quality in early childhood services.

Method: An analysis was undertaken to determine how *critical reflection* is discussed in the Australian National Quality Framework (NQF) documents.

Conclusions:

The NQS requirement for critical reflection differs from the "ongoing learning and reflective practice" principle identified in the Early Years Learning Framework (EYLF).

The definitions of critical reflection provided in the National Quality Framework support documents are neither consistent with the EYLF requirement nor one another.

Element 1.3.2 of the NQS requires critical reflection "on children's learnings and development". However, the *Guide to the National Quality Framework* outlines 12 aspects of the program that should be targeted and 17 possible ways of demonstrating critical reflection.

Staff with varying qualifications, including Certificate III (AQF 3) and Diploma (AQF 5), must contribute to critical reflection in early childhood services even though it is not a requirement of their qualification level.

The requirements around critical reflection in NQF support documents are complex and ambiguous and need to be reviewed.

Implications for children and families: There is much theoretical justification, but there is no empirical research about the impact of *critical reflection*, as opposed to commonplace reflective practice, on outcomes for children or service quality.

Implications for practitioners: The requirement for critical reflection and the associated documentation may contribute unnecessarily to staff stress, burnout, and poor retention in early childhood services.

Keywords: critical reflection, reflective practice, professionals' voices, workforce issues, practitioner wellbeing, early childhood pedagogy, national quality standards, review, theory

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

ECV2022-213

Curriculum innovation across cultural contexts for teachers, children, and families in Aotearoa New Zealand

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Background: This research project was inspired by our experiences as early childhood education [ECE] lecturers during practicum centre visits. We were excited by the diversity of curriculum practices we saw and wanted to celebrate them to inspire curriculum development across the wider ECE sector.

Aim: Our research explored how curriculum innovations transpire across cultural contexts unique to teaching, within a range of centres across Aotearoa New Zealand. The research focused on exploring teachers' innovation and learning about what this looks like; how it feels for teachers; and the influences that drive teachers' use of this.

Method: A mixed-methodology research approach was applied through two research phases. Phase one was an online survey and phase two involved multiple case studies across a wide geographical spread. The case studies included interviews and focus groups with teachers both online and in person.

Results: The research measured, rated, and explained how high overall levels of self-belief affected the success of innovation. The relationships within ECE communities of practice were an integral part of improving practices and developing new ideas. An important part of this was recognising the value of like-minded teachers alongside strengthened teacher-parent partnerships.

Conclusions: These findings showed that when teachers innovate as part of their practice, it enables possibilities for change and improved practices which benefit children and their families.

Implications for children and families: You will learn how teachers use curriculum in innovative ways and how this improves learning and development outcomes for children.

Implications for practitioners: You can hear teachers' voices, learn about and visualise revolutionary ideas and practices of other teachers, and it is hoped that you will then feel inspired to be innovative yourselves.

Key words: professionals' voices, innovations, workforce issues

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

- SDG 4: Quality Education
- SDG 9: Industry, Innovation and Infrastructure
- SDG 17: Partnerships to Achieve the Goals

ECV2022-214

Impacts of managerial systems on ECEs' work in Australia: Implications for teaching and children's learning

Marg Rogers, University of New England, Australia (marg.rogers@une.edu.au)

Background: Children's learning and development are shaped by their interactions with early childhood educators (ECEs). The richness of these interactions is key to quality early childhood education. These interactions are affected by government-imposed managerial systems within early childhood services in some countries. Previously researchers have demonstrated the importance of ECEs having time to interact with children to support their learning through play. Quality interactions are dependent on unhurried time with children to promote their play cultures. When ECEs feel unable to support this because of the demands of managerial systems, their job satisfaction and professional identity are affected.

Aim: To explore these issues, our international study of ECEs' work has revealed insights into the impacts of these systems on children and ECEs. This paper presents findings from one of the five countries involved in the study, namely, Australia.

Method: This study uses a neoliberal framework to study the impact of managerial systems and how it affects ECEs' work. The project uses an interpretivist paradigm and a mixed-methods approach. The participants were ECEs with different qualifications and roles, working in various service types. Data were analysed using thematic analysis. Ethics approval was granted by the Human Research Ethics Committee at the University of New England

Results: The findings demonstrate the impact of managerial systems on ECEs' feelings of being overwhelmed, overtired, micromanaged, and frustrated. The systems also impacted ECEs' ability to respond to children's needs.

Conclusions: The implications of these findings will be of interest to policymakers, ECEs, and teacher educators.

Implications for children and families: You will learn about how children's education is impacted by the wellbeing of ECEs and the amount of time they have to attend to children's needs.

Implications for practitioners: You will learn about the systemic reasons behind the stress and poor wellbeing of ECEs and how this impacts children's learning and care.

Key words: professionals' voices, workforce issues, wellbeing, education, health, policy, government, qualitative methods, quantitative methods, managerialism, neoliberalism, educator voices

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

ECV2022-215

Young children's experiences of parental deployment within a defence family: Building research-based resources

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Background: Children from Australian Defence Force families experience frequent and lengthy parent absences due to deployment and training exercises. Globally, research about how children experience and understand parental military deployment had been limited to secondary data from parents.

Aim: To address this gap, my PhD research, entitled 'Young children's experiences and understandings within an Australian Defence Force (ADF) family', sought to privilege 2–5-year-old children's voices.

Method: Mosaic and narrative approaches were used to co-construct data and listen to young children's voices. Data were collected with 11 families, representing 19 children, with six providing in-depth case studies. These families represented three geographical states and four defence bases. The researcher also listened to parents' and educators' voices as sources of knowledge, to assist with the interpretation of the children's data. Thematic and narrative analysis was used to analyse the data, then a socio-ecological framework was applied.

Results: Children's experiences included: stressors and responses, family mobility, increased family stress and parental fatigue, family role flexibility, various communication tools, protective factors, family and meta-narratives, ritual, acculturation, development of coping strategies, and models for resilience. Alarmingly, the results showed a dearth of early childhood resources to build children's ability to make sense of their experiences before starting school. The parents communicated how isolated and unsupported the lack of resources made them feel and early childhood educators reported difficulty adapting Australian resources developed for primary-school aged children. The parents and educators asked for young children's eBooks, hard copy books, apps, and programs.

Conclusions: The findings have acted as a catalyst to gain funding, co-create, and evaluate free, online, research-based early childhood resources (see https://ecdefenceprograms.com/) to support defence families and other researchers interested in the experiences of young children.

Implications for children and families: You will learn about how parents from defence families requested resources to better support their vulnerable children.

Implications for practitioners: You will learn about how educators requested resources to better support these vulnerable families.

Funding: The Ian Potter Foundation, UNE, The Association of Graduates of Early Childhood Studies

Key words: children's voices, families' voices, wellbeing, communication, early literacy, education, health, vulnerable communities, qualitative methods, military families

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

ECV2022-216

Supporting learning and transition to school for Ezidi refugee children in a rural Australian city

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Background: A recent study conducted in Australia has identified challenges to the rural resettlement of refugee families. These include securing employment, discrimination, and social isolation. These challenges can affect resettlement outcomes including health and wellbeing, though relatively little research has examined these links. Armidale, a small rural inland city in NSW, is home to a large Ezidi population. Before pre-settlement the children lacked appropriate play environments as they had to play underground quietly to survive ISIS persecution. Therefore, support and investment in early intervention strategies for Ezidi children to improve their wellbeing is necessary.

Aim: This planned study addresses the urgent need to support Ezidi children's learning, transition to school, and social engagement with the wider Armidale community. It focuses on building Ezidi parents' capacity to prepare their children for school and build a sense of belonging among Ezidi children in their new community. The effectiveness of the Home Interaction Program for Parents and Youngsters (HIPPY Australia, 2022) that is being implemented by the New England Family Support Service (NEFSS) will be evaluated for its effectiveness with Ezidi families in Armidale. In addition, special culturally and community appropriate resources will be created and piloted to increase the program's effectiveness. The project uses a participatory action research (PAR) approach. This is an approach commonly used for improving conditions and practices in various environments, such as health and education.

This presentation will explore the literature review, the partnership with the New England Family Support Service and the Ezidi community, and some reflections about applying for ethics approval when working with a vulnerable community.

Implications for children and families: This project explores the challenges of researching with vulnerable families and the reason this type of research is needed.

Implications for practitioners: This project will support practitioners' understanding of the benefits of early intervention projects with vulnerable families.

Funding: University of New England internal grant.

Key words: refugee families, wellbeing, school transition, parent partnerships, literacy, vulnerable children

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

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

ECV2022-217

Rethinking children's agency within families and ECE institutions

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Background: Nowadays, pedagogy is founded on a child-centred approach within early childhood education (ECE) institutions. Whether we discuss the child as *the* centre or *in the* centre (Chung & Walsh, 2000), the child has a main role. However, when positioning the child as the centre (of the world, of the learning), we may deny his/her real participatory role. We let the adults organise children's learning from an adult perspective. To respect children's participation, we should change perspective.

Aim: The research aimed to consider adults' perspectives about children's participation.

Method: Following the paradigm of qualitative research, two focus groups were held with parents of preschool children (*n* = 22) and seven educators were interviewed. Adults discussed how they respect children's decisions and ideas. Answers were coded by Lundy's model of participation (space, voice, audience, influence).

Results: Both parents and teachers give children possibility to express an opinion (space) and views through all forms of expressions (space). Neither ensures active listening of children (audience) nor acts according to children's point of view and needs (influence). Both groups of participants claimed that children's decisions are respected – as long as they are not in opposition to adults' decisions.

Conclusions: Adults want to support children's participation, but they might fear their possible decisions. There is a need to inform adults to support children's agency.

Implications for children and families: If you want children who will change the world, you should be an adult who is ready to listen, learn, understand, and respect children.

Implications for practitioners: If you want children who will change the world, you should provide them with opportunities for real, not artificial participation.

Key words: children's participatory rights, children's voices, decision-making, early childhood education

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

- SDG 4: Quality Education
- SDG 10: Reduced Inequality
- SDG 17: Partnerships to Achieve the Goals

ECV2022-218

What do self-generated drawings convey about the experiences of children with developmental language disorder? An interprofessional study

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Background: Developmental language disorder (DLD) is a lifelong condition in which individuals may experience language-based challenges that cannot be explained by an obvious cause. Drawing about a personal event before producing an oral narrative is one possible elicitation technique used to assess language skills for children with DLD.

Aim: The main purpose was to examine potential connections between the form and content of event narratives and own drawings from children with DLD, so practitioners and families understand what these drawings convey about the experiences of this population.

Method: Eighteen 7- to 10-year-old native English speakers diagnosed with a language disorder participated in the online repeated measures study. Depending on the task condition (A, B, C), participants were instructed to (A) think of a recent event, (B) think of a recent event and look at a photograph of the event, or (C) think of a recent event and draw the event. Then participants told stories about the event. A mixed method analysis from an interprofessional team from speech-language pathology and art therapy analysed content and form of the oral narratives and drawings.

Results: There were fair to good associations between the form and content of oral narratives and participant drawings. Narrative structural analyses were related to the drawing forms (e.g., colour, space, line quality, and investment of energy). The content analysis for oral narrative themes was related to the manifest content (e.g., a list of objects seen and the relationships between the objects) of participant drawings.

Conclusions: Drawings paired with oral narratives encourage interdisciplinary collaboration between speech-language pathologists and art therapists and support a deep understanding of the socio-emotional status and language skills of children with DLD.

Implications for children and families: Drawing could be an accessible way for you to encourage expressive verbal elaboration and artful creation when your child is sharing a personal experience.

Implications for practitioners: Self-generated drawings paired with oral event narratives could provide you with deeper insight into the experiences of 7- to 10-year-old children with DLD.

Funding: NYU Steinhardt Fellowship (first author)

Key words: children's story telling, Developmental Language Disorder, narrative analysis, visual analysis, interprofessional team

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

ECV2022-219

Parents' perceptions of language disorder in children in Da Nang city, Vietnam in 2022

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Background: Speech and language therapy is a new occupation in Vietnam and community awareness of this field is still limited. Parents seeking intervention services for language disorders in children face challenges figuring out and describing their child's symptoms and finding the most effective intervention. However, the terms used to describe language disorders are not universal and it is not possible to see the impairments the child is experiencing due to the "invisible" state of the disorder.

Aim: To find out how parents perceive language disorders in their children.

Method: This study uses a general qualitative descriptive method. Qualitative data were generated based on semi-structured interviews with 15 parents of children who received speech and language therapy services. This study was carried out by the first undergraduate students majoring in speech and language therapy in Vietnam.

Results: The results of this study show that parents' lack of awareness of the diagnostic terminology of language disorders has led to limited access to optimal services. In addition, there is a shortage of human resources in speech and language therapy with qualifications to effectively support these children and families.

Conclusions: Parents have difficulty understanding and interpreting diagnoses because most do not receive explanations from the examiner and if they do, it is unlikely that those explanations are accurate and appropriate for the child's condition. Therefore, developing formal training in speech and language therapy in Vietnam is a sustainable foundation that is suitable for the Vietnamese context to ensure the quality of life of people with speech and language therapy needs in the future.

Implications for children and families: Early intervention and early detection are essential for children. If you see red flags in your child's language, please find the nearest speech and language therapist in Vietnam, according to Trinh Foundation Australia's website https://trinhfoundation.org/en/home/.

Implications for practitioners: Information on training in the first and second speech therapy majors in Vietnam has been widely announced on the websites of three universities in Vietnam. That is:

1. HMTU- http://www.hmtu.edu.vn/

2. DUMTP- https://dhktyduocdn.edu.vn/

3. UMP - https://ump.edu.vn/

You can also search for information on speech therapy specialties in Vietnam via the website http://speechtherapyvn.net/

Key words: language disorder, parents, awareness, Danang city, Vietnam, developmental language disorder (DLD)

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

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

ECV2022-220

Early childhood educators' burnout: A systematic review of determinants and interventions

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Background: Early childhood educators have a high risk of burnout, leading to a high turnover rate and harming young children's educational outcomes. In this systematic review, we investigate the early childhood education service-related and individual causes of burnout of early childhood educators and the effectiveness of alternative interventions.

Aim: This systematic review aimed to investigate the early childhood education service-related and individual causes of burnout of early childhood educators and the effectiveness of alternative interventions.

Method: We searched Web of Science and ProQuest for articles on burnout and early childhood educators. Articles were included if they were peer-reviewed, written in English, and addressed burnout outcomes in early childhood educators.

Results: Of 40 studies in the final sample, 38 examined causes of burnout and two examined interventions. Burnout risk was more significant among teachers with low social capital, health status and wages. At the service-related level, weak or incoherent organisational structure, weak professional relationships, low professional status, a lack of career progression opportunities and professional training were all linked to a higher risk of educator burnout. The intervention studies reported that coaching, reflection, and counselling lowered the risk of burnout.

Conclusions: These findings build a research-based foundation for interventions to address individual and service-related causes of burnout and may be of interest to policymakers, teacher educators, researchers, and early childhood educators.

Implications for children and families: You will learn about educator wellbeing, the factors leading to burnout, and how their wellbeing can be supported.

Implications for practitioners: You will learn about educator wellbeing, the factors leading to burnout, and how their wellbeing can be supported.

Key words: professionals' voices, workforce issues, wellbeing, education, health, policy, government, qualitative methods, review, burnout, systematic review

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 5: Gender Equality
- SDG 8: Decent Work and Economic Growth
- SDG 10: Reduced Inequality

ECV2022-221

Harnessing collaborative research approaches to adapt early childhood service models for rural communities

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Background: Community-based child and family health (CFH) services work collaboratively with parents in the early years of a child's life to support optimal child development and positive parent-child relationships so children can thrive. Inequity, however, in health and social outcomes is pervasive, with poorer outcomes identified in rural communities. An international call to action to address the health outcomes gap for those living in disadvantaged regions has been emphasised by the World Health Organization, highlighting the need to adapt interventions and develop contextualised service models.

Aim: To explore the extent to which an Australian metropolitan service model for specialist (level 2) child and family health services can be implemented in rural and regional areas.

Method: An integrative review informed three research phases: (a) Participatory action research (PAR) in a rural setting in New South Wales (NSW), Australia to review the fit of an established metropolitan CFH service model for local context; (b) a Modified eDelphi Study to identify elements to be considered when adapting CFH service models for rural community contexts; and (c) a second PAR study in a different rural community setting to test a draft framework to guide the adaptation of CFH service models.

Results: This research identified that established CFH service models can be implemented in diverse contexts; however, scope for adaptation must be built into such service models. Flexibility and time are required to effectively engage, consult with, and co-produce innovative and culturally safe service adaptations, drawing on community strengths while addressing local needs.

Conclusions: The research findings informed the development of the framework for Collaborative Adaptation of Service Models for Child and Family Health in Diverse Settings (CASCADES) to support iterative community co-design. The benefits of community participatory co-design extend beyond the immediate service implementation to service sustainability, integration, and community capacity building.

Implications for children and families: This research demonstrated the importance of hearing your voice and insights when adapting a service that will meet the needs of your community.

Implications for practitioners: This research has resulted in the development of a framework and toolkit of resources to support you and your colleagues when adapting an established service model for your unique community context.

Funding: Australian Government Research Training Program

Key words: families' voices, professionals' voices, innovations, child and family health, policy, vulnerable communities, regional/rural 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

ECV2022-222

Parents' and teachers' perceptions after the implementation of the Pragmatic Intervention Programme (PICP)

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Background: Pragmatic language is often impaired in preschool-age children with autism spectrum disorder (ASD) and developmental language disorder (DLD), frequently affecting learning, socialization, and mental health. Early intervention with involvement from caregivers and communicative partners is essential to minimise these difficulties. However, research on parents' and teachers' perspectives on the perceived effectiveness of pragmatic language interventions is scarce.

Aim: This study aims to analyse parents' and teachers' perceptions after implementing the Pragmatic Intervention Programme (PICP) in preschool-age children with ASD and DLD.

Method: This study was incorporated into the PICP effectiveness research project and approval was granted by the Ethics Committee of the Health Sciences Research Unit: Nursing (734/12-2020). A survey was conducted using an adaptation of the *Parent Satisfaction Survey* and data from 30 participants (15 parents and 15 teachers) were collected immediately after the implementation of the PICP. For each child, 24 PICP-based intervention sessions were freely given biweekly, for one hour, by a speech-language pathologist (SLP) with in-depth knowledge of the programme content, implementation, and previous clinical practice providing intervention to children with pragmatic impairments. All sessions were provided face-to-face in a naturalistic context (kindergarten) and, beyond the child and the SLP, other communicative partners were also involved. The survey includes 11 statements about the intervention impact (e.g., "this is an appropriate intervention for my child's social communication skills") that are individually scored between 1 (totally disagree) and 7 (totally agree). Data were analysed through descriptive statistics.

Results: The average score obtained from the parents' perspective about the intervention impact was 6.73 ± 0.39. For teachers, the average score was 6.42 ± 0.42.

Conclusions: The results indicate that parents and teachers considered this intervention appropriate and effective for improving the pragmatic skills of preschool-age children with DLD and ASD. Evidence-based improvements in multiple contexts are essential to ensure generalisation and therefore parents' and teachers' perspectives should be considered as a valuable outcome in future trials and clinical practice.

Implications for children and families: If you are worried about your child's pragmatic language development, there is evidence about the effectiveness of pragmatic intervention in children with pragmatic language difficulties. Please, contact a speech-language pathologist.

Implications for practitioners: The caregivers' satisfaction and perspective on the efficacy of the intervention are fundamental to ascertaining the generalisability of the results of an intervention. Incorporating this into your daily practice would be valuable.

Funding: This work was supported by the national funds through FCT – Fundação para a Ciência e a Tecnologia, I.P., within CINTESIS, R&D Unit (UIDB/4255/2020 and UIDP/4255/2020) and within RISE (LA/P/0053/2020), CLUL (UIDB/00214/2020), and a Ph.D. grant (2020.08569.BD).

Key words: children's voices, families' voices, communication, pragmatic intervention

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

- SDG 3: Good Health and Well-being
- SDG 4: Quality Education
- SDG 17: Partnerships to Achieve the Goals

ECV2022-223

Examining the process of science concept formation in infancy and toddlerhood: A cultural historical exploration

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Background: There is an imminent need to develop our understanding of science concept formation during infancy and toddlerhood. Early science learning experiences are essential for the development of children's scientific knowledge and inquiry skills. However, our understanding of science learning, as it occurs for children from birth to three, is extremely limited.

Aim: To build our understanding in this largely unknown area of science education, a study was conducted to explore how children, during infancy and toddlerhood, form science concepts through their imaginary play (within the context of their everyday educational reality).

Method: The study used a Cultural-Historical framework to design Conceptual PlayWorld Educational Experiments. The Conceptual PlayWorld (CPW) is a collective model of practice that supports the learning of science concepts through play. Five CPW educational experiments were implemented at an early childhood education centre in Melbourne, Australia; 68 children (aged 8–46 months) and 17 educators participated. Digital visual methods were used for the collection and analysis of the qualitative data. How the biological science concepts, animal characteristics and habitats developed and were supported within the context of the CPWs, was examined.

Results: Under the conditions of a CPW, very young children could interact with (everyday) science concepts in a way that was meaningful to them. In addition, the process of sustained shared thinking between the child and educator, fostered within the CPW, resulted in the deepening of children's conceptual understandings of science concepts (at an everyday level).

Conclusions: The findings from the study suggest that the Conceptual PlayWorld creates motivating conditions for infants and toddlers in science.

Implications for children and families: Findings from the study will enhance educators' ability to support you, our youngest learners, to develop everyday understandings of science concepts through play.

Implications for practitioners: This study contributes to enhanced pedagogical practices for science education in the early years by understanding how children, during the first three years of life, form science concepts through their imaginary play.

Funding: This research was funded by the Australian Research Council [FL180100161], awarded to Marilyn Fleer.

Key words: science, early years education, infancy and toddlerhood, concept formation, Cultural-Historical Theory

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

- SDG 4: Quality Education

ECV2022-224

Teaching early years students about child 'voice'

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Background: Child participation and 'voice' is a national priority in Ireland and is supported by the Constitution and a National Strategy and Framework for Children and Young People's Participation in Decision-making. Meanwhile, a new accreditation system has been introduced as part of the Irish government's plan for the development and upskilling of the Early Learning and Care workforce. However, training in this critical professional area at both qualifying and in-service levels is patchy.

Aim: This presentation aims to outline a model for teaching child voice to undergraduate/ qualifying practitioners in early years who will go into the sector recognising this as a fundamental aspect of their work.

Method: Designing, implementing, and reviewing an interactive and reflective module on child voice for undergraduate early years students.

Conclusions: All students in the final year of their qualifying training in an early years Degree programme undertook this module. This paper reflects on the challenges and learning from attempting to embed child participation knowledge, practice, and values in a group of undergraduate early years students.

Implications for children and families: Children and families will be engaging with more reflective practitioners who value and encourage children's expression and participation in the life of the early years setting.

Implications for practitioners: Practitioners will become more aware of their own biases and prejudices in relation to the capacities of young children to have a 'voice'. You will adopt rights-based approach to early years practice, promoting children's full participation in your setting.

Key words: children's 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
- SDG 10: Reduced Inequality

ECV2022-225

Understanding bilingual children's language use using cross-linguistic analysis

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Background: An increased understanding of typical cross-linguistic interactions (code-mixing) is critical for describing bilingual children's language use. In educational and clinical settings, a lack of understanding about typical bilingual language use leads to the misdiagnosis of language functioning. This study used the Index of Productive Syntax (IPSyn, n=56 structures) and token-based analyses to quantify and characterise cross-linguistic interactions in bilingual Jamaican-Creole-(JC)-English-speaking preschoolers' productions. The findings support bilingual children's communication by increasing educators' and clinicians' awareness of language use in understudied contexts.

Aim: To quantify and characterise cross-linguistic interactions of JC-English speaking preschoolers' spontaneous language productions.

Method: JC-English-speaking preschoolers (*n*=61) completed 15-minute language samples in JC and English. Preschoolers' spontaneous productions were analysed using a four-step process to complete cross-linguistic analysis including: (1) coding of cross-linguistic interactions within- and across-utterance levels; (2) within-utterance analyses using the IPSyn and token-based analyses; (3) across-utterance analysis to establish across-utterance rates; and (4) temporal analysis coding interactions at the beginning, middle, and end of samples.

Results: Item-analysis using the IPSyn revealed language structures involved in cross-linguistic interactions. A mean of 27.7/56 (*SD=6.4*) IPSyn structures were coded in JC and 26.4/56 (*SD=5.7*) in English. Token-based analysis documented domains underlying cross-linguistic interactions at the within-utterance level, with most to least frequently-coded domains as syntactic (*M*=13.9%), phonological (*M*=8.7%), morphological (*M*=8.1%), and lexical (*M*=0.4%) in JC and phonological (*M*=9.2%), syntactic (*M*=7.5%), morphological (*M*=4.3%), and lexical (*M*=0.6%) in English. Across-utterance analysis revealed statistically significant differences between the mean rate of cross-linguistic interactions across languages, $t(60)=8.55$, $p<.001$, with higher rates in JC (*M*=44.9%) than English (*M*=27.8%). Temporal analysis revealed cross-linguistic interactions occurring at the beginning (JC:29.4%, English:28.6%), middle (JC:33.7%, English:33.9%), and end (JC:36.9%, English:37.5%) of samples.

Conclusions: Using cross-linguistic analysis can inform typical patterns of bilingual language use in understudied linguistic contexts. This approach supports culturally appropriate practices in clinical and educational contexts.

Implications for children: It is amazing that many children speak two languages! We can learn from you and how you use all your languages.

Implications for families: It is important that educators have an accurate understanding of bilingual children's languages. We can better understand how bilingual children use their languages by looking at how they use all their languages.

Implications for practitioners: This study provides an approach for analysing children's cross-linguistic interactions (code-mixing) and specific examples of language patterns you may see when working with JC-English-speaking preschoolers.

Funding: The first author was a doctoral scholar at the time of this research and the second author is a co-Investigator on a United States Department of Education Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel grant. The research was supported by an Endowment Gift Fund to the Jamaican Creole Language Project and a University of Cincinnati Vice-President for Research Start-up Funds.

Key words: children's voices, Jamaican Creole, language development, play, vulnerable communities, preschoolers, bilingual, code-mixing

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

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

ECV2022-226

Preschool children's views of participating in a case study in Iceland

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Background: The study was based on Article 12 of the United Nations Convention on the Rights of the Child, which gives children the right to form their own views, the right to express those views freely in all matters affecting them, and supports the views of the child being given due weight in accordance with the age and maturity of the child.

Aim: To present research concerning preschool children's assessment of participating in research where a temporary makerspace, a workshop where children could create, problem solve, and develop skills, talents and thinking, was set up in their preschool in Iceland. This paper explores how the children experienced the presence of the researchers, their equipment, and the children's participation in the research.

Method: After each workshop, the children filled out an evaluation form, first alone and then with their teacher, who wrote down comments. The children participated in a focus group interview where they discussed their experiences, and the researchers' field notes were used to give a fuller account of the data.

Results: The main findings were that the children were interested in and had many opinions about the project. The children considered the activities they had the most control over as most important and fun; including using an iPad and a GoPro camera as part of their play and to observe one another. The children used emojis in a more complicated way than expected, such as using many emojis or to describe small parts of their experience.

Conclusions: Children discussed, reflected, and made critical comments about their experiences. Children are able participants in research, but at the same time, researchers must be careful in their roles and not overstep children's boundaries.

Implications for children and families: Researchers listen to your views and learn from them.

Implications for practitioners: In Iceland, children's voices and participation are important to society. Therefore, what the children who participated in this research had to say can be of interest to you.

Funding: The European Commission, Research and Innovation Staff Exchange (RISE) and the University of Akureyri research fund.

Key words: children's voices, children´s wellbeing, qualitative methods

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

- SDG 3: Good Health and Well-being
- SDG 17: Partnerships to Achieve the Goals

ECV2022-227

"Half the teacher I once was": Ohio early childhood educators describe their mental well-being during the first year of the COVID-19 pandemic

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Background: While other sectors worked remotely during the COVID-19 pandemic, Ohio's early childhood education and care (ECEC) workforce risked their health to care for and educate children, including school-aged children who needed adult support while school buildings were closed and parents worked. Despite similarities between ECEC and pre K-12 workforce contributions to society, there were wide disparities between them in demands and support during the first year of the pandemic which were perceived as inequitable by the ECEC workforce.

Aim: This study explores early childhood education and care (ECEC) educators' descriptions of their mental well-being during the first year of the COVID-19 pandemic. The focus emerged from an unexpectedly rich theme found through a broader qualitative study initially undertaken to understand ECEC employee perceptions of inequitable distribution of COVID-19 vaccine among Ohio educators.

Method: The research team designed a voluntary, anonymous Qualtrics questionnaire which included 20 questions: 12 demographic, four yes/no, and four open-ended. IRB determined this study was exempt based on minimal risks. Participants were recruited using state-wide and regional professional email lists and social media. The first prompt on the questionnaire solicited informed consent and those who agreed to participate were presented the survey. Open-ended questions were coded multiple times to establish inter-rater reliability and identify themes.

Results: Participants reported work-related negative mental well-being effects 141 times in the narratives, although relief in returning to work was coded 26 times. The following stressors strained participant mental well-being: Making decisions to keep people safe, the struggle to find cleaning supplies and personal protective equipment, financial concerns, lack of control, the inability to social distance due to the nature of caregiving, isolation, and feeling mentally and physically exhausted. A single positive impact on mental well-being from returning to work was evident in participant responses.

Conclusions: ECEC educators' well-being, while under-examined in the literature, not only is of importance to the individual teachers, but is linked to healthy relationships and positive outcomes for children and retention in the workforce. Disparities in well-being between ECEC teachers and other professions were evident before the pandemic and can be partially attributed to their poor working conditions. The COVID-19 crisis further strained ECEC educators' mental well-being.

Implications for children and families: The well-being of your child's educator is important because educators who are mentally and physically well provide better care, higher quality education, and are better able to support children's overall growth and development.

Implications for practitioners: Your physical and mental well-being matter, not only for your well-being, but for each child's optimal growth and development and should be prioritized by policymakers.

Key words: professionals' voices, workforce issues, wellbeing, health, policy, government, vulnerable communities

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 9: Industry, Innovation and Infrastructure
- SDG 10: Reduced Inequality

Hayden (aged 4) talking with Dad. "I'm actually writing a word DINO"

ECV2022-228

Methods and ethics in qualitative research exploring young children's voice: A systematic review

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Background: Increasing attention on the rights of children and children's active participation in society from a sociology of childhood perspective, and a greater understanding of child development and child-centred pedagogy in early childhood education and care, has cemented the notions of listening to children. Despite growing recognition of the importance of capturing children's voice, the "how to" regarding methods and ethics of research with children remains unclear, especially when the research involves young children (3 to 6 years of age).

Aim: To examine the methods that have been used in qualitative research seeking to capture young children's perspectives and how research with children is enacted in terms of ethical practices.

Method: This systematic literature review was conducted in accordance with the Preferred Reporting Items for Systematic Review and Meta-analyses (PRISMA) reporting guidelines. A comprehensive search of PsycINFO, MEDLINE Complete, and ERIC was conducted to identify relevant peer-reviewed literature. Hand searching of reference lists of included articles identified additional studies.

Results: Fifty-eight studies were captured in the review. Interviewing was the most common strategy to capture young children's voice; this was often coupled with other child-friendly methods to prompt discussion (e.g., drawing, photographs, videos, emojis). Few studies described methods to capture the perspectives of children with additional needs and First Nations children, highlighting an important gap in research approaches. Further, studies that included drawing as part of the interview process relied on permanent tools (e.g., pencils, crayons, textas). Advancing non-permanent methods of meaning making with children appears ripe for methodological innovation.

Conclusions: Young children are increasingly 'listened to' in research. However, there appear to be discrepancies between the rights-based literature and how research is being reported with young children, suggesting a need to more deeply understand children's agency in the context of cultural relationships with adults and assent-seeking as an ongoing process.

Implications for children and families: Young children have the right to be listened to, heard, and respected as agents and active constructors of their social worlds. Your effort to explore the diverse ways of listening to children's voice supports them to be and become empowered citizens.

Implications for practitioners: As a critical adult in young children's lives, you support and empower children to express their beliefs and perspectives. This presentation encourages you to recognise and explore children's voice, drawing on ethical practices that respect their rights, knowledge, and competence.

Key words: child voice, education, qualitative methods, review, ethics, early childhood

Note: This review has informed the approaches and ethics of a large qualitative study currently underway to capture the perspectives of young children (aged 3–6 years) from ten early learning centres across Victoria.

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

ECV2022-229

Evolution of swallowing and feeding abilities of neonates with hypoxic-ischaemic encephalopathy during hospitalisation: A case series

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Background: Neonatal hypoxic-ischaemic encephalopathy (HIE) commonly occurs in lower-and middle-income countries and often causes oropharyngeal dysphagia (OPD), but relevant research is limited. Increased understanding of the evolution of swallowing and feeding among affected neonates during hospitalisation may improve speech-language pathology (SLP) service delivery.

Aim: To describe the evolution of swallowing and feeding of neonates with HIE during hospitalisation.

Method: A longitudinal cohort study was used. Twenty-nine participants (median age 39.0 weeks [IQR=2.0 weeks]) were included. Clinical swallowing and feeding assessments were conducted at the introduction of oral feeds and at discharge using the Neonatal Feeding Assessment Scale (NFAS). Video-fluoroscopic swallow studies (VFSS) supplemented the NFAS before discharge.

Results: Approximately two-thirds of participants displayed OPD symptoms during initial NFAS and VFSS. Significantly fewer OPD symptoms occurred at discharge (p=0.004). Sucking endurance (p<0.001), suck-swallow-breathe coordination (p=0.031), and tongue protrusion reactions (p=0.025) significantly improved during hospitalisation. Nine participants (31.0%) demonstrated penetration or aspiration. Most aspiration events were silent (60%). Many participants displayed OPD symptoms regardless of HIE severity.

Conclusions: Neonates with all grades of HIE should be considered for early speech-language pathology intervention before discharge.

Implications for children and families: If your newborn has HIE, they may be at risk of having swallowing and feeding difficulties that can cause health issues. Speech-language pathologists are uniquely equipped to manage swallowing and feeding difficulties, therefore, their early involvement in your newborn's care is encouraged.

Implications for practitioners: Among neonates with all grades of HIE, early speech-language pathology intervention is recommended for OPD. This study highlighted the value of VFSS in diagnosing OPD. Most aspiration events among participants were silent and may have been missed otherwise.

Key words: Hypoxic-ischaemic encephalopathy; neonate; professionals' voices, oropharyngeal dysphagia; swallowing and feeding; wellbeing; vulnerable communities

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

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

ECV2022-230

Assessment *for* playful learning in science

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Background: Assessment for learning equips teachers to make purposeful decisions to guide children's science learning in play. Consistent evidence since the introduction of national quality standards in Australia has identified a need to strengthen teacher capabilities in assessment.

Aim: This research investigated teachers' assessment practices, and the influences on these practices, during the implementation of a suite of playful science experiences in long day care and preschool settings in the Northern Territory (NT), Australia.

Method: Adopting a multiple case study approach, assessment data and three semi-structured interviews with teachers from three cases were thematically analysed.

Results: Our findings demonstrate that despite having specific tools to support assessment for learning, these tools were inconsistently applied. Assessment practice was influenced by contextual factors, affective responses, and teaching practice. We identified that following children's interests was associated with the absence of systematic assessment of scientific thinking to inform planning for learning within the informal curriculum.

Conclusions: To promote the assessment of children's capabilities within playful learning, we propose a model of assessment for playful learning.

Implications for children: In early learning settings, your teachers will have learning objectives, teaching strategies and the learning environment intentionally prepared to extend the science learning in your play. You will get to direct play experiences, interact with your teachers in play and be introduced to new science skills.

Implications for practitioners: Assessment *for* playful learning can support you to integrate science teaching and learning into children's play through purposeful interactions that meet children at their level of capability and provide opportunities for learning within an area of interest to the child.

Funding: This research was supported by the Australian Government Research Training Program (RTP) Scholarship and the Collette Tayler Indigenous Education Scholarship. Travel expenses for this research were supported by the Northern Territory Department of Education.

Key words: assessment, learning progressions, science process skills, qualitative methods

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

- SDG 4: Quality Education

ECV2022-231

Social and emotional impacts of home learning for children during the COVID-19 pandemic: What the literature is telling us

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Background: The COVID-19 pandemic has had an unprecedented impact on families and children. The extant literature and expert voices are raising serious concerns about the social and emotional impacts of school closures, isolation, and other similar measures on children.

Aim: To summarise research that has emerged regarding the potential social and emotional impacts of home learning for children during the COVID-19 pandemic.

Method: A scoping literature review methodology was used to gather data related to the research aims. An a-priori protocol detailed the inclusion criteria as studies that considered social and emotional impacts of home learning during mandated COVID-19 school closures, included a sample of children ages 4–13, were child focused, and published between 2019–2021. A comprehensive, multidisciplinary search of six databases (Proquest Education, SOCIndex, PsycINFO, ProQuest Social Sciences, SCOPUS and ERIC) was undertaken on 21 July 2022. Screening and data extraction began following systematic database searches.

Results: The literature shows that potential impacts of school closures on children are multifaceted, regarding wellbeing and mental health. Data shows increased screen use (including electronic devices and televisions), decreased physical activity, and sleep disturbances. Some research indicates that negative outcomes may disproportionately affect certain groups of children, such as those with existing socioeconomic vulnerabilities.

Conclusions: The research highlights the important role played by schools in supporting the social and emotional wellbeing of children. Emerging scholarship had also drawn attention to existing socioeconomic inequalities for children which were exacerbated during the pandemic. A greater focus on the social and emotional wellbeing of children is required within policy and practice.

Implications for children and families: As a parent you may be worried about the immediate and ongoing impacts that home learning may have or had on your children. If you are worried about the long-term wellbeing of a child, post home learning, consider seeking professional support and speaking to your child's educator.

Implications for practitioners: This research provides you with insights into the potential social and emotional impacts that extended absences from formalised learning environments may have on children.

Key words: children's voices, families' voices, wellbeing, education, vulnerable communities, regional/rural communities, review

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

ECV2022-232

Voices and narratives of children in Brussels neighbourhoods

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Background: Starting from the sociology of childhood, every child is seen as an 'Other' and equal social actor who constructs childhood and influences society. Education is an intergenerational process in which children and adults try to live together in a common world.

Aim: This research wants to capture the voices and narratives of children in Brussels neighbourhoods by improving the participation of young children (5–10 years old) in the construction of a common world. It wants to create a sense of being and belonging for children by challenging the perspectives of society through 'narrative meeting'.

Method: A three year (2022–2025) participatory child-centred research to make visible the unseen and unheard stories of children in Brussels neighbourhoods will use art-based methods and photo-voice to uncover these stories.

Results: Possible ways to support 'the being child' and challenge adults' views. Illustrations of art-based and photo-voice methods to capture voices and narratives of children in a participatory way.

Conclusions: To unveil children's narratives, a specific attitude of the adult is needed. Being conscious of their own perspective and image of child is preconditional to enable the child to be and to belong. Photo-voice wants to make social change possible by empowering members of marginalised groups. Alongside art-based methods can challenge the limitations of conventional language-oriented research methods to overcome power imbalances.

Implications for children and families: This research wants to support you, children, to make your voice heard. Article 12 of the Convention on the Rights of the Child: "to express your own views freely in all matters affecting the child and giving these views due weight."

Implications for practitioners: Based on critical pedagogy, this research wants to transform oppressing institutions or social relationships and open space, for you, adults, to become aware of how your child image and perspective influence the space for children to be and to belong.

Key words: children's voices, qualitative methods, child image, participatory approaches, narratives

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

- SDG 1: No Poverty
- SDG 10: Reduced Inequality
- SDG 11: Sustainable Cities and Communities

ECV2022-233

My nature rights: A child rights-based participatory study exploring young children's views of the natural world

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Background: Although the United Nations Convention on the Rights of the Child (UNCRC) was ratified to protect and promote the human rights of children, it has also been critiqued for its universality and lack of explication on how it can apply diversely and at a local level (Davies, 2014). Despite this, there is a growing literature which promotes and documents children's own engagement with rights frameworks. By using a child rights theoretical framework, I sought to understand how young children define their own education and participatory rights (Lundy & McEvoy, 2011, 2012). In turn, I analysed these definitions as to how they could contribute to the principles for the future development of a child rights-based approach to education for sustainable development in early childhood.

Aim: The research aimed to explore with young children, their own perspectives of nature under Article 29 1 (e) of the UNCRC, which stipulates that children's education shall be directed to developing a respect for the natural environment.

Method: Grounded in a child rights-based, participatory methodological paradigm, methods using nature based activities were designed with the support of a children's research advisory group (CRAG) (*n* = 7) (3–5yrs) (Lundy & McEvoy, 2011, 2012). They were subsequently used with a second group of participants (*n* = 9) (2–3yrs) for data collection.

Results: Children define their own relationship with nature and make their own connections with it. In claiming their right to education about nature, they establish their own definitions of participation.

Conclusions: Children should be partners in creating education curricula aimed at developing respect for the environment. Furthermore, the research responded to Robson's (2016) and Lundy and Martinez Sainz's (2018) call for a less 'top down', policy-to-practice approach to children's rights and for greater attention to children's living realities. Finally, the study also provides insight into how young children can contribute to developing a rights-based research methodology.

Implications for children and families: You have a right to share your ideas on how you enjoy learning about nature and to have those ideas heard.

Implications for practitioners: Listening to children's ideas, responding to them respectfully and using them as a basis to develop a respect for the natural environment can support you in promoting a child rights-based approach to education for sustainable development in your everyday practice.

Funding: Irish Research Council

Key words: child rights, children's voice, education, sustainability, participation, early childhood, policy, rights-based research, qualitative methods, 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 16: Peace and Justice Strong Institutions
- SDG 17: Partnerships to Achieve the Goals

ECV2022-234

Efficacy of a self-directed video-based caregiver-implemented language program

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Background: Caregiver-implemented language and communication intervention programs have primarily been developed by and tested with English-speaking individuals in western countries. However, limited studies investigate the application of telepractice as the service-delivery modality for caregiver-implemented intervention in non-western contexts.

Aim: To examine the efficacy of a self-directed video-based caregiver-implemented language program in Hong Kong Chinese families.

Method: The study consisted of two stages. In Stage 1, 31 caregiver-child dyads (children with typical language) completed the training program (Group 1). In Stage 2, 28 caregiver-child dyads (children with language difficulties) receiving active speech therapy were randomly assigned to the training (Group 2, *n* = 14) and control arm (Group 3, *n* = 14). Group 2 received the same training as Group 1 on top of their regular therapy and Group 3 was kept as status quo. Caregivers in Group 1 and 2 received six training videos that targeted five language facilitation techniques (LFTs). They were expected to learn at their own pace without using instructors to provide feedback. Outcome measures included the program completion rate, quiz scores, parents' use of LFTs, and children's communication skills in the videos. A pre-post design and between-group design were adopted in Stages 1 and 2, respectively.

Results: A completion rate of ~ 60% in both stages was noted. Significantly higher post-training LFTs knowledge scores were noted in Groups 1 and 2. Growth in parental use of some targeted LFTs and a significant gain in children's vocalization in the training arm were observed.

Conclusions: This study provided preliminary evidence that self-directed video-based training programs would be an acceptable mode of imparting information to Chinese caregivers and serve as a preventive measure. However, direct coaching still plays an important role in teaching complex LFTs and training children with language difficulties.

Implications for children and families: The self-directed language training program is an accessible and effective approach for you to gain knowledge of basic communication techniques that facilitate your child's language acquisition.

Implications for practitioners: You could incorporate the parent self-directed training program into your routine therapy service for imparting information to caregivers. You may also use this mode as a preventive measure in early language development difficulties.

Funding: This research was supported by the Small Project Fund, The University of Hong Kong awarded to C. K. S. To.

Key words: telepractice, early language intervention, caregiver-implemented intervention, language development, Chinese culture

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

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

ECV2022-235

Language profiles of children with speech sound disorder with and without cleft palate

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Background: It is well documented that children born with cleft palate +/- lip (CP+/-L) are at high risk of speech difficulties. Recently there has been increased interest in the language skills of these children. However, very little has been studied about the relationship between the speech profiles of these children and their language skills. Moreover, no studies have compared the language skills of children with cleft-related speech disorder to children with a diagnosis of isolated speech sound disorder (SSD).

Aim: To detail the language profiles in relation to the speech profiles of children with CP+/-L and non-CP+/-L children with SSD.

Method: Two studies were undertaken: (1) Observational cross-sectional study of children with non-syndromic CP+/-L aged 5–8 years old (*n*=95); (2) Matched case study of children with speech difficulties aged 5–8 years old. Group 1 CP+/- L (*n*=10). Group 2 non-CP+/-L SSD (*n*=10). Children were matched for percent consonants correct (PCC), age, socioeconomic status, gender and hearing history. All children were assessed using the Clinical Evaluation of Language Fundamentals – 5th edition (UK).

Results: The receptive and expressive language of children with CP+/-L correlated with their PCC and was lower than predicted by normative data. Those with developmental speech errors also scored lower than children with cleft-related articulation errors only. The non- CP+/-L SSD group scored lower than the norms for expressive language only. Children with CP+/-L SSD scored one scaled score lower than non-CP+/-L children on five of six language subtests.

Conclusions: Children with CP+/-L are at risk of both speech and language problems. Those with developmental speech errors are at increased risk. Language skills in children with CP+/-L are poorer than non-CP+/-L SSD children. Clinicians and parents should be aware of this risk and its potential impact on educational outcomes.

Implications for children and families: Children with CP+/-L may have language difficulties. If you are concerned that your child finds it difficult to follow instructions or express themselves, contact your speech and language therapy team for assessment and advice.

Implications for practitioners: Children with CP+/-L may have language difficulties as well as speech difficulties. You should be aware of the impact of this and provide screening for language skills at a young age and intervention as appropriate. You should be particularly mindful of those children presenting with developmental speech errors.

Funding: Health Education England/National Institute for Health and Care Research (HEE/NIHR) ICA-CDRF-2017-03-002

Key words: communication, cleft palate

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

Sammy (aged 6) "going to do a knock knock joke" with my Dad

ECV2022-236

Understanding bilingual children's functional communication

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Background: Client preferences constitute a requisite component of evidence-based practices; yet a dearth of research exists regarding stakeholder views about multilingual children's language functioning. Research characterising functional communication from the client's perspective enables culturally responsive practices that facilitate stakeholder partnerships for achieving outcomes and are aligned with the United Nations' Sustainable Development Goals (SDGs).

Aim: To characterise bilingual Jamaican children's functional communication in the context of the COVID-19 pandemic.

Method: Parents of 34 bilingual Jamaican pre-schoolers participated in 45-minute semi-structured interviews. The Focus on the Outcomes of Communication Under Six (FOCUS) (Thomas-Stonell et al., 2010), the Intelligibility in Context Scale (ICS) (McLeod et al., 2012a), the ICS-Jamaican Creole (ICS-JC) (McLeod et al., 2012b; Washington et al., 2017), and questions extended from the ICS and ICS-JC were employed to facilitate parent responses about different aspects of their child's functional communication. Data were analysed using a systematic modified grounded theory approach.

Phase 1: Two independent raters read parent comments from each form to complete open coding processes and segmented parent comments into two-to-three-word descriptions.

Phase 2: Minor themes were categorised (per form) until saturation and team consensus were achieved, resulting in Major Themes for the FOCUS, ICS, ICS-JC, English Language Use, and JC Language Use.

Phase 3: Raters re-coded responses based on newly generated Major Themes.

Results: This investigation offered insights into stakeholder expectations about Jamaican children's functional communication during a pandemic regarding: identifying barriers to infrastructure, education, and health and well-being.

Conclusions: Prioritising clients' perspectives of functional communication promotes their active engagement in matters that concern them, reflecting a commitment to the SDGs. This approach is critical to guiding culturally responsive and evidence-based practices among speech-language pathologists and educators in ways that uphold the human right to communicate.

Implications for children: Using more than one language every day is an important part of being multilingual. It is important to speech-language pathologists and educators to understand if being online during the pandemic made it difficult to use both of your languages. There is so much that you can teach us about using both of your languages and we are eager to learn from you.

Implications for families: During the pandemic, families worked to support their children through online learning. By working together, we can document this experience and learn how to better support you now and in the future.

Implications for practitioners: This study provides an approach for holistically analysing bilingual Jamaican children's functional communication and supports parents as competent informants

about their children's linguistic experiences and access to remote services. You may find these results useful for enriching culturally responsive and sustainable services for your clients.

Funding: The first author of this study received an NIH diversity supplement award (3R21DC018170-02S1) that funded this research investigation, which was granted under the second author's NIH R21 parent award (PI Washington, R21DC018170).

Key words: functional communication, community-based participatory research, multilingual, qualitative analysis, Jamaican Creole

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

ECV2022-238

Participation in community activities for children with complex communication needs

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Background: Participating in organised community activities is not only a human right but is vital for children's sense of belonging, development, social inclusion, and quality of life. For children with disabilities, research indicates a significant reduction in participation and enjoyment compared to their typically developing peers. Children with complex communication needs (CCN) face even greater challenges to community engagement. A broader, more in-depth understanding of their experiences and barriers to participation is required to create inclusive community activity environments for all children.

Aim: This presentation aims to identify the current knowledge base regarding participation in community activities for children with and without disabilities, and specifically children with CCN.

Method: A scoping literature review investigated the participation experiences of children with and without disabilities in community activities. Literature was sourced through academic databases and included peer-reviewed and grey literature. Additional sources were identified from reference lists.

Results: The literature indicates that children with disabilities face many personal, familial, and environmental barriers to participating in community activities. Much of this research explored parents' perspectives. Seven articles included children with CCN. These suggest that children with CCN express a strong preference and desire to engage in community activities; however, they often do not have the same opportunities as their peers due to their additional communication support needs.

Conclusions: Every child has the right to develop skills, a sense of belonging, and friendships through community activities. With more understanding of the experiences and barriers to participation, community activities can be inclusive communication environments for all.

Implications for children and families: You will hear parents' perspectives on community participation, including how some parents overcame barriers to facilitate their child's active participation in community activities.

Implications for practitioners: As part of early childhood intervention, therapy focuses on individuals' natural environments and everyday activities, so children can fully engage in family and community life. This research will inform your work to build community capacity to increase opportunities for greater social participation for children with CCN in community activities.

Funding: Australian Government Research Training Program Scholarship

Keywords: families' voices, community activities, complex communication needs, participation, children

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

ECV2022-239

How do infants socialise in groups in long day care centres?

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Background: Long day care provides opportunities for infants to develop the skills needed to participate in and contribute to group play with similar aged peers. Although researchers have described some of the ways that infants interact in groups, little is understood about how they develop socially in groups across the first two years of life.

Aim: To determine how infants communicate and interact with other same-age children in group settings.

Method: A mixed methods research design using the triad (a third infant interacting with an infant-peer dyad) as the unit of analysis was undertaken. Participants were 20 focus infants (aged 3 to 21 months), and four early childhood educators from two long day care centres in Sydney, Australia. A total of 564 videoed observations of infant triads and 18 educator interviews were collected over 19-months and analysed using quantitative and qualitative methods.

Results: Infants' social communications towards the infant-peer dyad included looking, vocalising, touch, facial expressions, and simultaneous rhythmic interactions involving bodily movements, sound and shared emotion.

Conclusions: Infant-peer groups are open, flexible and dynamic systems consisting of fleeting group processes that involve infants changing social positions, breaking interactions between their peers, looking to educators, and taking pauses.

Implications for children and families: In long day care, your child is learning about the relationships between their peers, the intentions of their play, and how to enter and sustain peer group play.

Implications for practitioners: Being aware of and recognising the processes that underlie infant-peer groups will help you to promote infants' social interactions.

Key words: communication, infant-peer groups, social development

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

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

ECV2022-240

Inquiry-based project learning an approach to foster wellbeing and a culture of collaborative learning

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Background: Many children in Aotearoa New Zealand, their families and early childhood communities are significantly affected by current economic, political, environmental, and health-related issues. Inquiry-based project learning is a pedagogical approach with the potential to improve the lives of children by empowering them to lead their own learning through collaboration with peers and teachers. Inquiry-based learning gives children the space and time to explore and discover answers through representation, reflection, and dialogue. This presentation explores the initial findings from a research project that examines approaches to inquiry-based project work in early childhood settings in Aotearoa/New Zealand.

Aim: The project aims to understand more about how teachers have developed their pedagogical approaches and to consider the impact this has on children's learning.

Method: The research has adopted a qualitative, interpretivist approach and is strongly informed by narrative inquiry. The project is being undertaken in two phases. Phase one comprised a survey distributed to all centres registered on the national database in Aotearoa/New Zealand. Sixty-three centres that use inquiry-based project learning as a teaching approach responded to the survey. In Phase two, 6–8 purposively-selected early childhood settings are participating in teaching team focus group interviews and classroom observations.

Results: A key finding from Phases one and two data, is that inquiry-based learning can foster an environment of well-being and sustained focus, for both children and teachers. Children and teachers in this project have found a pathway to feeling calm and focused, through collaborative inquiry-based learning experiences.

Conclusions: This research demonstrates that through adopting inquiry-based approaches that prioritise unhurried time for children to explore and develop working theories, and teachers who observe closely to respond sensitively to children's ideas, both children and teachers experience an environment of sustained focus, well-being and empowerment. These inquiry-based approaches to learning espouse a key aspiration from *Te Whāriki,* the early childhood curriculum, that children to be kept at the centre of the learning process.

Implications for children and families: In inquiry-based learning, children develop dispositions, skills and attributes that support their learning, and are enabled to research, represent and develop ideas through working collaboratively with others.

Implications for practitioners: In inquiry-based project approaches, teachers are empowered to work alongside children and other teachers as researchers and to be actively involved in children's learning.

Key words: inquiry-based project learning; children's voices, professionals' voices, innovations, workforce issues, wellbeing, education, health, 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

ECV2022-243

Understanding scientific literacy through play-based settings in the early years: A critical review

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Background: The development of scientific literacy includes both scientific knowledge and the application of scientific knowledge to real-life situations. Much attention has been given to researching scientific literacy in higher primary and secondary school levels. However, the process of developing scientific literacy among children in the early years through a cultural-historical theoretical lens is yet to be understood.

Aim: To gain further knowledge on developing scientific literacy in the early years, this paper aims to review the existing literature to understand how children develop scientific literacy in early childhood settings and early primary years (Foundation/Kindergarten to Year 2) with the help of educators and caregivers in play-based settings.

Method: A narrative analysis using cultural-historical theory has been applied to examine the research literature concerning children's scientific literacy in early years.

Results: The findings of this literature review identify the importance of knowledge construction that positively contributes to developing scientific literacy from early years. The literature review highlights the importance of considering children's social and cultural context, which reflects children's own perspectives.

Conclusions: The critical analysis identifies the paucity of research on developing children's scientific literacy in the early years and highlights that further research into children's scientific literacy through play in their everyday culture is needed.

Implications for children and families: Child: You will realise how your play activities are linked with your scientific literacy. Families: You will understand how your children apply their science content knowledge and scientific concepts in real-life situations, which will help you develop their scientific literacy.

Implications for practitioners: You will understand the existing practices of developing scientific literacy through play among children in the early years, which you can use to inform your intentional teaching to help develop children's scientific literacy.

Funding: Australian Government Research Training Program 2020 International Scholarship

Key words: scientific literacy, early childhood education, early years' learning, children's voice, cultural-historical theory, narrative analysis

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

- SDG 4: Quality Education

ECV2022-244

Preliminary investigation of the role of hot and cool executive function skills in developmental stuttering

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Background: Current theoretical accounts of childhood stuttering (Smith & Weber, 2017) suggest the role of multiple factors, such as motor, linguistic, and emotional factors in the onset and development of childhood stuttering. Recently, there is growing evidence regarding the role of executive function skills in developmental stuttering. To date, most studies focused on "cool" executive function processes (e.g., working memory assessed by using digit span tasks). Knowledge of the role of "hot" executive function skills (e.g., inhibitory control measured using a delay of gratification task such as the marshmallow test) in childhood stuttering is very limited.

Aim: To determine differences between children who stutter and their typically fluent peers in terms of affective ("hot") and non-affective ("cool") dimensions of executive function skills and their relation to the childhood stuttering.

Method: Twenty-five monolingual Turkish speaking children who stutter and 25 typically fluent peers between 3–6-years of age participated in this study. Participants were classified into children who stutter (CWS) group if they exhibited three or more stuttered disfluencies per 100 words of conversational speech and/or scored 11 or greater on the Stuttering Severity Instrument-4. To control for any confounding effects of other speech-language disorders than stuttering, participants' speech-language and hearing abilities were assessed using standardised tests of articulation/phonology, vocabulary, and language. To measure cool executive function skills, parents completed the Turkish adaptation of the Behavioral Rating Inventory of Executive Function (BRIEF; Gioia et al., 2003; Çiftçi, 2020). To investigate both cool executive function skills and temperament, parents completed the Turkish adaptation of the short version of the Children's Behavior Questionnaire (CBQ; Rothbart et al., 2001). For hot executive function skills, children played the Children's Gambling Task (Kerr & Zelazo, 2004).

Results: This preliminary investigation did not find differences between CWS and their typically fluent peers in terms of hot and cool executive function skills. There are significant correlations between CWS's stuttering, temperament and their hot and cool executive function skills.

Conclusions: The results of this study further our understanding of the role of cognitive processes in childhood stuttering by presenting preliminary evidence regarding hot and cold executive function skills, their relation to stuttering and aspects of temperament in children who do and do not stutter.

Implications for children and families: Children who do and do not stutter have similar cognitive control skills. Children's affective and non-affective dimensions of cognitive control skills show some relationships to aspects of their temperament and stuttering. If you are curious about your child's

stuttering, contact a communication specialist such as a speech-language pathologist (speech and language therapist).

Implications for practitioners: Children who do and do not stutter show similarities in affective and non-affective dimensions of their executive function skills. Children's temperament and their stuttering may relate to their executive function skills.

Key words: stuttering, executive function skills, temperament

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

ECV2022-245

Maternal overcontrol and young children's internalising problems in China: The roles of social competence and teacher-child conflict

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Background: Parental overcontrol as an important dimension of parenting behaviour has been found to be associated with children's internalising problems. However, most studies were conducted in western countries and there is a dearth of evidence on this relationship in the Chinese context. Moreover, little is known about the underlying mechanisms that might account for the links between parental overcontrol and preschoolers' internalising problems.

Aim: The goal of the current study was to examine a theoretical model linking maternal overcontrol, children's social competence, teacher-child conflict and children's internalising problems in the context of China.

Method: Using a one-year longitudinal study, maternal overcontrol was assessed through observation during mother-child interaction tasks. Teachers rated children's social competence, internalising problems, and their relationship with each child. Participants were 216 children (110 boys; M_{age} at Time 1 = 48.59 months, *SD* =3.73), recruited from two public kindergartens in Shanghai, China.

Results: The results show that: (a) maternal overcontrol indirectly predicted children's internalising problems through its negative association with the child's social competence; and (b) the indirect effect was moderated by teacher-child conflict, such that the higher level of teacher-child conflict exacerbated the negative effect of maternal overcontrol on children's social competence.

Conclusions: Children's social competence mediated the effect of maternal overcontrol on children's internalising problems, and teacher-child conflict reinforces this negative effect.

Implications for children and families: To improve your child's social skills and alleviate internalisation problems, value and support your children's autonomy.

Implications for practitioners: You need to maintain a positive relationship (i.e., high in warmth, low in conflict) with children and create a good class environment to better facilitate children's development.

Funding: This study was supported by a grant from the Social Science Foundation of the Ministry of Education of China (grant number 304-B-9101-19-001003) and the China National Society of Early Childhood Education (grant number K20210054).

Key words: children's voices, families' voices, maternal overcontrol, internalising problems

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

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

ECV2022-246

COVID-19 affects parent-child relationships and preschoolers' social adaptation in China

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Background: Since March 2022, millions of children in Shanghai have been confined to their homes and restricted to face-to-face activities due to the local COVID restrictions, fundamentally changing the dynamics of parent-child relations.

Aim: This study examined the association between parent-child relations and preschoolers' behaviour problems in the context of COVID-19. Specifically, the study investigated the effect of parent-child conflicts on the development of children's behaviour problems when the city was under lockdown.

Method: This study provides a direct comparison of reported parent-child conflict relationships before and during the pandemic using 1:1 propensity score matching (PSM) on a pre-and peri-pandemic sample of preschoolers from Shanghai, China. One set of data came from preschoolers who stayed at home during the lockdown in Shanghai (primarily May 2022, *N*=1249), and matched with the control group, a group of preschoolers who did not impose a social lockdown in Shanghai (on average in 2020, *N*=900). Their mothers completed anonymous online surveys, i.e., the parent-child relationship questionnaire and the strengths and difficulties questionnaire. Groups (*n*=297 in each) were matched on demographics and socioeconomic status to determine COVID-19's unique contribution to the parent-child relationship and children's behaviour problems.

Results: Compared with the control group, the parent-child conflicts in COVID-19 had a greater negative impact on preschool children's behaviour problems. A path mediation model revealed that the parent-child conflict relationship mediated the relationship between the study group and social adaptation. Specifically, more parent-child conflict was associated with more emotional symptoms (β = .49, $p < .001$), conduct problems (β = .61, $p < .001$), including hyperactivity-inattention (β = .42, $p < .001$), peer problems (β = .40, $p < .001$), and less prosocial behaviour (β =- .42, $p < .001$).

Conclusions: COVID-19 is a major stressor for families. This work confirmed the increase in the expectation of parent-child conflicts among preschool children during the COVID-19 period which influenced children's social adaptation in all aspects. Therefore, specific interventions are needed to prevent parent-child conflict relationship and improve children's adaptation during the COVID-19 pandemic.

Implications for children and families: Be aware of potential conflicts between you and your child and understand the potential results of these conflicts on your child's behaviour during lockdown situations.

Implications for practitioners: Understanding the impact of COVID-19 on families will help you to provide better intervention programs and suggestions to support parent-child relationshipsduring the epidemic.

Key words: COVID-19; families' voices, wellbeing, parent-child relationships, preschoolers, behaviour problems

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

- SDG 3: Good Health and Well-being

Laura (aged 9) talking with a girl from China

ECV2022-248

Promoting cognitive development through easy, error-tolerant playful learning

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Background: Traditional preschool education has always placed a strong emphasis on teaching children to read, write, and perform mathematical operations from a young age, since these are the main skills that will have the biggest impact on their academic success in the future. Unfortunately, most public and even private early childhood education (ECE) centres in Armenia still follow this logic and emphasise academic skills early without generally promoting cognitive development.

Aim: In Armenia, public ECE institutions have not yet fully embraced the promotion of cognitive development through engaging, child-centred play and learning. The aim is to spread awareness to promote child-centred playful learning through implicit and explicit teaching and present activities to help develop cognitive skills in a playful environment.

Method: This presentation will overview scientific research of the topic and present practical activities with the group of kindergarteners at Indigami Child Development Centre (CDC) that promote cognitive development through playful learning. The qualitative data was collected by individual and group interviews of the preschool educators who have been promoting cognitive development through easy, error-tolerant, playful learning but worked previously according to traditional academic curriculum. They reported positive differences compared to the previous years' groups. The children are actively engaged in learning compared to the previous year's group, they apply the knowledge gained through play to their active lives, they are socially interactive, they are curious and motivated. Thus, the integration of play in the learning process positively contributed to a successful learning environment, thus promoting the learning process and therefore cognitive skills. The qualitative research analysis is based on assessment tests at the end of each academic year. The results of last two years were compared with those of the preceding two years. The assessment test results of recent years compared to previous years will be presented.

Results: Based on the interviews of educators, visual examination and video recordings of children's play and engagement, we can say that children showed full engagement compared to merely learning academic knowledge, suggesting easy, unaware, error-tolerant, emotional and holistic learning. By focusing on the development of cognitive processes, communication skills, and self-regulation mechanisms of behaviour, it is expected that this will support children's future academic skills.

Conclusions: Children are constantly thinking, inventing, experimenting, and learning when they play. In Armenia, public ECE institutions have not yet fully embraced the promotion of cognitive development through engaging play and learning. Our everyday activities are organised in a child-centred environment through playful implicit teaching that constantly emphasises the development of cognitive abilities in an easy, error-tolerant, emotional, holistic way.

Implications for children and families: Play is important for your child's cognitive development. That is, your child's ability to think, understand, communicate, remember, imagine and work out what might happen next. Preschoolers want to learn how things work, and they learn best through playful learning that is pleasant, not forced, and in line with their abilities. You can increase your

children's cognitive skills and support their cognitive development through play. Play and interaction are the best learning methods.

Implications for practitioners: Hands-on activities can assist you in enriching your teaching and develop more effective teaching methods. You can use our hands-on activities to promote cognitive development in a playful environment.

Key words: professionals' voices, innovations, well-being, communication, education

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

- SDG 4: Quality Education

ECV2022-249

COVID-19 parental distress and problematic media use of preschool children in China: A moderated serial mediation model

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Background: In March 2022, a disruptive COVID-19 pandemic occurred in Shanghai, China. The COVID-19 outbreak brought significant impacts on family life. Parents experienced great distress and parenting stress. Meanwhile, the proportion of children overexposed to electronic screens was higher during COVID-19.

Aim: This study examined the relationship between maternal COVID-19 distress and problematic media use of preschool children and its mechanisms of action. Specifically, the study explored the mediating role of parenting stress and instrumental media use in digital parenting between maternal COVID-19 distress and children's problematic media use and the moderating role of supportive co-parenting.

Method: The survey data was collected through the online survey website, and the participants were parents of young children in Shanghai, China. After excluding the invalid questionnaires, 1357 valid questionnaires were included. In this study, children were aged 3–6 years (M_{age} = 4.01, SD = 1.06), and there were slightly more girls (714) than boys (643). The questionnaires covered demographic information, maternal COVID-19 distress, problematic media use, parenting stress, and instrumental use of media in digital parenting.

Results: (1) Maternal COVID-19 distress had a positive relationship with problematic media use of children. (2) Parenting stress and instrumental media use in parenting mediated the relationship between maternal COVID-19 distress and children's problematic media use. Moreover, parenting stress and instrumental media use acted as a serial mediator; that is, maternal distress induced and exacerbated parenting stress that affected instrumental media use, which in turn increased the risk of problematic media use in children. (3) Supportive co-parenting moderated the relationship between maternal COVID-19 distress and parenting stress. Supportive co-parenting buffered the mediating effect of parenting stress on maternal distress and children's problematic media use and also mitigated the serial mediation effect of parenting stress and instrumental use of media between maternal COVID-19 distress and children's problematic media use.

Conclusions: The mechanism of maternal COVID-19 distress influencing problematic media use of children during the epidemic crisis in China was comprehensively explored. We found that parenting stress and instrumental media use in parenting mediated maternal COVID-19 distress and children's problematic media use, and parenting stress and instrumental media use also played a serial mediating role. Supportive co-parenting was a moderator of the positive relationship between COVID-19 maternal distress and parenting stress, and mitigated the effects of COVID-19 maternal distress on parenting stress.

Implications for children and families: The results help parents manage and cope with stress related-COVID-19 and parenting, adopting positive media parenting practices thereby preventing children's problematic media use.

Implications for practitioners: The findings may provide guidance and support for researchers, social agencies, and policymakers in informing intervention and prevention efforts, which aim to promote parental adaption, and media parenting practices, and address children's problematic media use during the pandemic in China.

Key words: maternal COVID-19 distress; problematic media use; parenting stress; instrumental media use in parenting; children

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

- SDG 3: Good Health and Well-being

ECV2022-250

Language development patterns of toddlers and activities supporting communication and language skills: The experience of Indigami Child Development Centre

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Background: Traditionally, early childhood education in Armenia has had a limited focus on toddlers' speech and language development. Besides reading and puppet performance, there are limited activities in Armenian nurseries to develop toddlers' language and communication skills. Unfortunately, most public and private ECE centres in Armenia do not pay due attention to the topic.

Aim: The aim is to spread awareness in public Armenian early childhood education centres to promote child-centred playful learning, as well as present activities to help develop language and communication skills in playful environments.

Method: Part of the presentation is the overview of the scientific research on the topic. The other part will present the practical activities used at the Indigami Child Development Centre that develop language and communication skills in sensory rich playful learning. The activities were implemented with a group of toddlers.

Results: In the Indigami Child Development Centre, everyday activities are organised in a child-centred environment through playful implicit teaching that constantly focuses on language and communication skills development in an easy, fun, emotionally coloured, child-centred environment. By focusing on developing language and communication skills using special activities and techniques, the children showed full engagement and rapid speech development. Children with speech delays showed great progress. By the age of three, all children reached the necessary developmental milestones.

Conclusions: The children acquired language and communication skills when they actively participated in child-centred, meaningful, purposeful, and playful activities led by adults.

Implications for children and families: Children learn more by engaging in more interactive play. Talking to toddlers increases their vocabulary and improves their listening and comprehension skills. Some activities include sensory play, finger gymnastics with rhymes, book watching and book reading, and role playing. We recommend a activities to assist your child's communication abilities.

Implications for practitioners: Language and communication skills are important milestones in a child's development. To promote language acquisition and communication you should be aware of the patterns and be able to develop them in easy, fun and engaging ways. The hands-on activities can assist you to enrich your teaching and develop more effective teaching methods. You can use our hands-on activities to promote speech and language development in playful environments.

Key words: professionals' voices, innovations, well-being, communication, education, community services, early childhood education

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

ECV2022-251

Art to Heart: Using art groups to heal and create relationships between early childhood educators and children who have experienced trauma

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Background: Following a request from a preschool in southern NSW, to support children with "big behaviours," including hitting, swearing, and wrecking furniture, a collaboration developed to facilitate art groups within the centre, using the Seasonal Model (Hergass, 2019, 2021), working with both children and educators simultaneously and in tandem.

Aim: To build confidence and capacity for educators to connect and relate to children who have experienced trauma using art groups. The art group helps the children who may be desolate, angry, or reactive build trust and offers an alternative means of communication, enabling a deeper relationship.

Method: Qualitative action research using Yin's (2003) case study design was implemented. The case study compromised a suite of 10 sessions. The southern NSW preschool had 33% of the families identify as Aboriginal, therefore decolonising methodologies (Smith, 1999, 2005) were applied through ongoing collaboration and consultation with the educators.

Results: The art group used an open modality, allowing each child to explore and express themselves in their own time and at their own pace. Following each group, a separate reflection with educators took place enabling educators to develop responsive practices to support highly traumatised children. The adapted model repositioned the focus from the individual children to the educator/child relationship as a strong relationship with an engaged, empathetic adult as the most important resource for childhood development. Children used the art groups to express themselves, in turn, creating a closer connection with their educators. Educators reported an increased sense of empathy toward the children, contextualising children's behaviours and thus having a greater tolerance and appropriate response to "big behaviours".

Conclusions: Meaningful relationships can act as essential intermediaries through which children can safely express their trauma non-verbally through art. Art groups run inside the classroom, alongside reflections provides educators with a space through which they can discover the positive impacts for themselves and the children in their care.

Implications for children and families: Children are provided with a safe space to freely express their emotions in a creative outlet. The act of art making is potentially transformative as it offers a shared focus providing a platform for meaningful relationships to flourish. Furthermore, art groups enable children to visually and non-verbally tell their story when communicating with words may be too difficult or they lack the vocabulary to do so. Additionally, art making enables children and educators to create a commonality, prompting a sense of connection and comfort.

Implications for practitioners: The Seasonal Model was developed with the understanding that the role of educators is both demanding and comprehensive and has a twofold purpose. The immediate task is to "settle" disruptive behaviours by supporting children to freely express through the art making process. The long-term goal is to provide educators with a practical model that can be implemented within the classroom to enhance teaching practices and overall educator well-being. Additionally, it provides a process that will enable a greater sense of confidence in educators within the classroom to address "big behaviours".

Key words: children's voices, professionals' voices, Indigenous voices, innovations, well-being, communication, education, vulnerable communities, qualitative methods, theory, art

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

- SDG 4: Quality Education
- SDG 9: Industry, Innovation and Infrastructure
- SDG 10: Reduced Inequality
- SDG 17: Partnerships to Achieve the Goals

ECV2022-252

Parental phubbing and child social-emotional adjustment: A meta-analysis

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Background: Parental phubbing is a new phenomenon where parents neglect their children in social situations by concentrating on phone use. With increasing smartphone use in many households, parental phubbing is a potential threat to children's healthy development.

Aim: To summarise the existing research studies on the impacts of parental phubbing on children's social-emotional development to obtain reliable estimates of the effect sizes and examine a range of moderators (i.e., children's gender and age, culture, and measure tools).

Method: Using the Preferred Reporting Items for Systematic Reviews and Meta-Analysis (PRISMA) method, five electronic databases (Web of Science, EBSCO, Springer, ProQuest, and CNKI) were systematically searched in March 2022. Only papers written in English and Chinese were used. CMA3.3 was used for data analysis. Effect size estimates were pooled using random-effects meta-analysis for five child outcomes (i.e., internalising problems, externalising problems, problematic mobile phone use, self-concept, and social competence), and moderator analyses conducted.

Results: In total, 48 studies including 52,272 child participants and 81 effect sizes were obtained based on a comprehensive literature search. The analysis revealed parental phubbing has positive association with children's internalising problems, externalising problems, and problematic mobile phone use, while it is negatively correlated with children's self-concept and social competence. Regarding the moderating analysis, the type of internalising problems, externalising problems, and problematic mobile phone use all had a significant moderating effect. In addition, children's age was also a significant moderator of the association between parental phubbing and internalising problems. This association was significantly greater in adolescents than infants.

Conclusions: Parental phubbing has adverse effects on children's social-emotional adjustment.

Implications for children and families: Children express frustration and disappointment with parental phubbing, and even show a series of maladaptive behaviours. If you want your child to develop better, you should put all your thoughts on your child and put your mobile phone out of sight when you are with your child.

Keywords: parental phubbing, children's social-emotional adjustment, meta-analysis, communication, social media

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

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

ECV2022-253

Childcare centres in urban areas of Bangladesh: A case study

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Background: Recently, the female employment rate in Bangladesh has increased as education levels have improved. Therefore, there is a high demand for childcare centres in urban areas and working women require quality childcare centres to raise their children. Childcare refers to care provided to infants and toddlers, preschool children, and school-age children, in their homes, in the homes of parents, or in community settings.

Aim: This case study was undertaken to explore access to, quality and vision of children's childcare centres' services in an urban area in Bangladesh.

Method: To explore the problems and prospects of childcare centres' facilities, this case study identified an urban-based childcare centre in a metropolitan city of Bangladesh by convenience sampling. The data were collected through observation, interviews with parents and management, and document review. This paper presents data from 12 monthly meeting notes, 12 attendance records of the last 12 months of 96 students and the nine months' report cards of a child to observe practice.

Results: Access: Over the past 12 months, children's enrolment rates have increased. The centre increased from two sections in 2021 to five in 2022. However, the centre primarily provides facilities for children from middle to high income families in the catchment area. The parents, teachers and administrators were satisfied with the quality of the centre's activities, programs, facilities, and services. The study found evidence of a positive association between quality and children's learning outcomes. However, the research identified areas of difficulty, including a lack of teacher specialisation with early childhood education qualifications, limited facilities for outdoor activities, no systematic documentation, and a lack of governmental early childhood development (ECD) initiatives for middle-income families' children.

Conclusions: The demand for childcare centres in urban areas for middle-income families seems to be creating a paradigm shift in the field of ECD in Bangladesh. Therefore, quality care is needed for children's education, health, and well-being.

Implications for children and families: As the number of working mothers increases, it is hoped that this will increase the availability of quality early childhood educational environments for children and act as a support system for the working parents.

Implications for practitioners: While opportunities for childcare centres in urban areas are growing, few entrepreneurs or government initiatives are being launched. This is an avenue for practitioners to address to increase more quality childcare centres that ensure social justice for all children.

Key words: families' voices, professionals' voices, community services, urban communities, qualitative methods, case study

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

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

ECV2022-254

Reliability and validity of the Social-Emotional Assessment/Evaluation Measure (18–36) with Chinese toddlers

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Background: Social-emotional competence is crucial for toddlers' long-term adjustment and well-being; therefore, early diagnosis of and intervention for social-emotional problems are of great importance for children's development. However, there is currently no effective evaluation tool to measure the social-emotional development of young children.

Aim: This study examines the reliability and validity of the Social-Emotional Assessment/Evaluation Measure (SEAM 18-36) with Chinese toddlers.

Method: This study sampled 734 toddlers between 18 to 36 months (M_{age} = 29.11months, *SD* = 4.41, 51.8% boys). The toddlers were recruited from 11 Early Childhood Education Guidance Service Centres and six public kindergartens in Shanghai. Their mothers (*N*=734) completed the Chinese version of SEAM (18–36) and Chinese Infant-Toddler Social and Emotional Assessment (CITSEA) online. Trained kindergarten teachers provided guidance to parents, and the mothers were asked to observe their child for several days. A forced choice on all questionnaire items was implemented to ensure more accurate data. Three weeks after, 110 mothers were randomly selected to complete the questionnaire again. Data analysis was conducted with the use of SPSS 24.0 and AMOS 21.0.

Results: The results showed a steady ten-factor model with a good fit for the SEAM (18–36) items. The CFA with 35 items revealed that the ten-factor model fit well, X^2 = 1242.857, *df* = 505, X^2/df = 2.461, $p < 0.001$, Normed Fit Index = .86, CFI = .90, IFI = .91, TLI = .89, RMSEA = .05. The scale and its subscales demonstrated adequate internal consistency, reliability, and convergent validity.

Conclusions: The Chinese version of SEAM (18–36) has good reliability and validity in its application to measure the SEC of Chinese toddlers.

Implications for families: You can use the Social-Emotional Assessment/Evaluation Measure (18–36) to measure children's social and emotional competence even without an educational background in mental health. The tool is easy to use and allows families to work together to promote healthy interactions, improved communication, and better self-regulation.

Implications for practitioners: The SEAM (18–36) includes ten benchmarks: Healthy Interaction, Expression of Emotions, Regulation of Social-emotional Responses, Empathy, Sharing and Engaging, Independence, Self-image, Attention and Activity level, Cooperation and Adaptive skills. All items describe the frequency of children's social-emotional competence and related behaviours (e.g., the frequency of children expressing feelings and responding to others' emotional expressions). It is an easy tool to use and get inspiration from.

Key words: quantitative methods, social-emotional competence, Social-Emotional Assessment/Evaluation Measure, reliability, validity, toddlers

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

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

ECV2022-257

The influence of drama in education on 5-year-old children's emotional intelligence

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Background: Drama in education has the characteristics of being collective, flexible, compatible, and exploratory. The academic community is increasingly aware of the advantages of drama in general education. Drama in education requires young children to interpret texts in depth and accurately express the characters' emotions.

Aim: To explore the role of drama in education in children's emotional intelligence development.

Method: A pre-test of children's emotional intelligence was administered to 61 5-year-old children (age in months: 61.87±3.50) using the Children's Emotional Intelligence Questionnaire (Teacher's Questionnaire). Then the children were randomly divided into experimental and control groups (30 in the experimental group, 14 boys and 16 girls; 31 in the control group, 16 boys and 15 girls). The experimental group was given one drama in education intervention session every two weeks for eight sessions. In contrast, the control group was given eight regular story sessions. At the end of the sessions, a post-test of emotional intelligence was administered to children in both groups.

Results: There was no significant difference between the experimental and control groups in the pre-test of emotional intelligence, indicating good subject homogeneity; 2*2 repeated measures ANOVA revealed significant main effects of time on emotional intelligence between the experimental and control groups $F(1,59) = 139.23$, $p < .001$, $\eta 2 = 0.70$. The main effect of the group was significant $F(1,59) = 16.13$, $p < .001$, $\eta 2 = 0.22$. The group and time interaction effect was significant $F(1,59) = 26.21$, $p < .001$, $\eta 2 = 0.31$.

Conclusions: Drama in education plays a vital role in children's emotional intelligence.

Implications for children and families: Encourage your children to experience and express themselves through language and movement.

Implications for practitioners: When using drama in education, you can guide parents to participate. Parental involvement can extend the classroom environment of educational drama to families and create space for children to develop.

Key words: children's emotional intelligence, drama in education, intervention study

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

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

ECV2022-258

How can we support bilingual children with speech, language, and communication needs?

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Background: Bilingualism does not cause or contribute to speech, language, and communication needs (SLCN). However, bilingual children are just as likely to have SLCN as monolingual children. Most UK speech and language therapists (SLTs) are monolingual and will therefore need to work with interpreters when working with bilingual children.

Aim: To identify the enablers and barriers to delivering effective and equitable speech and language intervention for bilingual children.

Method: Part of the Language Intervention in the Early Years (LIVELY) project consisted of a series of single case studies working with bilingual children. Language intervention was delivered in the home language by an experienced SLT working with interpreters, within education settings.

Results: There were several key learning outcomes from the single case studies. Preparing appropriate assessment and intervention resources for languages other than English was time-consuming and complex. During the intervention sessions the children rarely spoke. Additional training was needed to support the interpreters in understanding their roles.

Conclusions: Working with bilingual children and interpreters can be challenging for monolingual SLTs. It is important to consider the impact of cultural differences in all aspects of the assessment and intervention process. Working in home language is essential for providing an equitable service for bilingual children.

Implications for children and families: Speaking more than one language is advantageous. If you have concerns that your child has difficulties in all the languages they speak, contact a speech and language therapist for advice and support.

Implications for practitioners: It is possible to deliver home language intervention for bilingual children even if you are a monolingual speaker. Extra time and preparation are key to helping you meet the needs of bilingual children with SLCN.

Funding: The Heather van der Lely Foundation

Key words: bilingual, communication, language intervention, professionals' voices, workforce issues

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

ECV2022-259

Macro- and micro-structure of story-retelling of children aged 3–6 years

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Background: Research on the development of children's narrative ability has paid full attention to the aspects of macro- and micro-structure, but the analyses of the six dimensions of the macro-structure story grammar and the development of children's narrative ability are still limited.

Aim: This study used the corpus analysis method to examine the narrative ability of children aged 3–6 years by age and gender based on the perspective of macro- and micro-structure.

Method: A total of 137 oral corpus data were collected from children aged 3–6 years, which was divided into two stages: reading and evaluation. In the reading stage, the main tester first read the story of the picture book *Guri and Gula*, and then the children were asked to retell the story with the whole process being recorded. In the evaluation stage, the macro-structural dimension adopted the six-dimensional analytical structure: story background, triggering event, internal reaction, action plan/attempt, result, and response. The micro-structure adopted the two-dimensional analysis structure: contextual anaphora and correlative words or connective words.

Results: There were significant differences in the macro-structural level of children's narrative ability among the age groups. Furthermore, there were age and gender differences in narrative length. In addition, there was a significant positive correlation between the macro- and micro-structure of children aged 3–6 years.

Conclusions: In the process of narration, children aged 3–6 years simultaneously develop the macro- and micro-structure. The macro- and micro-structure influenced each other in the construction of the story and showed a relatively fast developmental trajectory. In addition, there was a significant positive correlation between the dimensions within the macro- and micro-structure, indicating that the development of different dimensions is consistent and there are internal correlations between them.

Implications for families: When you are communicating with your child, it is beneficial to explicitly model or demonstrate the use of complete and coherent narratives.

Implications for practitioners: It is helpful to understand the developmental level and characteristics of narrative ability of children aged 3–6 years. It is recommended to use methods such as stories, discussion, and interactive questions to promote the development of children's narrative ability when teaching reading.

Key words: children's voices, early literacy, communication, narrative ability, macro- and micro-structure

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

- SDG 4: Quality Education

ECV2022-260

Phonological development in a Kurdish-speaking child: A longitudinal study

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Background: Speech-language pathologists require knowledge of typical speech development to support diagnosis, evaluation, treatment, and clinical judgment. However, there is limited research evidence concerning the phonological acquisition of Kurdish-speaking children.

Aim: To document and investigate the phonological development in a typically developing Kurdish-speaking boy between the ages of 21 and 31 months to present a longitudinal case report.

Method: The child's spontaneous speech was sampled over 10 months in 3-week intervals at home while he was playing with his toys and picture books. Speech samples were analysed to document phonetic inventories, phonological patterns, syllabic shapes, consonant clusters, and speech intelligibility.

Results: All Kurdish vowels and consonants, except trilled /r/ were acquired in the phonetic inventory by 31 months. He also acquired consonant clusters in the initial and final syllable position and produced all Kurdish syllable structures. The child's speech intelligibility increased over time. As anticipated, his phonological processes decreased over time except for weak syllable deletion and final devoicing.

Conclusions: This study provides longitudinal information that can be used to demonstrate individual differences between children in the evaluation and treatment of Kurdish-speaking children. Children vary in age of phonological acquisition onset, rate of development, and types of developmental errors.

Implications for children and families: As children grow, the number of sounds that they can produce, and the percentage of their speech intelligibility increases.

Implications for practitioners: You should be able to understand the phonetic inventory of a Kurdish-speaking child is completed at a young age (except trilled /r/), complexity of syllable structures increases, and the number of error patterns decreases over 10 months. There are individual differences between children.

Key words: phonological development, Kurdish-speaking child, longitudinal study, Kurdish, communication

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

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

ECV2022-261

Intentional bilingualism in exogenous action: Learning from a child

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Background: Despite the rise of linguistic entrepreneurship as a family policy internationally (De Costa et al., 2020), there is limited information on the socio- and psycho-linguistic profiles of bilinguals raised intentionally in a non-native, non-societal language (Babatsouli, 2021). Insights of the impact of such bilingualism on child emotional state, sociocultural identity and ultimately on their linguistic and educational success are wanting, especially when tracing an individual child's path longitudinally.

Aim: To ascertain the dynamics characterising a child's psychological state, cultural identity, and sociolinguistic status in the context of intentional, exogenous bilingualism and to draw generalisable inferences for children at large regarding wellbeing, language and literacy skills, and educational success from early childhood to pre-adulthood.

Method: The micro and macro sociolinguistic background of a girl's naturalistic acquisition of English as a lingua franca by exposure to maternal L2 input from age 1;0, alongside native Greek in the ambient society, Greece, is investigated longitudinally. Data in digital audio recordings in a CLAN (MacWhinney, 2000) database of 511 CHAT files inform the child's bilingual naturalistic speech progress and sociolinguistic behavior between ages 2;7-4;0. Further, maternal reports are utilized on the child's sociocultural milieu focusing on home, societal, and educational scaffolding until adolescence.

Results: The study highlights the behavioural, emotional, social, cultural, and linguistic challenges that transpire in the given bilingual acquisition context concluding that these are natural and anticipated consequences evolving during the acquisition of linguistic and cultural diversity, which not only lead to bilingual competence in childhood but also facilitate subsequent multilingual aptitude and academic achievement.

Conclusions: Children worldwide are intentionally exposed within their homes to additional languages in exogenous and non-native settings. Information regarding the incumbrances encountered by the participant in this study is insightful for determining a) standards of beneficial family language policies in bilingualism, b) pitfalls to be avoided, and c) parameters that characterise the psycho- and sociolinguistic profiles of such bilingual children. These can be used in clinical and school settings to holistically evaluate and, ultimately, help enhance bilingual children's health and well-being in terms of social behaviour, linguistic confidence, literacy, and general educational success.

Implications for children and families: You can reap the benefits of cultural and linguistic diversity by thinking outside the box of conventional extended-family and societal norms as a vehicle for educational, social, and economic mobility.

Implications for practitioners: You should determine the child's and parents' sociolinguistic context holistically to account for the impact of emotional state, cultural identity, parenting agency, family policy, and ambient environment practices on multilingual competence and academic achievement.

Key words: children's voices, exogenous bilingualism, intentional bilingualism, family policy, home immersion, parenting agency, society and culture, early literacy, education

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

Willow (aged 9) "I'm talking about my feelings and my dog is understanding"

ECV2022-262

Children's acquisition of Setswana (Setlhaping and Sekwena) phonology

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Background: Setswana is one of South Africa's officially recognised languages and the national language of Botswana. While Setswana is spoken by a large population in southern Africa, data on typical speech development in this language is limited. This often results in many speech-language therapists (SLTs) using English norms and assessments, making accurate identification of speech sound disorders (SSD) challenging.

Aim: This study describes the phonological development of Setswana in children aged 2;0–6;5 years. The study consisted of two phases: the first phase focused on establishing the reliability and validity of a preliminary assessment tool to improve its usability in clinical practice, while the second phase described the acquisition of Setswana vowels, consonants, phonotactic structures, and lexical tone. Phonological processes were described, and data on the occurrence of SSDs in Setswana-speaking children was obtained.

Method: The study used a cross-sectional design and included 81 children acquiring two varieties of Setswana, namely Setlhaping (*n* = 65) and Sekwena (*n* = 16). The assessment tool used for data collection consisted of culturally appropriate hand-drawn illustrations.

Results: Most Setswana consonants are acquired by 2;6 years, and the accuracy of vowels, consonants and phonotactic structures increases with age. Syllable structures with rounding were challenging for the youngest Setswana speakers and the round alveolar trill /rʷ/ was noted to develop beyond 6;5 years. Children acquiring Setswana use lexical tone accurately from an early age. Younger children (2;0–3;11) presented with the most phonological processes. These included deletion syllables in multisyllabic words, assimilation, and simplification of CʷV syllables. No differences in phonological development between the two variants studied were noted. Moreover, the speech of multilingual children was comparable to monolingual children.

Conclusions: Information from this study contributes knowledge on typical acquisition of Setswana phonology and characteristics of SSDs in this population. This is beneficial in helping SLTs better identify SSDs in Setswana, thereby decreasing the number of children who may be misdiagnosed because of a lack of information on speech development in Setswana. Additionally, early identification of children with SSDs will allow for timely intervention, and prevent associated risks such as poor literacy outcomes.

Implications for children and families: Children acquire most Setswana speech sounds by 2;6 years. This information will allow you to understand your child's speech development.

Implications for practitioners: Most Setswana speech sounds are developed by 2;6 years, and the developmental trajectory is likely the same in the varieties spoken.

Key words: wellbeing, communication, education, qualitative methods, Setswana

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

- SDG 4: Quality Education

ECV2022-264

Positive outcomes for allied health professionals: Working together to support children with multifaceted needs

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Background: Allied health professionals working collaboratively is evidence-based and promotes stronger outcomes for children with multifaceted needs. Working collaboratively supports children in reaching their fullest potential, as all team members work together to achieve a common goal. Allied health professionals working collaboratively and learning from each other may strengthen life-long learning, capacity building, and team bonding. Thus, working collaboratively has positive outcomes for children and the potential to facilitate positive outcomes for allied health professionals.

Aim: To evaluate the outcomes for allied health professionals working collaboratively to support early intervention clients with multifaceted needs.

Method: A questionnaire was completed by allied health professionals (speech-language pathologists, occupational therapists, psychologists, physiotherapists, and positive behaviour support practitioners, *n* = 29) from ORS Group (a registered National Disability Insurance Scheme provider of allied health services).

Results: Quantitative data analysis included descriptive analysis. Qualitative data analysis involved thematic analysis. Positive outcomes from working collaboratively included: capacity building, team bonding, and engagement in evidence-based practice. Barriers identified were time related along with insufficient understanding of roles and responsibilities.

Conclusions: Working collaboratively to support children with multifaceted needs who access early intervention services has positive outcomes for allied health professionals, in addition to the positive outcomes for the children and their significant others.

Implications for children and families: We want to see you reach your fullest potential. To support you in achieving your goals, we need to work together.

Implications for practitioners: Working collaboratively to achieve a common goal for children with multifaceted needs has positive outcomes for allied health professionals.

Key words: interdisciplinary practice, allied health professionals, children with multifaceted needs, early intervention, professionals' voices, qualitative methods, quantitative 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

ECV2022-265

Mobile Kindy Fiji: Changing the face of early childhood development in the Pacific, one community at a time

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Background: Mobile Kindy Fiji is a not-for-profit organisation providing high quality early childhood care and education to the most disadvantaged children in and outside Suva, Fiji. At Mobile Kindy we believe that without equity not all children will thrive.

Aim: To expand Mobile Kindy across the Pacific, one community at a time.

Method: We have tailored a multisectoral approach to early childhood development throughout our 13 Mobile Kindy Schools. Instead of having children (aged 2–5) travel from their villages to school, we bring the school to them. We have created a Mobile Kindy Kit that we use to transport the necessary resources for teaching and learning to and from each Mobile Kindy site. Since starting Mobile Kindy in 2009, we have seen a significant increase in school readiness in children entering formal primary settings, an improvement in community wellbeing, and the positive development of the children. We have tracked this growth by conducting case studies comparing the academic progress of children who have had gone through early childhood education with children who have not, with our case study students currently in Form 1–2 and progressing above average compared to those who did not have access to early childhood education.

Results: Through our intentionally designed program we have fostered academically resilient children who are school ready. Children are also exposed to healthy living habits that support their health and wellbeing as they mature. Parents, caregivers, and communities are empowered with knowledge, skills, and services to support positive parenting, whole-community education and health, wellbeing, and a range of issues relating to early childhood development.

Conclusions: Mobile Kindy is a frontier service combining all elements of early childhood development. Mobile Kindy takes policy and implements it on the grassroots level by paving the way for disadvantaged rural communities to access quality education, healthcare, and social services.

Implications for children and families: Supporting young children's early development is important.

Implications for practitioners: There is a lack of quality education and relevant professional development for Pacific practitioners. At Mobile Kindy, we offer teacher training through our Pacific Nations Institute.

Key words: innovations, vulnerable communities, regional/rural communities, multisectoral approach, Indigenous 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 11: Sustainable Cities and Communities

ECV2022-266

"Blast off": Children's cognition and imagination about the solar system through Science, Technology, Engineering, and Mathematics (STEM) based play

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Background: Exploration is exciting for children, and children are curious to explore new places, new objects and new ideas in their everyday life. Learning about the solar system creates interest not only for space scientists or adults but also for young children. Until recently, limited attention has been given to how children could explore the solar system.

Aim: This paper examines how educators created a learning environment and an imaginative sphere for children to explore our solar system through everyday play.

Method: Cultural-historical research methodology has been used to understand children's play-based context, and digital visual observation has been used to collect data over seven weeks in a regional childcare centre. This paper analysed 120 minutes of video data of a series of three relevant STEM-based play experiences where children (3–5 years) explore and learn about the solar system. The dialectical interactive approach has been used to analyse the data to understand the process of children's science and engineering learning about the solar system through play.

Results: Children were engaged in exploring the solar system through reading a book called Earth, watching a relevant YouTube clip named the magical bus, building space suits, and exploring their imaginative solar system in their play space with the support of educators. Children learned about the solar system in multiple ways and enjoyed their learning process.

Conclusions: The educators' intentions were to enhance children's cognitive knowledge to extend their learning about the solar system, where children were emotionally engaged in their STEM-based play experience. Emotion influences children's imagination, and in other cases, imagination influences emotions, impacting children's learning and creativity.

Implications for children and families: You can use everyday materials (bowl as helmet, goggles, mask as oxygen mask) with your children to extend their imagination about the solar system during play.

Implications for practitioners: Educators, your intentional teaching plan that allows children to explore something innovative, exciting and engaging will help you be a confident STEM teacher.

Funding: Charles Sturt University Internal Fund – Faculty Research Establishment Grant.

Key words: early childhood education, STEM, science and engineering, solar system, play, imagination and creativity, emotion, cognition

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

- SDG 4: Quality Education

ECV2022-267

Leading as a socially-just practice within early childhood education

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Background: This paper reports on an Australian study of the emergence and development of leadership within early childhood education (ECE) sites that uphold children's rights and access to high-quality ECE.

Aim: The qualitative study contributes to a growing body of research on ECE leadership practice, specifically site-based leadership cultivation and development.

Method: A mini-ethnographic case study methodology was employed to investigate the emergence and development of leadership practice. Methods included observation, unstructured interviews, dialogic café, and document analysis. The participants were 30 emerging and positional leaders within three exemplary Australian ECE sites.

Results: Complexity leadership theory was used to situate leadership within the Australian ECE context, accounting for the competing purposes of high-quality education programs and the complex array of practices required for leadership to be effective. Additionally, the theory of practice architectures was used as an analytical tool. The theory of practice architectures helped to identify socially-just leadership practices that uphold children's rights and to understand the organisational arrangements that enabled and constrained those practices within each site. Study findings illuminate how leadership can be cultivated and developed in ECE.

Conclusions: As a result of the study, organisations are encouraged to create the cultural-discursive, material-economic and social-political arrangements that shape leadership within ECE sites. The paper argues for the development of ECE leadership as a socially just practice that upholds children's rights and access to high-quality early childhood education.

Implications for children and families: You have significant rights. Socially-just leadership practices support those rights.

Implications for practitioners: Regardless of your position, you can practice leadership that enables children's rights and their access to high-quality ECE.

Key words: leadership, children's rights, qualitative, complexity leadership theory, practice architectures, early childhood, social justice

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

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

ECV2022-268

Parents' perspectives on ECEC and family wellbeing during the COVID-19 pandemic in Victoria, Australia

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Background: The COVID-19 pandemic created significant challenges for early childhood education and care (ECEC) services and families, impacting families' access to and engagement with ECEC services.

Aim: This qualitative study aimed to examine parents' perspectives of their engagement with ECEC services and the wellbeing of their family during the COVID-19 pandemic in Victoria, Australia.

Method: Victoria experienced among the lengthiest and most severe lockdowns in Australia, with ECEC services being closed to all families except essential workers and vulnerable children for months during 2020. Primary caregivers of young children (aged 1–6 years) who were enrolled in ECEC services in Victoria were invited to participate in the study in September–November 2020. Upon completion of an online survey, 25 parents took part in follow up semi-structured online interviews.

Results: The following key themes were conceptualised using a reflexive thematic approach: impacts of disrupted ECEC access on family relationships; child and parent wellbeing; loss of ECEC community impacting family wellbeing; effective ECEC engagement and support of families and children during the pandemic; and increased appreciation of ECEC as an essential service for families.

Conclusions: Although the pandemic created significant challenges impacting the wellbeing of many families, it also highlighted the critical role ECEC plays in families' lives.

Implications for children and families: ECEC provides a vital service not only in providing education and care for your children, but importantly, in supporting your family's wellbeing and your workforce participation.

Implications for practitioners: Maintaining strong partnerships with families is critical to supporting child and family wellbeing. As reported by many parents in this study, you provide an essential service for families, and government investment and advocacy is needed to further highlight the vital work you do and enhance the value of the sector in society.

Key words: families' voices, wellbeing, education, 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 17: Partnerships to Achieve the Goals

ECV2022-269

Indigenous culture promotes children's STEAM learning through play in early childhood education settings

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Background: Children's cultural development is influenced by their everyday socio-cultural experiences as outward conditions in their life. According to Indigenous culture, children are born with full potential and mature their understanding gradually through regular cultural experiences. However, children's Science, Technology, Engineering, Arts and Mathematics (STEAM) learning opportunities as part of Indigenous culture through play are still missing in early childhood education settings.

Aim: This research investigated how educators can promote Australian Indigenous culture for children's STEAM learning opportunities through play.

Method: Digital video observation as part of cultural-historical methodology has been used to gather data in a regional childcare centre where most children are identified as Indigenous. A total of 50 hours of video data was collected over seven weeks. This paper used the dialectical-interactive approach to analyse the building process of a sculpture using traditional Indigenous culture in children's play. The second author is an identified Indigenous person and research assistant of the project, who helped analyse the cultural aspect of Indigenous perspectives.

Results: Children were engaged in each experience, such as collecting natural dried plants, burning natural gum to produce glue, hammering nails to create the shape of the sculpture and using wool to design the sculpture's final form. The sculpture design process was a combination of familiar Indigenous culture to children. Thus, they were interested and spontaneously engaged in the whole process. Children developed their science, engineering, and art-based learning in play with the support of educators.

Conclusions: Children's STEAM learning can be promoted using traditional Indigenous culture as they find learning interesting, valuable, and authentic. If children learn to use Indigenous culture to extend their academic knowledge from early years through play experience, it will impact positively in children's learning journeys and enrich Indigenous traditional culture.

Implications for children and families: Parents, you can explore your family culture with your children to extend their STEAM learning through everyday practices. For example, decorating your house requires science, engineering, and art skills.

Implications for practitioners: Educators, you can use your local or children's culture when you teach STEAM in play-based learning, and your intentional teaching plan can support you in making a workable plan.

Funding: Charles Sturt University Internal Fund – Faculty of Arts and Education Research Establishment Grant

Keywords: early childhood education, STEAM, science, engineering, art, Indigenous culture, play, intentional teaching

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

- SDG 4: Quality Education

ECV2022-270

LEARN: Essential elements of museum education programs for young children

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Background: Museums Victoria and researchers at the REEaCh Centre collaborated in a research project to explore how museum education programs are designed and delivered to engage and encourage young children's learning.

Aim: Our aim was to understand what elements of museum programs are integral to providing learning experiences for four-year-old children in both visits to museums and when museum staff visit early learning centres.

Method: Five museum presenters and 14 early childhood groups (14 teachers and 296 children) participated in the research project. Data collection included children's voices from audio recordings of museum presentations and observations of child-teacher interactions, teacher voices from interviews and a pre-visit survey, and museum staff perspectives in written reflections post-visit with the children.

Results: Coding across all datasets contributed to the five main themes in the findings, which we detail using the acronym LEARN: Learning artefacts; Embodied teaching and learning; Asking questions; Repetition; and Narrative.

Conclusions: These elements include both the unique resources available in museum collections, and highlight how child-educator interactions can be shaped to extend content and concept learning.

Implications for children and families: These findings show how to make the most of learning experiences when visiting a museum with young children.

Implications for practitioners: The research identifies five key elements to support education programs both at museums, and where museum staff visit early learning centres.

Funding: McCoy Seed Funding Scheme, a grant that supports the development of collaborative research projects between Museums Victoria and the University of Melbourne

Key words: professionals' voices, education, museum programs, child-educator interactions

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

- SDG 4: Quality Education

ECV2022-271

Playing with digital toys can be part of children's imaginative play-worlds

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Background: The presentation discusses a study conducted among preschool children where they played with creative materials such as paints, paper and Lego blocks together with interactive robots such as Blu-bot and Cubelets. The focus of this paper is on discussing how the children created their own make-believe worlds and micro-worlds.

Aim: To investigate how children play with coding devices and creative materials together in an imaginative play.

Method: Participatory research methods were applied. Video and Go-Pro cameras, iPads, photographs, field notes and research diaries were used. The participants in the study were children in a rural preschool, their preschool-teacher, and a Masters-level preschool-teacher student. The children participated in workshops that took place twice a week over three weeks in the children's preschool environment, and each workshop was usually 1 to 1.5 hours.

Results: The children decided which characters they wanted to create and made play stages based on their own experiences, preferences, and imaginations. The stages became part of the children's play and narratives as they framed and directed the play taking place.

Even though the interface and affordances of the play were different from what the children were used to, the play itself was contextualised within the children's environment. In this way, it can be said that they used the play stages to understand and contextualise the digital play objects by framing and moving the play into their own play orbit.

Conclusions: When the children got the opportunity to play freely with the digital objects and their own play stages and characters, they collaborated, used their imaginations, and showed empathy towards each other. The digital play objects became natural parts of play and children's play narratives.

Implications for children and families: Some parents are worried that coding devices will take away children's play and imagination, but if children are allowed to use the materials as any other toys and materials, they will find a way to play freely.

Implications for practitioners: Give children an opportunity to find out how they can use coding devices through play.

Funding: University of Akureyri, Research fund and EU H2020-Grant agreement ID: 734720

Key words: play, digital devices, robots, imaginative

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

- SDG 4: Quality Education

ECV2022-272

Conceptualisations of wellbeing in early childhood education and care: Where is literacy?

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Background: The United Nations Convention on the Rights of the Child prompted an international conversation about children's special rights and wellbeing, and is a guiding document for professional practice in early childhood education and care (ECEC). Since its ratification, wellbeing and education continue to be informed and changed by scientific advances, public policy, and pedagogical perspectives. Wellbeing, as a social, moral and economic imperative may be greater than ever. As we have new theories for and about wellbeing, nuanced models and ways of thinking could and should be afforded to ECEC.

Aim: To examine how the concept of wellbeing is used, defined and described in early childhood education documents and policies, and introduce the relevance of the capability model of wellbeing literacy in ECEC.

Method:A qualitative summative content analysis was conducted on selected Australian and international ECEC documents (policy and curricula) to assess how wellbeing is conceptualised.

Results: Wellbeing is used in many ways in ECEC documents in Australia and internationally. Definitions are rare and wellbeing is broadly positioned – from risk, protection and safety; health, hygiene and comfort; family, connection and resilience; to learning, development, physical, and outcome. Its conceptualisation as a literacy is not evident.

Conclusions: Neuroscientific, theoretical and pedagogical shifts have occurred in recent decades, with vast growth in wellbeing science research that can be applied to ECEC pedagogy and practice. Wellbeing literacy is a relevant, contemporary literacy in ECEC. Further research and collaboration between ECEC and wellbeing science, for shared discourse, theoretical and practical applications is timely.

Implications for children and families: Vocabulary and knowledge about and for wellbeing (wellbeing literacy) may support child and family communication and provide new ways to think about child wellbeing.

Implications for practitioners: Contemporary wellbeing interventions and literacies ought to be at the fingertips of early childhood professionals in Australia and internationally. The provision of multi-disciplinarily informed pedagogy and practice for and about wellbeing (such as wellbeing literacy) is timely and vital.

Key words: wellbeing, communication, early literacy, wellbeing literacy, education, policy, government, qualitative methods, review, theory

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

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

ECV2022-273

Followership and following practices in early childhood education

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Background: Without followers and following practices there cannot be leadership. Yet followership theory, as theorised by organisational management scholars, has not been used to explicitly examine how educators respond to diverse working conditions and circumstances in early childhood education.

Aim: To explore followership and develop new insights into followership practices used by early childhood educators in both leadership and followership roles.

Method: A qualitative research design employed multi-site ethnography complemented by the theory of practice architectures to investigate followership understandings and following practices from a participant and researcher lens. The investigation included 42 early childhood educators in both followership and leadership positions at three diversly structured ECE sites in Australia: a for-profit-long day care (LDC), a not-for-profit LDC, and a stand-alone preschool. Data consisted of field notes, interview transcripts, and reflective journal extracts. Additionally, educator-created artefacts such as centre philosophy and wall displays along with publicly available documents such as the National Quality Frameworks were analysed.

Results: Followership involved educators' willingness to cede power and responsibility to others to achieve a common goal, which resulted in mostly self-empowered followership. Following as a practice showed how educators were influenced by close leadership, like a manager, and/or distant leadership, such as government bodies (i.e., ACECQA), which led to mostly passive and dutiful practices.

Conclusions: Overall, the differential findings linked to educators' understandings, which were predominantly negative assumptions of followership. Yet, paradoxically, educators in a followership role were sometimes self-empowered, contradicting their negative understandings.

Implications for children and families: If you understand followership and what it means to follow as a practice, you will be better able to help leadership co-create better outcomes for children and families using ECE.

Implications for practitioners: Increasing your understandings of followership and following practices has the potential to relieve the leadership burden, inform leadership development and make your professional practices more effective.

Key words: followership, leadership, professionals' voices, innovations, workforce issues, government, qualitative methods

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

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

ECV2022-274

A literature review on understanding children's (5 to 12 years) 21st century skills development through STEM education

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Background: In preparing children for a rapidly changing world and 21st century social and economic challenges, classroom practices can be focused for shifting their real-life, activity-based experiences. Learners need an improved set of Science, Technology, Engineering, and Mathematics (STEM) skills to make their way in a complex and constantly evolving future and these skills are mostly referred to as 21st century skills, such as critical thinking and problem solving, creativity, communication, and collaboration. STEM education has become a core curriculum area that is used to target and develop students' 21st century skills.

Aim: This paper aims to review existing literature to explore the development of 21st century skills of 5 to 12 year aged children through the classroom practices of STEM education.

Method: This research applies a narrative analysis using the cultural-historical theoretical lens to identify the key themes, critically evaluate the themes and summarise the findings of relevant studies to help describe the classroom practices used in integrated STEM education that help develop children's 21st century skills.

Results: A critical review of the literature provides an overview of the various categories of classroom practices (ways of integration, focus on problems, assessment process, etc.) in STEM education. Moreover, the data derived from the studies present the different types of 21st century skills students develop through various STEM learning processes.

Conclusions: The findings identify the different types of pedagogical approaches in STEM activities that help develop 21st century skills (such as critical thinking and problem solving, creativity, communication, collaboration, etc.). The literature review recommends further studies to be conducted on STEM practice and skill development.

Implications for children and families: Involving your child in STEM activities, such as a problem-based activity, will help develop skills such as critical and creative thinking. These skills are often referred to as 21st century skills.

Implications for practitioners: Children's 21st century skills can be enhanced and developed by implementing engaging STEM activities that are investigative and inquiry based.

Funding: Australian Government Research Training Program

Key words: STEM education, 21st century skills, classroom practice, skills development, narrative literature review

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

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

ECV2022-275

Influences on bilingual speech development: A longitudinal Vietnamese-English case study

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Background: Distinguishing typical from atypical speech development in multilingual children can be difficult for speech-language pathologists and early childhood educators. While multilingual children may present with what appear to be atypical 'errors' in their speech compared to monolingual children, the mismatches between their productions and target words may not be true 'errors', but rather the result of various influences on multilingual speech development.

Aim: To explore various influences on the speech development of an Australian Vietnamese-English speaking child over time.

Method: In this case study, an Australian Vietnamese-English speaking child completed the Vietnamese Speech Assessment and Diagnostic Evaluation of Articulation and Phonology at 3 years 10 months (3;10), 5;1, 5;4, and 6;10. Her mother and brother completed the same assessments at the first time point. Speech assessments were transcribed by a team that included bilingual Vietnamese-English speakers.

Results: Analysis of her English speech alone at 3;10 indicated speech sound disorder. However, cross-linguistic and family contrastive analysis of her speech in both languages at 3;10 revealed that most mismatches could be explained by developmental, ambient phonology (family modelling), cross-linguistic transfer and dialectal variation. Over time speech accuracy improved and frequency of mismatches reduced.

Conclusions: Bilingual children's speech development may be influenced by a variety of factors. Collaboration between early childhood educators and speech-language pathologists should ensure that children's speech is assessed in all languages. Rather than automatically categorising mismatches as errors, influences on multilingual children's speech should be considered as possible explanations for mismatches before diagnosis of speech sound disorder.

Implications for children and families: You will learn about the variety of influences on multilingual children's speech development.

Implications for practitioners: You will learn about typical multilingual speech acquisition, and identify the possible influences on multilingual children's speech development.

Funding: This research was funded by an Australian Research Council Discovery Grant DP180102848. The first author received an Australian Government Research Training Program scholarship from Charles Sturt University. The authors report no other financial or non-financial conflicts of interest.

Key words: children's voices, communication, education, health, international communities

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

ECV2022-276

Assessing the validity of FOCUS-ÍS: A parent report questionnaire of functional communication development of 4-year-old children

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Background: There are a shortage of assessment tools that can be used to evaluate the pragmatic skills of Icelandic-speaking children. Standardised tests of language skills provide limited information about a child's communicative behaviour in real-life situations. Consequently, speech-language pathologists (SLPs) in Iceland do not have the necessary tools to evaluate one of the three major domains of language: language use. This study describes the evaluation of the Focus on Communication in Children under Six (FOCUS) in Icelandic (FOCUS-ÍS) as a tool to meet this need. The FOCUS items are aligned with the International Classification of Functioning, Disability and Health for Children and Youth (ICF-CY).

Aim: To examine the reliability and validity of FOCUS-ÍS for Icelandic children aged 4;0-4;11.

Method: Information about children's language skills was collected from parent-completed questionnaires (*n* = 120; FOCUS-ÍS, Strength and Difficulties Questionnaire [SDQ], Intelligibility in Context Scale [ICS], and Children's Communication Checklist-2 [CCC-2]) and a standardised language assessment Málfærni eldri leikskólabarna [MELB] was administered to children (*n* = 64). Relationship between the FOCUS-ÍS total score and subtest scores and other tests/questionnaires was computed.

Results: The FOCUS-ÍS had high internal reliability (total and subtest scores). There was good correlation between the two FOCUS-ÍS subscales (Body Structure, Activities and Participation) and the CCC-2, SDQ, ICS, and MELB showing construct validity. A strong correlation between MELB and FOCUS-ÍS showed convergent validity.

Conclusions: The FOCUS-ÍS shows high internal reliability, evidence of construct validity and convergent validity for FOCUS-ÍS total and profile scores. FOCUS-ÍS is a reliable tool with strong psychometric properties for children aged 4;0-4;11. Further investigation of FOCUS-ÍS is needed for a broader range of ages.

Implications for children and families: Children can demonstrate different communication behaviour, depending on the setting. Valid and reliable parent-report questionnaires give information about communication behaviour in a range of settings and allows for evaluation of language use in real-life situations.

Implications for practitioners: The FOCUS-ÍS is a reliable tool for Icelandic SLPs to use for examining functional communication behaviour of children aged 4;0-4;11. Examining the validity and reliability of translated assessments is essential to ensuring the provision of high-quality and evidence-based services.

Key words: Focus on the Outcomes of Communication Under Six (FOCUS), functional outcome, parent-report, communication, ICF-CY, communicative participation

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

ECV2022-277

Little architects develop STEM concepts through block play: An analysis of everyday play using cultural-historical lens

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Background: It has been well established that adults play a crucial role in supporting the learning and development of young children, especially in the area of Science, Technology, Engineering and Mathematics (STEM). However, little work has demonstrated how this might be achieved in practice, particularly in relation to strategies that support and develop science and engineering concepts in children's play and everyday experiences. The study presented in this research addresses this gap.

Aim: The key purpose of this presentation is to explore adults' involvement in children's constructive imaginative block play and to identify strategies for developing scientific and engineering concepts through play-based learning.

Method: This research was carried out in a western suburb of Melbourne, Australia, and involvedvideo observation as the key method of data collection. In an intregrated early childhood centre as well as in the children's home settings, four children (3 to 5 years of age) and their families were involved in 86 hours of video recorded observation. Video data were anaysed through Vygotsky's cultural-historical theoretical concept of *perizevanie* (unity of affect and intellect), mediation (subjective and objective sense) and Hedegaard's three levels of interpretation; common sense, situated practice, and thematic level analysis.

Results: The study demonstrated that using blocks (objective sense) in young children's play opened opportunities for adults (subjective sense) to be involved in the play for developing scientific and engineering concepts.

Conclusions: Findings from this study demonstrate that the adults' active positioning (subjective sense) inside the play experiences of children allow the adult to regulate the emotions of the child and develop their understanding of scientific and engineering concepts (*perizevanie*) to get ready for future learning.

Implications for children and families: To improve children's STEM knowledge to compete in a global economy, families could play a vital role in supporting STEM learning in everyday practice. This study provides insight into how blocks can be used by adults as a tool for developing children's STEM based play and to develop children's STEM skills and understandings.

Implications for practitioners: Understanding the active adult role in STEM-based play assists practitioners to identify strategies that regulate the emotions of diverse children and develop STEM concepts. This study presented in this paper provides practitioners with strategies for understanding how to support families to focus on STEM learning in impactful and sustainable ways.

Key words: early childhood, science and engineering, mediation, perizevanie, blocks play, cultural-historical, pre-school children

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

ECV2022-278

Enhancing language development in early education

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Background: Language development is a crucial milestone in early childhood. Language is the basis of literacy development and poor language skills in early childhood have significant consequences for literacy attainment, extending well beyond the childhood years. As Australian children increasingly spend more time in long day care, it is imperative that these services provide environments to stimulate children's language, particularly for those children who are literacy vulnerable. However, studies have shown that in long day care many child-carer dyad interactions are dominated by the carer with few opportunities for child-led participation in communication rich learning environments.

Aim: To trial an innovative approach towards improving literacy vulnerable children's participation in language interactions in an early education setting.

Method: A longitudinal case study to assess literacy vulnerable children (Autism Spectrum Disorder (ASD), attention deficit hyperactivity disorder (ADHD), culturally and linguistically diverse (CALD)) with nine educators, pre and post intervention using quantitative and qualitative measures. Trials were undertaken involving approximately 600 children aged 2–6 years in two Goodstart Early Learning centres located in low socio-economic regions in Victoria, Australia. The centres' environment was purposefully altered using interactive 'talking stickers' attached to objects, in conjunction with child-led play techniques. Children interact with the 'talking stickers' in their environment to discover new words, sentences, and songs relating to objects.

Results: When comparing pre to post intervention measures, literacy vulnerable children showed an increase in child-led interactions and sustained more frequent and longer interactions with peers and educators. Educators observed that the change in the physical space sparked children's imaginations, encouraged peer-to-peer social interaction, and promoted the child's sense of agency in their own world.

Conclusions: This innovative approach improved language interactions for literacy vulnerable children in an early learning environment.

Implications for children and families: This program purposely fosters educator and peer interactions to support children's language and early literacy development.

Implications for professionals: This program enables educators to provide a language rich learning environment for all children of all abilities, specifically those with language delay.

Funding: Goodstart Early Learning 2019

Key words: communication, early literacy, education, children's voices, innovations, wellbeing, health, vulnerable communities, regional/rural communities, international communities, qualitative methods, quantitative methods

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

- SDG 3: Good Health and Well-being

ECV2022-279

Sustainable development through STEM in early childhood education: A narrative analysis using cultural-historical theory

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Background: The term "sustainable development" has received attention among policymakers and researchers, yet sustainable development in the early years is not in focus. Many studies show how science, technology, engineering and mathematics (STEM) education can create multiple rich learning opportunities for young children. However, sustainable development through STEM education in children's everyday life is yet to be understood.

Aim: To review the literature to understand the significance and scope of STEM education in developing children's concept of sustainable development through everyday experiences.

Method: A narrative analysis of existing literature on early childhood education for sustainable development and early childhood STEM education has been done using a cultural-historical theoretical framework to understand how STEM education can develop the concept of sustainable development among children in their everyday lives.

Results: There are only few studies found on sustainable development through STEM in early years. The review of the literature revealed that in the early years the concept of sustainable development tends to be covered through environmental education where only the environmental aspect of sustainable development is highlighted to some extent and nothing about other aspects, such as social and economic as well as their interdependences, is emphasised through STEM education.

Conclusions: The findings of the literature review revealed little about how children develop their agency regarding sustainable development through STEM learning experiences in everyday life. This is something that warrants further investigation.

Implications for children and families: Children's concept of sustainable development can be developed through reflecting on activities from everyday life. For example, when grocery shopping you can discuss the impact of plastic bags on the environment. Together you may decide to use bags made from biodegradable materials, such as jute as a solution.

Implications for practitioners: You can plan and create learning conditions for children through different activities in your centre to develop their scientific concept of sustainable development. For example, when you make craft with recycled materials, discuss with the children why we should recycle things and how that activity promotes sustainable development.

Funding: Australian Government Research Training Program

Key words: early childhood education, STEM education for sustainable development, children's agency, children's rights, cultural historical theory, narrative review

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

- SDG 4: Quality Education

ECV2022-280

Educator networks enhancing children's transition to school in rural areas

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Background: The importance of a positive transition to school has been linked with positive educational and social outcomes for children. Transitions to school are enhanced when educators from prior-to-school settings and schools work together. While educator networks are widely recognised as an effective tool for improving professional practice, little is known about how educator networks are used to enhance transitions to school.

Aim: To understand how educators from both prior-to-school settings and schools in rural areas collaborate using networks to enhance children's transition to school.

Method: Qualitative data were collected across four sites in rural New South Wales and Victoria from network meetings, focus-group interviews, and follow-up interviews with network members. Network members consisted of prior-to-school and school educators, and other educational professionals.

Results: Educator networks were identified as being a worthwhile tool for enhancing transitions to school, giving educators an opportunity to come together and work collaboratively with a shared aim of promoting positive transitions to school in their rural areas. In addition, the networks also enabled the facilitation of a range of other practices to support children's transitions to school. While the networks looked different in each site, they shared characteristics around effectiveness and sustainability.

Conclusions: The educators in the networks were brought together by an understanding of the importance of positive transitions to school and a shared aim to improve transitions in their communities. The networks themselves were effective as a tool for enhancing positive transitions to schools and promoting other effective transitions practices.

Implications for children and families: When educators collaborate and work together, this can help them build positive relationships with you and your child, share important information, and support you and your child during the transition to school. Educators are focused on making this exciting time of change as smooth as possible for everyone.

Implications for practitioners: Educator networks help facilitate positive transitions to school. Through participation in a network focused on transitions, you may have the opportunity for professional collaboration, sharing of information, improved communication, building of relationships and reciprocal understandings and fostering professional support and respect across prior-to-school and school settings, and with other educational professionals.

Funding: Australian Research Council (ARC) Discovery Grant (DP130104276)

Key words: transition to school, professionals' voices, early childhood education, networks, 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

ECV2022-281

Partnering with families to pursue Sustainable Development Goals: Screening for unmet social needs in paediatric speech-language pathology

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Aim: To examine the need, feasibility and acceptability of speech-language pathologists (SLPs) implementing a systematic, routine, unmet social needs identification and referral pathway, as a means of promoting health equity.

Method: Quality improvement methodologies were used to adapt and pilot an unmet social needs identification and referral pathway for use with parents/carers of children with communication disabilities referred to an urban Australian speech-language pathology service. SLPs were surveyed about the acceptability and feasibility of this practice.

Results: Most parents/carers, 289 of 293 (99%), agreed to participate in the study, with 31 of the 289 (11%) reporting concerns about unmet social needs. The most common unmet need related to household bills (*n* = 17, 28%), followed by childcare (*n* = 12, 20%), employment (*n* = 10, 16%), food (*n* = 8, 13%), housing (*n* = 7, 11%), and parent/carer education (*n* = 7, 11%). Most of these families, 26 of 31 (84%), requested referral to, or information about, local community services/resources. SLPs reported high levels of acceptability (93%) and feasibility (98%).

Conclusions: This study demonstrates the need, feasibility and acceptability of SLPs implementing an unmet social needs identification and referral pathway, and the potential to scale this initiative across other speech-language pathology services and allied health contexts.

Implications for children and families: We know that children thrive when their parents and carers are supported. Our vision is that if you or your family have unmet needs that you will be linked in with community supports.

Implications for practitioners: Our SLP profession and other allied health professions can address health inequities by developing practice guidelines that will ensure questions about unmet social needs are asked sensitively and there are clear identification and referral pathways to support and assist families' needs. You can keep doing what you have always done, or you can recognise that for children to thrive you must partner with families to ensure their social needs are met.

Key words: health equity, communication disability, speech-language pathology, screening, social determinants of health, unmet social needs, families' voices, vulnerable communities

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 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 Goals

ECV2022-283

Children's voices matter

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Background: The City of Greater Dandenong in 2015, committed to being a child friendly city, and resourced a council funded position to support both internal council departments and local non-for-profit community organisations to engage children and young people in planning and policy development, capturing their voices in shaping council's future direction. Strategic Objective 5 in the Children's Plan 2021–26 has been implemented to value active participation and engagement of children and families in the community. Consultation and direct engagement included an Annual Children's Forum, Children's Advisory Group, a Junior Advisory Group, and a Junior Mayor Program.

Aim: To engage children authentically, to ensure they feel listened to, as active citizens, in their community.

Method: Each year, local primary schools are engaged to participate in the two Children's Advisory Groups and an Annual Children's Forum, including the nomination of a junior mayor for a one-year term to participate in community activities. Since the inception in 2015, children's voices have informed various council plans and strategies and influenced policy development. In particular, over the last 12 months, children have been engaged in the development of a new Community Hub and action plan; new playground installations; a Community Ambassador Program; future planned activities for festival and events for children and their families to a participate in; a Climate Change Community Engagement and Mobilisation Plan, and the Arts, Culture and Heritage Strategy 2022–26. Children's voices in planning activities are then collated into an annual report for council departments to use as a reference point for future planning and evaluation, including contributing to the community engagement framework.

Results: Children have told us they like being asked for their ideas and suggestions, as it is their future and their community. Council staff have told us that "engaging children is valuable; it ensures their voices are considered in their work and planning".

Conclusions: Overall, children's wellbeing, sense of belonging and citizenship is fostered, as council continues to value and celebrate the local voices of children, as active and engaged citizens.

Key words: child friendly city, children's voices, local government

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

- SDG 3: Good Health and Well-being
- SDG 11: Sustainable Cities and Communities

ECV2022-285

Working together to develop the Early Childhood Hearing and talking Observations (ECHO) checklist with and for early childhood educators

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Background: Many Aboriginal and Torres Strait Islander children are affected by chronic middle ear infections that can have long-term impacts on the development of speech, language, and listening skills. Given the consistency and frequency with which early childhood educators (ECEs) interact with children, they are uniquely placed to facilitate the early identification of possible hearing and communication difficulties. However, ECEs have said they need a simple tool to systematically pick up difficulties, like the functional listening and communication checklists used with caregivers (the Parent-evaluated Listening and Understanding Measure (PLUM) and Hearing and Talking Scale (HATS)).

Aim: We aimed to address this need by co-developing an observational checklist with ECEs to enable them to: (1) identify children with possible listening or communication difficulties; (2) facilitate conversations with caregivers about these possible difficulties; and (3) monitor children's progress over time.

Method: Researchers at the National Acoustic Laboratories and the University of Newcastle worked with ECEs at the Tharawal Aboriginal Corporation early learning centres to co-develop a prototype of the Early Childhood Hearing and Talking Observation (ECHO) checklist. Two co-designed workshops were conducted with six Aboriginal and Torres Strait Islander ECEs. They then trialled the ECHO prototype during their day-to-day work, providing verbal feedback on its ease of use and feasibility.

Results and Conclusion: In feedback after the trial, ECEs indicated that the ECHO checklist was easy to use and provided useful information to discuss concerns about children's possible hearing and communication difficulties with colleagues and caregivers, complementing the PLUM and HATS tools. Further research and co-development are required to ensure that ECHO can assist ECEs across the sector with the early identification of possible hearing and communication difficulties (and potential associated ear disease) in Aboriginal and Torres Strait Islander children.

Implications for children and families: The ECHO checklist will help you know how your children are going with their hearing and communication, identify any difficulties, and get support from your ECEs and other services.

Implications for practitioners: The ECHO checklist can help you track the listening and communication development of your students, and identify potential difficulties so that you can provide support and advice to your students and their families and refer to other services where appropriate.

Funding: Centre of Research Excellence in Ear and Hearing Health of Aboriginal and Torres Strait Islander children

Key words: professionals' voices, Indigenous voices, communication, health, community services, vulnerable communities, wellbeing

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

- SDG 3: Good Health and Well-being
- SDG 4: Quality Education
- SDG 17: Partnerships to Achieve the Goals

ECV2022-288

Supporting children's recovery from bushfires

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Background: Children are vulnerable to the trauma of natural disasters, such as bushfires. The impact of bushfire exposure on children's health, wellbeing, and development may not always be apparent in the short-term, but may become more pronounced later in life, particularly if children do not receive appropriate support to process their experiences. The multidisciplinary, community-based Royal Far West (RFW) Bushfire Recovery Program (BRP) was developed to mitigate the impact of bushfires on the health, wellbeing, and development of children.

Aim: To explore perspectives of children and key adults in their lives who were affected by the 2019/2020 bushfires regarding the impact of the RFW BRP on children's health, wellbeing, and development.

Method: A two-phased mixed methods approach was used, involving post-intervention surveys (children, *n* = 265; parents, *n* = 37; group facilitators, *n* = 15) and interviews (children, *n* = 2; parents, *n* = 4; teachers, *n* = 3; other school/community representatives, *n* = 2). Quantitative data from surveys were analysed statistically and qualitative data from surveys and interviews underwent content and thematic analysis respectively.

Results: Children learned to trust adults, express their views and share experiences through connection in a group context, understand they are not alone in their thoughts and experiences, and cope with emotional reactions and change. Moving on from the bushfire and marking time was another key theme. Some children wanted to learn more about coping strategies and managing emotions.

Conclusions: Children require appropriate support following bushfires to process their experiences and facilitate a trajectory of recovery. Community-based psychosocial interventions such as the RFW BRP can provide effective support for children to enhance their ability to cope with changes and emotional reactions following bushfire.

Implications for children and families: Participating in a Bushfire Recovery Program can help you develop coping skills and strategies to reduce the impact of the bushfire on your health, wellbeing, and development.

Implications for practitioners: Multidisciplinary community-based programs can support children to cope with the effect of bushfires and reduce the risk of long-term negative impacts on their health, wellbeing, and development.

Funding: The external evaluation of the Bushfire Recovery Program was funded by Royal Far West

Key words: children's voices, families' voices, professionals' voices, wellbeing, communication, health, policy, government, community services, vulnerable communities, regional/rural communities, qualitative methods, quantitative methods

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

- SDG 3: Good Health and Well-being
- SDG 10: Reduced Inequality
- SDG 13: Climate Action

ECV2022-289

Effectiveness of personalised intervention on phonological awareness, alphabetic principle and rapid automated naming (RAN) in a bilingual child with reading difficulties

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Background: In Spain, there is a significant percentage of primary school children who need support to learn to read. To successfully learn to read, training focused on phonological awareness and color rapid automated naming speed (RAN colors) could be useful. Furthermore, it has been shown that the use of computer programs yields promising results both in learning and in the intervention of reading difficulties.

Aim: To test whether a reading intervention program is effective for an 8-year-old bilingual child (Arabic-L1 and Spanish-L2) who has difficulties with L2 reading.

Method: The participant has an adequate acquisition of the Spanish phonological system and the cognitive level is normal, so reading and metaphonological skills were evaluated by using the following: Metalinguistic Skills Test (THM), Test for the Evaluation of Phonological Knowledge (PECO), Diagnosis and Early Detection of Dyslexia (PROLEXIA), and a non-standardised evaluation with the InventaPalabras software (including all Spanish vowels (V) and consonants (C), syllabic structures (i.e., CV, CVC, CCV), and RAN colors.

A longitudinal and quasi-experimental single basic case AB design was used, where A was the baseline and B the intervention. After the evaluation, a personalised and intensive intervention was carried out during 14 sessions including: phonological awareness, alphabetic principle, and RAN-colours with the support of the InventaPalabras software (https://inventapalabras.com). This software allows the manipulation of colour, letter sizes, and font. Moreover, it allows monitoring of intra- and inter-session progress (e.g., % correct-errors, reading speed).

Results: After the intervention, the results show an improvement in reading skills included in the intervention: phonological awareness, learning of the alphabetic principle, reading accuracy, and RAN-colours speed.

Conclusions: The use of this technology allows to personalise and intensify the intervention for reading difficulties, achieving a significant improvement for one 8-year-old bilingual child in 14 sessions.

Implications for children and families: Children are good at learning new languages. Therefore, if you move to another country, your young child should have no difficulty learning the new language (L2). However, if you are concerned about your child's reading difficulties, even though his or her oral language is good, contact a communication specialist such as a speech-language pathologist.

Implications for practitioners: It is worthwhile undertaking an assessment of the type of syllable structure errors obtained from standardised and non-standardised tests. This will help you individualise intervention. Reading difficulties are heterogeneous, so intervention should be implemented with an individualised approach, adapting it to each child.

Key words: intervention, multilingual, early literacy, learning difficulties, phonological awareness

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

ECV2022-290

How does home language environment impact 4- to 6-year-old Chinese children's reading comprehension?

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Background: Comprehension is the purpose and one of the core abilities of reading. Most studies in the field of reading comprehension focus on school-age children, thus, little about preschool children's reading comprehension development is known.

Aim: To explore the influence of home language environment factors on 4- to 6-year-old children's reading comprehension.

Method: Participants were 235 children aged 4–6 years from five kindergartens in different districts of Shanghai, China. After obtaining the permission of parents, children's reading comprehension was assessed, and the Home Language Environment (HLE) questionnaire was completed by 199 parents. SPSS 26.0 was used to analyse the data in this study.

Results: Children's reading comprehension scores increased significantly with age. Children did better on literal information recognition than plot inference and integrative inference; children's capacity of literal information recognition, plot inference and integrative inference developed with different speed in the two years.

Most families with young children had 11–50 or 51–100 parent books and 11–20 or 21–50 toddler books. Most families have 1–4 items of language learning software and audio toys. Most parents read 1–2 or 3–4 times per week, and their reading time was 0.5–1 hour or less than 0.5 hour per week. In terms of the frequency and duration of use of teaching toys, families of young children were more likely to use audio toys. Most families carried out parent-child shared reading and interaction, and parent-child interaction was relatively frequent.

Home language environment factors influencing children's comprehension included: the number of language learning software items (predicted literal information recognition), phonetic toys (plot inference), socioeconomic status, parent-child interaction time (integrative inference), and frequency of language learning software use (overall reading comprehension).

Conclusions: Overall, children's reading comprehension was limited but there were individual differences. A range of language environment factors influenced children's reading comprehension development.

Implications for children and families: During family activities you can provide ample reading materials to use in shared-reading, talking and interacting with your children. Asking questions can stimulate your children's higher-order thinking.

Implications for practitioners: Provide reading materials and reading support according to the age characteristics of children's reading comprehension. For instance, for children aged 4, select picture books with simple pictures and concentrated plots. For children aged 6, select picture books with rich pictures, changes in plots, and more diverse relationships between pictures and words.

Funding: Shanghai Philosophy and Social Science Planning Project (2015BYY009)

Key words: early literacy, reading comprehension, development, home language environment, communication

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

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

ECV2022-291

Upskilling Community Champions to support service access

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Background: Families want to provide their children with out-of-home opportunities to support their development before school; however, navigating systems and finding service information can be challenging, particularly for newly-arrived families.

Aim: To increase knowledge and access of local services, through upskilling passionate and well-connected community members.

Method: A desktop review of existing peer worker models, as well as investigation of community appetite. Three key phases were then undertaken, influenced by the "boundary spanning community connectors" model; identify, connect, and enable.

Identifying comprised the wide promotion of this opportunity, as well as targeted approaches by a community engagement officer. Subsequently, 10 community members from six cultural backgrounds formally submitted an expression of interest and were engaged in the role.

Connecting included introducing the Community Champions to each other, as well as to Merri Health and the Ready, Set, Prep! program. Importantly, expectations of both parties were outlined, and the community engagement officer conducted regular group and individual check-ins to support relationship-building.

Enabling involved regular training opportunities, offered by Merri Health and other providers.Community Champions were also invited to participate in community engagement activities.

Results: All 10 Community Champions were retained over this period and reported sharing information with over 2,000 community members per quarter. There have also been benefits for the health and wellbeing of their own family, including increased confidence and skills, and employment. Community Champions have also been recognised as leaders within the community; they have been approached to participate in consultations and are looking to start community-led projects.

Conclusions: Supporting community members to become Community Champions has resulted in increased knowledge and leadership capacity within the community. This has provided an opportunity for families to access services and work in partnership with services to address gaps in the system for improved outcomes for children and families.

Implications for children and families: Word of mouth can play an important role in improving service access. By talking to your social connections, you may learn about new services for you and your family.

Implications for practitioners: Strengthening relationships with community members can support service access, benefitting both service providers and community members. This can occur through information sharing, as well as consultation for service improvement.

Funding: Helen Macpherson Smith Trust, Victorian Department of Health

Key words: families' voices, innovations, wellbeing, communication, health, community services, vulnerable communities

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

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

ECV2022-292

Professional development of rural preschool teachers in a rural kindergarten in Jiangsu Province, China

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Background: A series of national policies and the preschool teachers' professional standards (Trial) have put forward requirements for the professional development of rural preschool teachers. However, the current situation of rural preschool teachers' professional development is not optimistic and needs to be improved.

Aim: To show the current situation of rural preschool teachers' professional development in Y City from the dimensions of professional quality, professional independent development, and professional development with external support, then discuss the existing problems and causes, and finally put forward countermeasures and suggestions to promote the professional development of rural preschool teachers.

Method: Based on the existing relevant research, this study mainly uses literature research, interview and observation to conduct an in-depth investigation of rural preschool teachers in a rural kindergarten in Jiangsu Province, China.

Results: This study found there are five problems in the professional development of rural preschool teachers: heavy development tasks, low motivation for development, narrow prospect for development, formalisation of development, and the lack of development approaches.

Conclusions: According to the analysis of the existing problems and causes, this study puts forward five corresponding countermeasures and suggestions to: (1) check and fill the professional knowledge and ability loopholes and formulate a professional development plan; (2) promote preschool education legislation and stimulate the power of professional development; (3) increase the opportunity of job evaluation and broaden the prospect for professional development; (4) improve supervision and evaluation mechanisms and ensure the quality of professional development; and (5) improve professional development training and enrich professional development channels.

Implications for children and families: You should respect rural preschool teachers and support their professional development.

Implications for practitioners: You should actively carry out independent professional development and participate in the professional development provided by the government, society, and kindergartens.

Key words: regional/rural communities, professionals' voices, professional development, qualitative methods

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

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

ECV2022-293

Amplifying children's voice on children's rights in the Indonesian context

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Background: How children's rights are constructed and understood can be different in different contexts. Therefore, it is important to investigate what *children's rights* means in the Indonesian context, where how children view their rights is still under-researched.

Aim: To explore how Indonesian children are conceptualising and voicing their rights from the children's perspectives.

Method: The study involved seven Indonesian children, aged 3.5 to 8 years, who presented in a children-led conference. Using a qualitative methodology, data of video recordings, photos and children's works were generated during the conference with the children's consent. A thematic analysis of the children's narratives was undertaken to address two research questions: How do children view their rights? What are children's self-capacities discovered within their voices?

Results: Children mentioned the rights to survival, protection, relaxation-time, play, growth and development, and participation in cultural and creative activities. Although they mentioned similar types of children's rights, each participant shared different stories about how their rights were met, both in the family and school settings. Children's narratives highlighted key self-capacities evident during the whole process of the conference project. This study identified self-capacities including self-determination, self-agency, and critical thinking.

Implications for children and families: Parents, you can facilitate your child to develop their self-capacities by listening to their voices, taking children's perspectives seriously, and applying them in daily life activities.

Implications for practitioners: You can provide a space for children to voice their rights and contribute toward their own self-capacity development. Student-led activities, such as conferences, can be a strategy to foster children's voice and a space for them to learn about civic citizenship.

Key words: children's voices, children's rights, early childhood education, qualitative methods, Indonesia

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

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

ECV2022-294

A photovoice study of emotional dynamics in Indonesian children with dyslexia

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Background: Emotion is often overlooked in the development of children with dyslexia. Research on dyslexia in Indonesia still focuses on cognitive-based treatment and technical matters. This cognitive focus approach is challenging for families with low socioeconomic status (SES) because they have limited access to resources.

Aims: (1) To analyse the emotional dynamics experienced by children from families with low SES; (2) To analyse the impact of external stimuli on the emotional dynamics experienced by children;(3) To explore how families with low SES pay attention to the emotional aspects of their children.

Method: The research participants were six children aged 5 to 15 years, their parents, and teachers. Data were obtained through the photovoice method and interviews with children using the SHOWeD technique (See, Happening, Our, Why, and Do) in children's voices about their emotions. The data were analysed using thematic analysis techniques.

Results: First, emotional dynamics consist of six subthemes: intensity profile, variability, duration, differentiation, augmentation and diminishing, and inertia. Second, external stimuli impact the emotional dynamics of children with dyslexia. Third, families' attention towards children includes education and affection. Photos taken by the children are available here: https://bit.ly/PhotovoiceVirtualExhibition

Conclusions: Children with dyslexia tend to show high emotional intensity and negative feelings dominate their emotions. Several stimuli, including objects, concepts, and social interaction, influence the dynamics of children's emotions. Children with dyslexia require full family support.

Implications for children and families: Children, you are allowed to tell your teachers and parents what you are feeling, what helps you and does not help you in learning.

Implications for practitioners: You need to listen to children's voices and address them in your learning plan, focusing on social emotional learning rather than only cognitive aspects.

Funding:Directorate of Learning and Student Affairs (The Indonesian Ministry of Education, Culture, Research and Technology)

Key words: dyslexia, emotional dynamics, low socioeconomic, photovoice, children's voices

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

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

ECV2022-296

Analysis of 30 childcare policy texts from provincial governments in China under the three-child policy

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Background: The three-child policy was officially implemented in China in May 2021. As a supplementary service, the construction of childcare services for children under 3 years old is more important and urgent. In recent years, the government has gradually improved the top-level design of childcare policies and continuously strengthened safeguard measures for childcare services. However, research on the implementation of childcare policies issued by local governments still receives little attention.

Aim: To compare and analyse the similarities and differences between the policies of China's central government and the policies of local governments.

Method: This paper adopts the content analysis method using NVivo11 software to study 30 provincial supporting policies that implement the "Guidance on Promoting the Development of Childcare Services for Children under 3 Years Old".

Results: Through cluster analysis, it was found that provincial policy texts were adjusted in terms of text structure compared with the "Guidance" policy, but the content is relatively similar, and innovation remains to be improved.

Conclusions: The study found that regional characteristics need to be embodied and innovation needs to be stimulated, supporting policies need to be improved and operability needs to be strengthened, key points need to be highlighted and systems need to be promoted.

Implications for children and families: The formulation of local policies and their innovations and breakthroughs in central policies hold an important role in early childhood.

Implications for practitioners: You should consider the important role of the formulation of local policies and their innovations and breakthroughs in central policies. Local government policies should inspire creativity, enhance existing supporting policies, strengthen the operability of services, fully respond to social concerns and improve the system through a streamlined structure.

Key words: childcare services, young children, text analysis, policy innovation

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

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

ECV2022-297

Being Aboriginal: Australian Aboriginal children's voices during the early years of school

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Background: Educational settings promote a positive transition to school for Australian Aboriginal children when they acknowledge and value children's cultural identities. How young Aboriginal children express their cultural identities is important to understand. The term Aboriginal is used to refer to the participant children to reflect local preferences in the research site.

Aim: To explore children's ways of being, knowing, and doing as they started and progressed through their first years of primary school.

Method: Participants were identified from children participating in the Gudaga Goes to School (Gudaga-GtS) study, a longitudinal study that explored the health, development, and early educational experiences of Aboriginal children in an urban setting in NSW. Data were drawn from interviews conducted by Aboriginal and non-Aboriginal members of the research team. Aboriginal, Torres Strait Islander, and Western ways of knowing were employed by a non-Aboriginal doctoral student to re-present the key narratives expressed by seventeen children.

Results: Children talked about positive and negative influences on their cultural identities and shared complex insights about their experiences of being Aboriginal. As children start school, their cultural identities are multifaceted and mediated by relationships with people and aspects of the school environment.

Conclusions: With positive sense of self as a marker, almost all the children experienced a successful start to school. However, some experiences during this transition have the potential to diminish children's sense of self.

Implications for children and families: Aboriginal children construct their sense of self through connections to family and community contexts. How children express these connections and the diverse ways in which they understand their Aboriginality are shared in this presentation.

Implications for practitioners: Children's cultural identities are nuanced and located in particular sets of social and cultural arrangements. Awareness of these will expand your capacity to respond in culturally responsive ways to children's cultural strengths and needs.

Funding: This doctoral study formed part of a project funded by an Australian Research Council Discovery Grant (DP120100828) awarded to and administered by the University of New South Wales

Key words: children's voices, Indigenous voices

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

ECV2022-298

From 'I like talking to my Mammy' to 'I don't talk at school': Understanding the lives of children with speech sound disorders using mixed methods

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Background: Innovative methods are required to ensure children are active participants in the research process as it is only in relatively recent decades that researchers have begun to explore children's views in speech and language therapy. Previous research has explored the effectiveness of drawing as a tool to gather the views of children with speech sound disorders (SSD), and what these drawings reveal about their feelings about communication and living with SSD. However, to date, no such research exists relating to Irish children with SSD. The current study aims to address this gap in the literature.

Aim: The study explored the use of drawing and verbal descriptions as a method of gathering the perspectives of children with SSD about their communication.

Method: This study used a mixed-methods framework collecting both quantitative and qualitative data. Purposeful sampling was used to recruit 30 participants with SSD. The mean ages of the children were 5 years 7 months. There were 17 boys and 13 girls. Each child drew four pictures based on the Sound Effects Study Drawing Protocol (McCormack et al., 2022). They were analysed using developmental analysis, psychological analysis and focal point analysis. Also, a meaning-making thematic analysis was used to qualitatively analyse their talking about the drawings.

Results: Most drawings illustrated positivity. Talking was portrayed as an action versus an activity. The drawings demonstrated a variety of communication partners. Children's commentary revealed more information about their relationships with these communication partners. Colours used varied throughout the drawings; some participants used one colour for all drawings, and some used a variety of colours. When asked to draw something they enjoyed, 70% of the drawings did not require communicative interactions with others (e.g., singing, reading, drawing, playing on the iPad, and picking flowers).

Conclusions: Drawing is an appropriate method to gather the views of children aged 4–7 years old with SSD. The results provide more evidence that children with SSD have positive feelings towards talking.

Implications for children and families: You will be interested to know that the activities children with speech sound disorders find most enjoyable typically do not require talking with others. The children were generally positive about their talking.

Implications for practitioners: Using drawing and then talking about the drawings can help you understand the child's perspective of their speech.

Key words: children's voices, innovations, wellbeing, communication, qualitative methods, quantitative 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

ECV2022-300

Methods in studying communication development of immigrant and refugee children: A scoping review

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Background: The inclusion of children's and families' voices from immigration and refugee backgrounds in the field of communication sciences and disorders research is important to improve services provided to this population. However, data collected with immigrants and refugees who are not proficient in the majority language are often absent from the research.

Aim: This scoping review was designed to answer the following question: what methods are used when studying the communication development of children from families with an immigrant and refugee background who may not speak the majority language?

Method: For this scoping review in progress, six databases were searched: PsycINFO, Medline, Education multi-database search, Linguistic and Language Behavior Abstracts, Embase, and Scopus. The search strategy included the following concepts: (1) children from 0 to 6 years old, (2) immigrant and refugee, and (3) bilingual.

Results: A total of 5,642 studies were imported for screening. Preliminary results indicate that most studies only include methods to gather the voices of immigrant and refugee children and families when they are proficient in the majority language. We will present a reflective approach to consider how to build a more inclusive research program.

Conclusions: As decision makers aim to make evidence-based decisions, the lack of inclusive research methods to acknowledge all children's and families' voices can lead to inequities in policies and practice.

Implications for children and families: Your voice and experience is important and should be heard by researchers in communication sciences and disorders. Your proficiency in a language should not interfere with your ability to participate in research studies.

Implications for practitioners: The research you are reading often does not take measures to ensure the inclusion of all possible voices of children and their families from immigrant and refugee backgrounds.

Key words: children's voices, families' voices, bilinguals, multilinguals, immigrants, refugees, communication, scoping review

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

Chloe (aged 5) "I like my Mum when she's holding my hand"

ECV2022-301

Description of three implementation models of a dual-language program

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Background: Many preschoolers in Canada speak a minoritised language at home with their families. These young dual-language learners need to learn the language of school and, often, they maintain their minority language as it provides them with numerous benefits. For preschool contexts, a solution is to provide dual-language development support by creating an encouraging space for the minoritised language while also supporting the learning of the language of school.

Aim: This study focuses on this dual-language solution by analysing three implementation models.

Method: The participants were children aged 3 to 6 years old, their parents and preschool teachers, living in a Canadian city. The implementation models were influenced by COVID-19 restrictions. Model 1 implemented this dual-language program in person in a preschool classroom; Model 2 implemented the program in-home online with activities completed at home by the parents; Model 3 was a hybrid implementation within the classroom with activities completed at home by the parents.

Results: The results will focus on reporting on how each model was delivered and adapted. We will also report on feedback that revealed different advantages and disadvantages regarding the collaboration with teachers and parents, and support for the minoritised language.

Conclusions: The analysis of child, parent and teacher outcomes within each model will contribute to informing future implementation efforts of researchers and practitioners to consider their local settings' needs.

Implications for children and families: Supporting your child's language development is important. Resources that can support your home language are valuable and can include a dual-language program offered online at home, in-person, or in a hybrid.

Implications for practitioners: You can adapt a dual-language program to different implementation models, in person and online, as long as the underlying principles are observed.

Funding: Social Sciences and Humanities Research Council (SSHRC)

Key words: innovations, communication, education, community services, international communities, qualitative methods, preschool, dual-language learners, dual-language program, online

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 17: Partnerships to Achieve the Goals

ECV2022-303

Young children's perspectives of time in early childhood education and care in Iceland and Croatia

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Background: Research interest in the relationship between time and daily schedules in preschools and children's awareness of events, time, and the clock is growing. The theoretical background relates to children's perception of time, including pedagogical and polymorphic time and children's right to have a voice in matters that concern them.

Aim: This research aims to provide insights into young children's perspectives of time spent in ECEC.

Method: Participatory research methods were applied to provide insight into the world of children and increase adults' understanding of their views. Data were collected by observing and participating with approximatley 180 children, age 4–5 years old in six preschools in Iceland, and by in-depth observation and interviews in one preschool in Croatia. The researchers used drawings and dialogue to focus on the issue of the clock.

Results: The findings indicate that children experience time as a sequence of events. Different types of daily schedules and practices affect children's perception and experiences of time. Deciding where and when to play with friends was important to children and gave meaning.

Conclusions: This exploratory study identifies both the importance and complexities in including young children's perspectives in co-constructing knowledge and meanings about the relationship with time in ECEC and its impact on definitions of quality. It implies that children's perception of time should be part of organising the pedagogical rhythm of the daily schedule.

Implications for children and families: How time in preschool is organised is important to children and their feelings of wellbeing.

Implications for practitioners: The influence of the schedule and timetable is well known in preschool settings; this research gives practitioners a space to reconsider what is important and why.

Funding: University of Iceland research grant

Key words: children's perspectives, meaning making, preschool practice, play, daily schedules

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

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

ECV2022-304

Revealing the embodied and material nature of plurilingual children's engagement in science

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Background: This research seeks to valorise the complexity of young children's engagement in science. Recent literature on interactions in early childhood classrooms has provided insights into the multimodal ways children engage in science. Yet often analysis places verbal communication at the forefront, similar to many instructional approaches. Prioritising verbal participation risks marginalising the embodied, material ways children engage, especially important for those learning the language(s) of instruction.

Aim: We will share analysis of students' science investigations in our national context to highlight the embodied and material nature of young children's explorations.

Method: Through our qualitative research in plurilingual early childhood classrooms in Luxembourg, we have arrived at a methodology grounded in sociocultural views, of multimodal interaction analysis. This analysis affords us opportunities to examine a range material and embodied resources children draw upon during science investigations. Data including classroom videos, digital photos, and interviews with students and teachers were analysed from several classrooms.

Results: Episodes from one trilingual early childhood classroom show how multimodal views of students' engagement reveal the complex ways students engage in science practices. Instruction in this classroom took place in Luxembourgish, one of three national Languages, yet all students had highly diverse communicative repertories and spoke at least one additional language at home. The insights revealed are key for plurilingual students who draw upon embodied and material resources when engaging in science.

Conclusions: Multimodal interaction analysis shines a light on young children's embodied and material resources, which allows us to understand the role of open pedagogical structures that support their use. We will discuss how considering the ways children move and interact can open spaces for engagement for all children.

Implications for children and families: Engaging through embodied interaction with materials and science phenomena in open-ended ways can provide space for young children to make new meanings.

Implications for practitioners: Science is an embodied practice. Providing space for young children to engage with science phenomena and materials in open-ended ways can support meaning-making and serve as an equity-oriented approach to science education.

Funding: Luxembourg National Research Fund and University of Luxembourg

Key words: education, qualitative methods, plurilingualism, multilingualism, early-childhood education, multimodal

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

- SDG 4: Quality Education

ECV2022-305

Early childhood professionals' knowledge, beliefs and practices when supporting children suspected of communication disorders

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Background: Early childhood professionals (ECPs e.g., early childhood educators, maternal child health nurses) are key agents for the provision of and referral to early intervention for children's communication disorders. Currently, little is known about ECPs' knowledge and practice regarding suspected communication disorders.

Aim: To investigate ECPs' knowledge, attitudes and practices when encountering children they suspect of having communication disorders.

Method: Australian ECPs (*n* = 540) completed a 19-item online survey investigating ECPs' knowledge, beliefs and practices related to children's communication. A principal components' factor analysis identified five latent factors in the data. Regression analyses then identified relationships between ECPs' responses and demographics. Finally, open-ended comments were analysed via inductive content analysis.

Results: ECPs acknowledged the importance of the early years and the role of play in supporting early communication development. Contention existed about their perceived role in supporting language acquisition and early literacy development. Personal factors, such as level of qualification and training, were significantly related to ECPs' knowledge, attitudes, and practices.

Conclusions: The findings of this study highlight the importance of collaboration between different disciplines of ECPs and speech-language pathologists. Positive outcomes related to further education and training indicate that enhanced support for ECPs will enable early identification and intervention for children with communication disorders.

Implications for children and families: You will learn about the ECPs' perspectives and experiences in supporting children and families when they suspect a child of having a communication disorder.

Implications for practitioners: You will learn about diverse perspectives and experiences of ECPs when supporting children with a communication disorder.

Funding: This research was funded by an Early Career Researcher Grant from Charles Sturt University

Key words: children's voices, communication, education, health, quantitative 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

ECV2022-308

Parents' experiences and expectations of children's transition to the first year of primary school after the COVID-19 pandemic

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Background: Children's adaptation to the first year of primary school needs support, especially from families to manage their way in the process of transition. During the COVID-19 pandemic, most children in Indonesia had time away from school and were learning from home. Recently children have returned to school to learn face-to-face. As the transition to primary school is a demanding phase because of social, emotional, and intellectual factors, it needs parents' involvement to facilitate children learning at school.

Aim: This qualitative study set out to explore parents' experiences and expectations related to children's transition to primary school. It also analysed parents' challenges in supporting children's transition.

Method: Fifteen parents with children entering primary school were interviewed at a convenient time to provide information about their experiences in supporting their children's transition to cope with the learning and school routine after online learning due to the COVID-19 pandemic.

Results: The results of this study found that parents had mixed feelings about sending their children to primary school and learning face-to-face. Parents expected that children would receive quality education, catch up learning, and have some friends at school. The findings also showed excitement as well as mothers' concerns about whether their children could optimally learn at school.

Conclusions: The findings suggest different factors influence parents' expectations and feelings in facilitating children's transition to school after the COVID-19 pandemic.

Implications for children and families: This study contributes to the urgency of family's engagement to support children's learning at school, especially during the first days of transition to primary school.

Implications for practitioners: The results of this study provide knowledge for practitioners related to the importance of parents' and teachers' collaboration in supporting children's first days at primary school.

Key words: children's transition, families' voices, parents' experiences, qualitative method

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

- SDG 4: Quality Education

ECV2022-309

Consistent and persistent: Parents' voices for successful home language maintenance

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Background: Successful home language maintenance is dependent on parents' use of their home language with their children. Many parents are not aware of the importance of intergenerational home language maintenance and supportive strategies.

Aim: To understand successful experiences of home language maintenance of Vietnamese-Australian families.

Method: Informed by Spolsky's language policy theory, the paper draws upon a focus group discussion of seven parents from five families whose children achieved high bilingual proficiency scores on the speech and language assessment of the Australian Research Council's VietSpeech research to explore strategies for home language maintenance.

Results: Thematic analysis of the bilingual transcription revealed four themes: motivations, challenges, practices, and recommendations for home language maintenance support. Parents' motivations for home language maintenance included communication with grandparents and relatives, maintenance of cultural identity, parents' need to speak their home language, and the cognitive and emotional benefits. Challenges faced by the families were related to children starting school and growing older, parents' lack of time and persistence, and insufficient support in terms of formal Vietnamese education, resources, and teacher quality. Families' strategies for successful language maintenance included speaking Vietnamese all the time, teaching Vietnamese directly using textbooks and indirectly through regular activities including book reading, daily interactions, and watching Vietnamese TV. Parents' recommendations focused on changes in language education policy and advocacy, better resources, and raising awareness of the benefits of home language maintenance.

Conclusions: This study provides insights into the successful experience of home language maintenance of Vietnamese-Australian families and can be used by multilingual families, policy makers, educators, speech-language pathologists and other professionals to support home language maintenance.

Implications for children and families: Successful home language maintenance requires consistent and persistent efforts.

Implications for practitioners: You can advise and encourage multilingual parents to consistently and persistently use their home language with their children.

Funding: Australian Research Council Discovery Grant (DP DP180102848); Australian Postgraduate Awards Scholarship at Charles Sturt University

Key words: families' voices, communication, international communities, qualitative methods, home language maintenance, cultural identity, Vietnamese, bilingual

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

- SDG 4: Quality Education

ECV2022-310

Digital child and digital parenting during the COVID-19 lockdown

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Background: The COVID-19 lockdown had forced young children to take digital preschooling and their parents to practice digital parenting; however, there are still heated debates about the benefits and risks of using digital devices in the early years.

Aim: This study explored how Chinese young children use and interact with digital devices at home, and how their parents viewed and mediated early digital use during the COVID-19 lockdown.

Method: Altogether 2,491 Chinese parents of young children (aged 0–8) in China were eligible to complete the survey online from November to December 2020. The Home Digital Practices Survey (HDPS) was used in this study, and the data were analysed both quantitively and qualitatively.

Results: (1) all the children had access to a variety of digital technologies at home, with the most common digital practices being watching TV and using smartphones; (2) three latent classes of digital families were yielded: Low-level Profile (62.9% of the sample), Middle-level Profile (36.3%), and High-Level Profile (0.8%); (3) child age, location and family annual income, home digital resources, parental beliefs, and parental mediation could significantly predict young children's digital literacy and their multimodal practice at home; (4) Chinese parents held mixed views of early digital use with some being positive (25.09%), negative (35.13%), and balanced or ambivalent (32.64%); and (5) Parents mainly perceived parental roles as guides (35.84%) and supervisors (32.04%) and adopted four digital parenting approaches: supervision, active mediation, restrictive mediation, and co-use or co-view.

Conclusions: Chinese young children had access to various digital technologies at home. Child age, location and family annual income, home digital resources, parental beliefs, and parental mediation could significantly predict young children's digital literacy. Chinese parents held mixed views of early digital use, and they adopted four typical approaches: supervision, active mediation, restrictive mediation, and co-use or co-view.

Implications for practitioners: For the policymaker: you should consider those rural families with low annual income and provide parent education for in-home digital mediating practices.

Funding: This work was supported by the Ministry of Education of Henan Province: [Grant Number 2020-ZZJH-427]

Key words: families' voices, wellbeing, education, policy, government, qualitative methods, quantitative methods, young children, digital devices, digital technologies, parents, perceptions, roles, mediation strategies

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

ECV2022-312

Supporting motor skill development: Parent and carer perspectives

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Background: Parents and carers are often the first to notice and raise concerns about their child's motor development. It is imperative that health care workers and service providers understand what resources and supports parents and carers use to learn about motor development, and where parents and carers turn to when they are concerned.

Aims:

To outline parent and carer perspectives on available resources and supports used to assist their understanding of child motor skill development.

To identify if parents and carers feel confident in being able to tell if their child is having difficulty with their motor skill development.

To determine where parents and carers turn to for support when they have a concern regarding their child's motor development and if they feel their access to these services is adequate.

Method: A cross-sectional survey design was used. An anonymous online questionnaire was developed using Qualtrics software and was distributed via social media to expecting or current parents and carers of children aged 0-16 years located in Australia, New Zealand or the United Kingdom. Data were analysed descriptively using SPSS software.

Results: A total of 623 parents/carers completed the questionnaire across Australia (24.2%), New Zealand (18.1%) and the United Kingdom (57%); 44.4% of respondents reported receiving support or education about child development from another person including a child health nurse (*n*=122), general practitioner (*n*=57), paediatrician (*n*=52), physiotherapist (*n*=61), occupational therapist (*n*=41), speech pathologist (*n*=23), midwife (*n*=52) or other (*n*=126); 82.5% of respondents reported that they felt confident in being able to tell if their child was having difficulty with their motor skill development. Respondents specified several health professionals and online resources as places they would go to gain support if they were concerned about their child's development, with 25% of respondents reporting that these services were inadequate in their area.

Conclusions: Most parents and carers feel confident in being able to identify if their child needs support with their motor development; however, less than half of all respondents reported receiving any support or education from health care workers. With only half of all respondents believing that the services available to them are adequate for their family, further work needs to be done by health care providers to ensure parents and carers have timely access to information and services regarding child development across Australia, New Zealand, and the United Kingdom.

Implications for children and families: As parents and carers, many of you feel confident in identifying if your child requires support with their motor development. However, many of you voiced that you do not have adequate services in your community to turn to for assistance. Health

practitioners and service providers need to be aware of your needs and work at improving awareness of, and access to, services allowing you to receive support when you need it.

Implications for practitioners: Parents and carers are resourceful and use many methods to learn about child development; however, most parents learn about development without seeking advice/assistance from a health care provider. Most parents/carers feel confident in being able to determine if their child is having trouble with their motor skills; however, many report the health services as being inadequate in their community.

Funding: Australian Government Research Training Program (RTP) Scholarship

Key words: families' voices, health, policy, community services, regional/rural communities, parent perspectives, carer perspectives, physiotherapy, service access, barriers

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

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

ECV2022-313

Emotional capital practices in infant pedagogy

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Background: Infants have sophisticated social capacities from birth that lay foundations for highly evocative emotional communication in their first year of life. These capacities, however, are often underestimated and undervalued in home and educational contexts. This can leave babies 'lost in translation' through misinterpretation during a developmental period when adults speak for children more than any other. This presentation introduces an innovative concept of infants' 'emotional capital practices', that can help reconcile problematic concepts of infants' 'voice' and participation rights, with the observable practices they engage in.

Aim: To document infants' sophisticated emotional capital practices in early childhood education (ECE) contexts, and critically reflect with educators about their responses to them.

Method: The project used a participatory, practice-based approach. Sixteen infants aged between 6 and 14 months old and three permanent educators participated in the project. Video and photographic data were gathered over eight weeks by 'participant observer' research. Iterative analysis was undertaken with educators using a participatory method called the Practice Architectures Map to code the babies' practices. Fifty years of developmental literature about infant social and emotional development was then used to analyse the practices.

Results: Infants engage in emotional capital practices as part of what is called 'a negotiated expression of emotion' which is actually social. Emotional capital practices were thus incorporated cognitive, social and emotional learning, and focused on both positive and negative emotional expressions and purposeful recreation of everyday actions and interactions. These seemed to be partly temperament and personality bound, that is, some children engaged in these practices more than others.

Conclusions: Infants displayed and responded to the sophisticated playful pretend behaviours inherent in emotional capital practices, so it follows they might engage in these when they are thoughtfully planned and included in ECE programs.

Implications for children and families: A focus on your cognitive, social and emotional capabilities through intentional play-based learning opportunities can enhance ECE for you and not only optimise future outcomes, but create rich, social infant and toddler cultures in your present lived experiences.

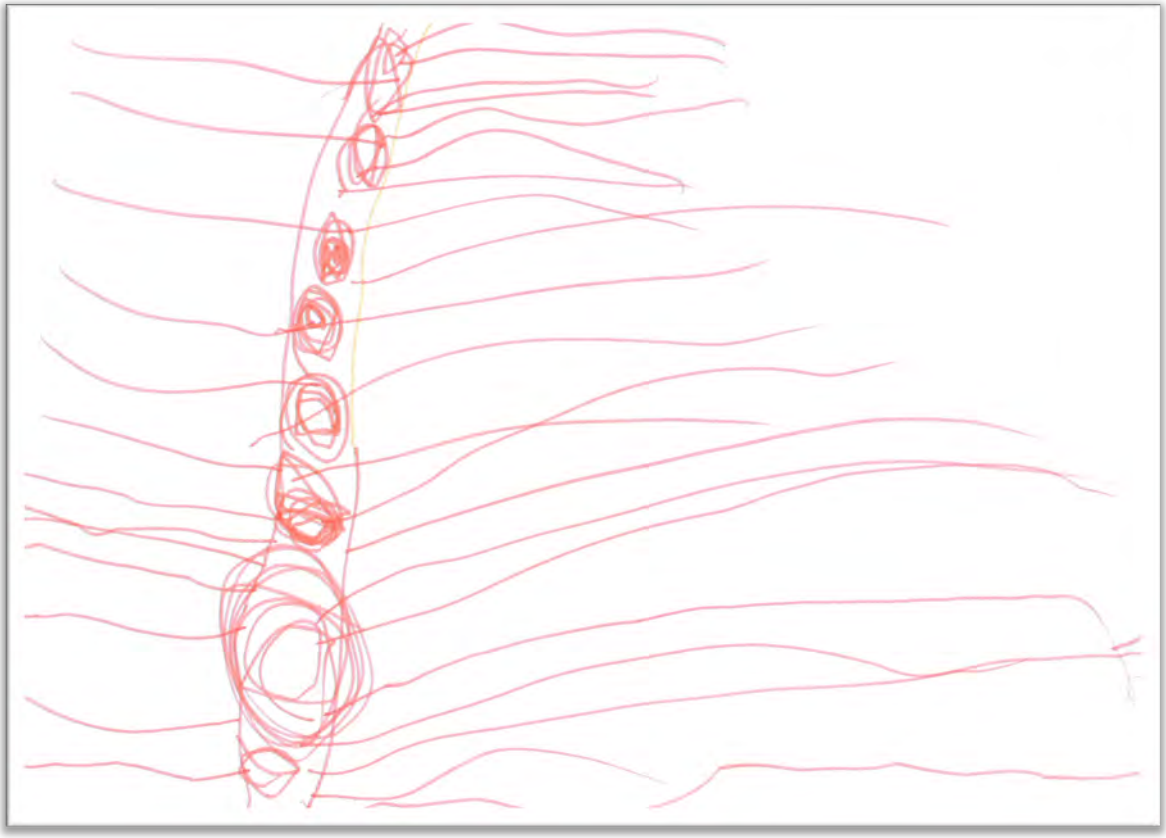
Implications for practitioners: You can promote emotional regulation and awareness of feelings by starting with the everyday natural and negotiated expressions emotional capital practices represent, and purposely elicit infants' cognitive, social, and emotional engagement. You can do this by responding to and initiating these expressions through shared attention, using meaningful everyday experiences to pretend with infants and developing emotional literacy with them.

Funding: The Jean Denton Memorial Scholarship

Key words: infant development, infants' voices, professionals' voices, innovations, wellbeing, communication, early literacy, education, 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 17: Partnerships to Achieve the Goals



Maya (aged 3) "I'm making a silly octopus"

ECV2022-314

The perception of kindergarten leaders about gender roles and inclusive education in early childhood settings in China

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Background: Leaders play a significant role in implementing reforms and promoting change in kindergartens. Since traditional values perceive women as primary carers of children and make early childhood professionals segregate children with disabilities from regular kindergartens, it is important to identify leaders' perceptions of gender roles and the inclusion of children with disabilities in regular kindergartens.

Aim: The overall goal of this study is to investigate the kindergarten leaders' perceptions of the gender roles and inclusive education in China.

Method: The participants (*n*=15) of this study were the principals and assistant principals from urban and rural kindergartens from different provinces (*n*=5) in China. The participants were selected following a non-probability sampling method. A semi-structured interview protocol was used, and a thematic analysis technique was used to conduct the qualitative data analysis.

Results: According to the leaders who participated in this study, women were highly expected to be involved in regular childcare activities in rural China. Although the constraints connected to gender stereotypes were considered common in traditional Chinese society in rural areas, the gender gap was also widespread in urban areas. Moreover, a number of leaders indicated that implementing inclusive education in early childhood education was important (as policy suggested), but they showed limited understanding of the relevant policies and practices for full inclusion. The leaders also showed concerns and a lack of enthusiasm in providing access to children with disabilities in their kindergartens.

Conclusions: The findings of this study show that although being aware of the value of inclusive education and gender parity in early childhood education, leaders in Chinese kindergartens are in doubt and reluctant to ensure gender parity and implement inclusive education reform in their kindergartens.

Implications for children and families: Transformation of typical gender roles and inclusive education reforms are needed to support children and families to overcome these existing challenges.

Implications for practitioners: This study can support practitioners and policymakers to understand current difficulties faced by early childhood leaders and support requirements in implementing gender parity and inclusive education.

Key words: professionals' voices, workforce issues, qualitative methods, inclusive education, gender

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

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

ECV2022-317

Improving the lives of children and families in the aftermath of divorce

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Background: Separation and divorce have become a common phenomenon across the world. There has been much research reporting the stress factors of parents/carers during the process of separation and divorce and the impact this has on children. However, there is little research that investigates the intersection between families experiencing separation and divorce and teachers, schools and early childhood services.

Aim: This aim of this research project was to explore parents' aspirations for their family in the aftermath of separation and divorce and their experiences of communication and collaboration with their children's teachers, schools and early childhood services in assisting them to realise these aspirations to improve the lives of their family.

Method: Data for this project came from an interview study with 12 parents who discussed their perceptions of their communication and collaboration with their children's teachers, school and early childhood service during the process of their separation and divorce. Data were analysed using thematic analysis to identify themes to understand parents' aspirations for their children and themselves, and to identify those practices that enabled and constrained them to improve their lives in the aftermath of separation and divorce

Results: Parents talked about thriving and surviving in the aftermath of divorce. While some parents described the communication and collaboration with their children's teachers and schools as enabling their family to improve their lives, other parents shared stories where the practices of teachers and the school or early childhood service constrained their wellbeing and adjustment to their changed family circumstances. Parents provided suggestions of practices that teachers, schools and early childhood services could engage to support their children and family to promote wellbeing.

Conclusions: Parents, like teachers, were primarily focused on promoting wellbeing and learning of children. The findings from this research project have implications for teachers, schools and early childhood services to inform them of the communication and collaboration in the nexus between home and school or early childhood service and how teachers, schools and early childhood services can value add to children and families to improve their lives during the process of separation and divorce.

Implications for children and families: When educators know your aspirations and the needs of your family, they can work with you to achieve these aspirations.

Implications for practitioners: Listening to families and their needs and aspirations helps you to communicate and collaborate with children and families experiencing separation and divorce and help them to improve their lives during these times of change.

Key words: families voices, separation and divorce, young children, teachers, schools, communication, collaboration, wellbeing

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

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

ECV2022-318

Equality is not equity: Challenges facing early childhood teachers

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Background: The discussion of equity in education continues as a contentious debate around funding, expectations and transparency, with numerous government reports published on these topics since the early 2000s. This research examines equity—in terms of employment conditions of early childhood teachers and school teachers. The concern for equity between the two sectors of the same profession is not contained to the payment of wages but also the conditions of employment.

Aim: The primary focus was to understand the obstructions for equity to be achieved for those working in early childhood education and care (ECEC) as early childhood teachers.

Method: Data collection involved reviewing school records, policy documentation and political and historical commentary including using archival data from records or documents that are related to a specific group. Furthermore, in line with the current access to digitisation, it used online communication, documentation and media as data sources to provide a clearer understanding of the concept or cluster of data being examined. It also used the work of Johnson and Standing to understand the impact of workplace issues which included pay and working conditions, and professional standards, including accreditation and registration.

Results: In Australia, funding availability is directly affecting how schools and services are being catered for, both in personnel and physical resources. To fully understand the impact of remuneration, the terms wage and salary provide an insight into the contrast in the pay and working conditions for those in early childhood, and those in schools. The use of the term wage is only used in the early childhood sector, whereas in the school environment, even teaching assistants are permanently employed and paid a salary. This links to a reliance on the market to drive the system. This in turn has led to more privatisation of early childhood services alongside the growth in out of hours care for those children attending school.

Conclusions: While renumeration, conditions and community perception contribute to the inequity of early childhood teachers it is the failure of the government to support and engage in discussions to seek answers for the growing need of affordable and sustainable early childhood education within Australia that is clearly noted. These comments and realisation draw close to the early childhood teacher being classified as the 'precariat'. It is however noted that the accreditation and registration of early childhood teachers in NSW are aligned to those in schools.

Implications for children and families: You need early childhood teachers and educators to provide ongoing care and education for your children. Likewise you need to be able to afford this and know with confidence you have the best people educating and caring for your children

Implications for practitioners: Your expertise and drive for equity is seen and applauded. You have a voice and passion and striving to make a difference; you are not alone.

Key words: equity, professionalising the profession, equality, early childhood teachers, teaching, educator, school teacher

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

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

ECV2022-319

The impact of directors' lived experience on promoting physical activity and motor skill development in early childhood education and care settings

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Background: As more children spend time in early childhood education and care (ECEC) services in the years before starting school, these settings have become important for supporting active lifestyles and developing long-term health behaviours (World Health Organization, 2017). However, researchers have shown there are significant differences between early childhood services in the provision of, and children's participation in, physically active experiences. Therefore, it is important to consider the influence of the director on promoting physical activity and motor skill development within their ECEC setting.

Aim: To understand the underlying factors that influence directors' provision and implementation of physically active play experiences in ECEC settings during outdoor play.

Method: Guided interviews were conducted with directors from three Australian ECEC settings. These data were analysed through a Bourdieuan theoretical lens and his constructs of field, habitus, and capital. Observational data of nine ECEC educators' interactions with children during outdoor play were also collected across these settings and were analysed within the affordance framework of Kyttä's Field of Action.

Results: The impact of directors' lived experience on promoting physical activity and motor skill development in early childhood education and care settings included:

Philosophical beliefs about the purpose of outdoor play

Resources and experiences provided to promote physical activity and motor skill development

Expectations of the role of educators during outdoor play

Children's engagement in physically active play

Conclusions: This multiple case study research identified the complex relationship between pedagogical and philosophical beliefs, personal experience, and actual practices. The findings highlight the significant influence of the director in establishing the organisational culture, ethos and environment for promoting physical activity and motor skills.

Implications for children and families: Your ECEC director plays an important role in promoting physical activity and motor skill development for your child/ren.

Implications for practitioners: Your personal experiences and philosophies about outdoor play impact how physically active play and motor skill development is promoted within your setting. It is important for you to consider the role of educators during outdoor play to be one of adult engagement and participation rather than supervisory to encourage children to be more physically active in your early childhood service.

Key words: professionals' voices, wellbeing, health, qualitative methods

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

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

ECV2022-320

Indigenous education in early childhood

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Background: Indigenous education is imperative for everyone in early childhood centres.It can provide Indigenous children a safe learning environment that recognises and incorporates their needs and ways of doing while providing non-Indigenous children with crucial knowledge about the Indigenous land and people.Further it provides an opportunity for inclusive decision-making strategies with local Indigenous communities.

Aim: This presentation will provide a narrative description of an innovative multi-focussed approach to reconceptualising Indigenous education in the early years.It will present preliminary evidence of its efficiency for non-Indigenous students as they journey to become Early Childhood teachers.

Method: Key aspects of approaching Indigenous education in the early childhood setting were depicted using a tri-Venn diagram that was developed to incorporate Indigenous children, Indigenous content, and Indigenous communities. Over 250 non-Indigenous student educators have professionally reflected upon learning within these three aspects of Indigenous education and how they might impact on practice.

Results: The non-Indigenous education student educators were provided with a tangible pathway for teaching new knowledge and empowerment as they began conversing, delivering, and reflecting upon Indigenous education within their own early childhood education settings.

Conclusions: This tri-Venn diagram as a model of delivery demonstrates early promise for development into a broader tool for use in Indigenous early childhood education for non-indigenous educators.Further formalised research is warranted.

Implications for children and families: You will be able to enjoy learning experiences that celebrate and recognise your (and/or local) Indigenous identity and culture

Implications for practitioners: You will be able to begin or extend your understandings and demonstrate how Indigenous education can be filtered through your service, pedagogy, and documentation.This presentation can be utilised to begin or extend conversations about Indigenous education in early childhood education by exploring what Indigenous education can look like in early childhood and how you can apply this to both academic and early childhood settings.

Key words: Indigenous education, innovation, professional voices

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
- SDG 17: Partnerships to Achieve the Goals

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