



**74ième Assemblée Mondiale et
Conférence Internationale de l'OMEP**
« L'éducation de la petite enfance au 21^e siècle:
nouvelles perspectives et nouveaux dilemmes »

**74o Asamblea Mundial y Conferencia
Internacional de la OMEP**
«La educación de la primera infancia en el siglo XXI:
nuevas perspectivas y dilemas»

74th OMEP World Assembly and Conference
«Early Childhood Education in the 21st century:
new perspectives and dilemmas»

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ATHENS
GREECE**



**SYMPOSIUMS
OMEP GREECE**

OMEP World Project ESD Rating Scale

Ass. Prof. Ingrid Engdahl¹

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This symposium has two primary goals:

- information about the OMEP ESD Rating scale and how to work with it
- sharing experiences from the ongoing OMEP World project with the ESD Rating scale.

Participants and project leaders from the enrolled countries will present their work and we will together discuss our experiences from working with the scale in different ways.

All interested are most welcome.

A critical perspective on early childhood policies in Latin America in the framework of the Declaration of Panama 2019.

Dra. in Education Gladys Desirée López de Maturana Luna¹

¹OMEP - University of La Serena

It is essential to make a critical reading of the early childhood policies that have been developed in Latin America, to promote the necessary transformations, especially in the identity aspect, whose historical and cultural background define and commits us to today and the new generations.

To open spaces for profound discussions about subjects such as exclusion, early schooling and the epistemological tensions between education and childcare, is to open windows for various realities, especially the ones who have been invisible, to be recognized with their own cultural wealth from an intercultural human rights conception.

The commitment to move towards an ethical and aesthetic coexistence with a sense of profound respect for the common good, leads us to re-know and re-look the range of languages of the experience, the body, the game, the sound, among others that arise from childhood, community and territories, that give us the opportunity to get close to boys and girls, see the world by their own eyes, recognize the game and the playful states as a projection of the human being who is astonished, creates and inevitably learns.

The society is demanding for educational models that can articulate the different life areas. OMEP Latin America, today has a platform and an articulation that allows a holistic relationship among the countries of the region, thanks to that is possible to see clearly the large similarities, cultural peculiarities and the needs and interests of communities. The latest reports of the region show the diverse actions around the Children's Rights Declaration, with the purpose of have an impact in the educational policies, research, academy, art and publication, and in the fields of care and protection of the citizen's rights of children and their right to express themselves in the appropriate context according to their age.

Equal opportunities and educational success: obstacles to the educational success of the child, challenges and recommendations to promote educational success

Dr. Manon Boily

¹University Of Québec In Montreal

The 21st century brings with a great diversity in cultural, socio-economic and linguistic terms. This can lead to various developmental challenges in children attending their first educational environments. In addition, this diversity can give rise to different life contexts and thus fuel the inequality of chances for educational success. With this in mind, it is imperative to consider the strategies to be put in place to give all children equal opportunities for optimum growth and achieve the expected educational success. During this symposium we are examining the obstacles to the educational success of the child. We identify challenges and highlight recommendations to promote this educational success. Precisely, we describe the cultural mechanisms that intervene in the process of the development of academic difficulties. We examine how the complexity of the interactions of the socio-educational system has a tremendous power over the intervention strategies and the development of the child in kindergarten therefore, on the development of the child « student » in difficulty. We propose recommendations on which to work in order to aim for equal chances of success of children. We are also examining how some programs focused on language development and the development of suppressant control in children can support the child's educational success in preschool. Furthermore, we are examining the challenge of accompaniment experienced by national education inspectors in France with teams of kindergarten teachers to promote children's academic success. In summary, we wish to examine how the structures that surround the school system as well as the programs implemented in our educational environments can help support the optimal overall development of children. The purpose of this symposium is to examine how can we offer better trajectories for children to succeed in their educational paths, among other things, by opening up to multiple possibilities of learning experience?

Equal opportunities and educational success: support for learning and optimal educational environments propositions

Dr. Manon Boily¹, Dr. Christian Dumais²

¹University Of Québec In Montreal, ²University of Quebec In Trois-Rivières

The 21st century brings with it a great diversity in cultural, socio-economic and linguistic terms. This can lead to various developmental challenges in children attending their first educational environments. In addition, this diversity can give rise to different life contexts and thus fuel the inequality of chances for educational success. With this in mind, it is imperative to consider the strategies to be put in place to give all children equal opportunities for optimum growth and achieve the expected educational success. During this symposium we pay special attention to the educational approaches implemented in the educational environment of young children. We highlight the perspectives, dilemmas and challenges to be faced as well as recommendations to support the child's educational success. Thus, during this symposium, we highlight the importance of free play in connection with the benefits it can bring to the educational success of the child. We examine the obstacles that can hinder the periods of free play in young children, which are essential to their development. In addition, we examine how the pedagogue can in his approach concretize the concept of equal opportunities and support the child in his educational success. We look carefully at the various possibilities that technology can offer in the child's educational path, mainly in terms of socialization and educational success. Then, we looked at a study that deals with the quality of interactions carried out with 30 four-year-old kindergarten teachers. To this end, we open the discussion on the contribution of these quality interactions with regard to the educational success of the young child. In short, we are examining how can we offer better pathway to children to succeed in their educational pathways?

Diverse inclusive pedagogical practices across different cultural milieu

Dr Theodora Papatheodorou¹

¹*Norland College*

The proposed symposium explores, re-examines and attempts to re-conceptualise the concept of pedagogy and associated pedagogical practices via the findings of four presentations which variously focus on different topics, explored and examined in different countries. The first presentation focuses on arts-based pedagogy, in England, where the experiences of the children are emphasised, i.e. engagement and participation in activities and freedom to express ideas and feelings in different ways, while teachers are enabled in deeper reflection, increased confidence in creativity (for children and themselves) achieving enriched learning. The second presentation explores the pedagogical potential of outdoor play, and especially risky play, as this emerges through the relevant literature pertaining three different cultural contexts, that is UK, Italy and Turkey. The third presentation looks at individualization and differentiation in Bulgarian kindergartens in the context of pedagogical prospects of learning from emotional experience and children's personally-significant practical experience. The final presentation re-examines the concept of pedagogy by revisiting and reflecting on the findings of previous research, in the light of UNCRC and through autoethnographic lenses, to expand its definition as the relational and ethical stance that underpins (or should underpin) teaching practices!

A common thread across these papers is that pedagogy is not just a set of skills nor just a rationale of what we are doing during teaching; it is also a relational and ethical stance we choose to take as educators to achieve inclusion and equity for all and especially those who come from different cultural milieu and with different social and educational capital.

Equal opportunities and educational success: glimpse at the contribution of policies, programs, chosen pedagogical approaches and prioritized values in various educational settings

Dr. Manon Boily¹, Dr. Christian Dumais²

¹University Of Québec In Montreal, ²University of Quebec In Trois-Rivières

The 21st century brings with it great diversity in cultural, socio-economic and linguistic terms. This can lead to various developmental challenges in children attending their first educational environments. In addition, this diversity can give rise to different life contexts and thus fuel the inequality of chances for educational success. With this in mind, it is imperative to consider the strategies to be put in place to give all children equal opportunities for optimum growth and achieve the expected educational success. During this symposium we pay special attention to the different contexts in which children live. We highlight the perspectives, dilemmas and challenges to be faced as well as recommendations to support the child's educational success. We wish to examine how can we offer better trajectories for children to succeed in their educational paths, among other things, by opening up to multiple possibilities of learning experience? In what ways do educational policies, programs and approaches meet the needs of the children and families of our society in the 21st century in terms of providing an enabling environment for chances, the inclusion of all children, the concertation of all actors from different educational levels? A look at their foundations linked to the dilemmas raised by the objective to be reached, that is, equality of opportunity and the obstacles to be overcome to achieve it, will be the subject of reflection. The prospects offered by initial and continuing training and the gaps in this regard will be discussed and new avenues will be explored. Values to be inscribed in will also be the subject of reflection. For example, how can educational policies, programs and approaches foster resilience in children who will experience many journeys in their educational pathways and empathy in those who are more likely to succeed?

The development and impact of an academic network in early childhood teacher education

Dr. Sofia Avgitidou¹

¹*University Of Western Macedonia, Greece*

Collaboration between universities, academics and researchers is increasingly recognized as a significant way of advancing academic excellence, creating new opportunities for all stakeholders, generating novel solutions to common problems and advocating the role research universities play in societies. Collaborations of this kind may be easier in countries with a bottom-up approach to education where higher education institutions can make important decisions for themselves. They are less common and more challenging in countries like Greece where education is tightly regulated from the top. This symposium will discuss the collaboration of academics from nine Departments of Early Childhood Education to create a network (Diktio) that supports and advances teacher education, development and research. Drawing on their experience of setting up and sustaining the network, the presenters will discuss how their initiative developed into a shared vision of reflective pedagogy, common projects and on-going work to advance research in early childhood teacher education. Serving as a dynamic platform to discuss contemporary issues in teacher education and development and a link between university departments and teacher communities, Diktio constitutes a successful example of how synergy of individuals can work at the level of higher education.

Texas USA Early Childhood Development and Practices

Dr. Amutha Selvamani¹, Ms Sue Hancock¹, Mr Larry Kotch¹, Ms Adilia Frazer¹

¹*ChildreNinos*

Symposium presentation 90 min

Researching educators' well-being: Lessons from Australia, Hong Kong, Singapore and Canada.

Dr Tamara Cumming¹, **Dr Sandie Wong**², Dr Laura McFarland³, Dr Rebecca Bull², Dr Sandy Macquarrie⁴
¹Charles Sturt University, ²Macquarie University, ³University of Melbourne, ⁴Griffith University

Across many national contexts, early childhood workforce challenges - such as recruitment, retention, turnover and attrition - are common. In this symposium we present research focused on generating possibilities for addressing workforce challenges through the study of educators' well-being. The papers in this symposium present findings from three of the international partners in the Early Childhood Educators' Well-being Project (ECEWP). This program of research is concerned with assessing and advocating for the well-being of educators working in birth-five years settings.

Existing research has established that when educators are well, there are many benefits for children and families, as well as for employers and educators themselves. However, to date, research concerning educators' well-being has tended to lack a clear conceptualisation of well-being, has focused only on the psychological aspects of educators' well-being, and has been fragmented across diverse foci, tools and national contexts. These trends have made it difficult to compare findings, and develop potential solutions to supporting educators' well-being.

Each project discussed in the symposium makes use of tools for measuring well-being from the full suite used in the Australian ECEWP study. The full suite of tools includes psychological, general health, and physiological measures (including cortisol and wearable technology), along with measures of the quality of educators' work environment. Using a collaborative approach, tools have been adapted for local concerns and contexts, and for answering individual research questions.

Cumming et al. (Australia) will discuss the collaboration activities of the international ECEWP team, Ng (Singapore) will discuss extant research on educator well-being in Singapore and plans for data collection, Qiu and Sun (Hong Kong) will discuss their systematic review of preschool teachers' psychological well-being, and Richardson (Canada) will discuss the need to include educators' voices about their experiences and well-being in policymaking.

Working with Children in Refugee, Asylum Seeker and Immigrant Families

Dr. Zeynep Isik-Ercan², Dr. Nicole Edwards², Dr. Shyla Gonzalez¹, Dr. Gonca Soyer³, Ms. Vonya Womack⁴, Ms. Cemre Ulker⁵, Mr. Awad Mekkawi-Ramadan⁶

¹Arizona State University, ²Rowan University, ³Utah State University, ⁴Refugees Unknown Stories Untold NGO, ⁵Set Them Free / Journalists and Writers Foundation, ⁶University of Arizona

As a team of researchers and advocates working in cross-disciplines of human development, early childhood education, leadership and policy, sociology and anthropology of education, and children's empowerment and human rights, we join together to present a symposium on the experiences, challenges and strengths of immigrant, refugee and asylum seeker families and young children of contemporary migration routes and patterns. Specifically, we focus on case studies that present unique slices of immigrant communities across the United States and Europe. We provide examples of fatherhood experiences, community and advocacy work, trauma and resilience within refugee families with young children, community leadership responses to the funds of knowledge of resettled refugees, educational experiences of immigrant children and systems of support for very young children in immigrant families in unique highly urban, low-income communities.

Several key principles emerge out of our collective findings: First, informing communities, stakeholders and policy makers of strength based perspectives, prioritizing the cultural, economic, and holistic knowledge and contributions that immigrant families make is a significant way to positively respond to refugee crisis and immigration trends. Second, through the research presented we highlight the importance of each individual young child within the context of families and communities, and ask policymakers, intergovernmental organizations and global advocacy leaders to take transformative action bolstering support through comprehensive frameworks for the families beyond programs solely for parents or children. Finally, through individual stories and cases, we recognize the human dignity, the value of each child's life, and the resiliency within these communities - despite the trauma they have experienced. Professional experiences, cultural assets and socio-economic contributions immigrants/ refugees bring are important to nurture the young children in family, schools, and communities. Combating barriers to social and cultural challenges of refugee/immigrant children, women, and families are thus essential to foster inclusive and peaceful societies.

OMEP Wash From the Start World Project: A Survey on Five Key Points of Action

Dr. Udomluck Kulapichitr, Mrs. Mie Oba, Dr. Amelia Lee, Dr. Li Zhang, Dr. Nobuko Kamigaichi

¹Navamindradhiraj University, ²OMEP Russian National Committee, ³Hong Kong Baptist University, ⁴East China Normal University, ⁵Jumonji University

Based on OMEP's partnership project with UNICEF on their initiative Wash in Schools in 2016, the project has become "Wash From the Start" Particularly, this includes ECCE from birth onward because every child has the right to access to high-quality pre-primary education (SDG 4.2) and to access to clean water, adequate sanitation and health-promoting hygiene (SDG 6). Since then, OMEP has called on the early childhood community to model, provide leadership for, and strategically advocate Five Key Points of Action for the development of Wash in Preschools. Therefore it is important for OMEP to attend to the implementation of these Five Key Points of Action especially during the current COVID-19 pandemic. According to the project plan, a survey was conducted. This presentation will provide preliminary findings and recommendations gathered from OMEP world early childhood communities.

OMEP ESD Project - Travel Award winners

Ass. Prof. Ingrid Engdahl¹, Professor Ingrid Pramling Samuelsson¹

¹OMEP

Education for Sustainable Development (ESD) ranks among OMEP's highest priorities. Since 2010 World OMEP has sponsored a travel award competition for outstanding ESD projects by OMEP members.

Since 2019, OMEP also invites students to participate in a separate category for the ESD Travel Awards.

The projects must be recent and may involve (a) work directly with children between birth and age 8, with preference for children younger than 6 years of age; and/or (b) work in pre-service or in-service teacher education focusing on education for sustainable development.

Project activities and outcomes must relate specifically to one or more aspects of Sustainable Development Goal (SDG) #4, with links to other SDGs as appropriate.

Project aims, activities, pedagogies, and outcomes must relate specifically to one or more components of sustainability: (a) healthy environments; (b) viable economies; and/or (c) equitable, just, and peaceful societies.

The award winners will be announced in April 2020. During this seminar, the award winners for 2020 will present their ESD projects.

Defining play and toys in the kindergarten: teachers' and children's perspective

Dr Angeliki Vellopoulou¹

¹*University of Patras*

Whether it's about free, spontaneous or guided play, whether it's about playing with objects of a Froebelian influence or playing with mass culture toys, from the early 18th century to nowadays play is no doubt closely linked to the education for young children. The concept of play is very broad; it includes multiple meanings that may change depending on the context as well as on the perspective by which we examine it. This is the reason why it continues to generate debate and is still a source of research interest for those involved in education and child development. Four research works are included in this Symposium, two of undergraduate and two of postgraduate students, that raise issues such as a. the understandings of play according to the perspective considered, b. the need to take into consideration the teacher's and especially the child's point of view and c. research methodology that will facilitate children to reveal their thoughts or even better child-centered approach to child-related research and participatory research methods. The first research focuses on the teacher's perspective of the relation between play, learning and teaching and approaches research questions such as: What is teaching? How do children learn? What is play? What kinds of play do teachers integrate in every day practice? The other three researches point out the importance of children's perspective on play and on the objects they consider toys. The second research formulates questions such as: Which objects or activities do children define as play? Do children connect play and learning? The third research investigates what counts as 'play' for children adopting the Mosaic approach and drawing-telling and photo-narration as research methods. The fourth research explores children's perceptions on toys and participatory research methods.

The significance of play-based learning for early childhood students

Dr Polyxeni Vouroutzidou¹, **Ms Alexandra Pagona¹**, Dr Kalliopi Eikospentaki¹, **Ms Georgia Vassiliki Lampropoulou¹**, Ms Maria Boyiatzi¹, **Dr Panagiota Altanopoulou¹**

¹*Metropolitan College*

The United Nations Convention on the Rights of the Child (1989) on article 31 makes it clear that “Every child has the right to rest, relax, play and to take part in cultural and creative activities”. Article 31 covers different concepts with different meanings such as rest, leisure, play, recreation, cultural life, arts etc. These concepts give the play different explanations of the importance and the value of play. However, the importance of play in early childhood cannot be underestimated because playing is essential to a child’s growth. Through play children earn the appropriate skills that prepare them for their entry into social life. Play also is considered as one of the most important occupations of the child, is a primary development factor and exerts a decisive influence on the learning process. Play lays the groundwork for the child’s well-developed and covers a wide range of skills, such as aesthetic, kinetic, mental and social. By offering the child the ideal conditions of entertainment, we invest in their future and contribute in the best way to shaping their personality. It is important that play is part of the educational program for all children and educators should encourage its development. We often hear educators use the terms “play-based learning” or in general to discuss the importance of play for children and especially in early childhood. Therefore, it is considered important to discuss today different aspects of play in early childhood which will include the contribution of theatrical play in pre-school education, using dolls in teaching multicultural sensitivity to pre-school students, using a robot partner in teaching numbers in English and, last but not least, the importance of play for children on autistic spectrum disorder.