

PECEERA

The 20th Pacific Early Childhood Education
Research Association International Conference

太平洋地區幼兒教育研究學會
第二十屆國際學術研討會

CHILDHOOD OF TOMORROW

July 12-14, 2019 Taipei, Taiwan



Zao Bi

Pacific Early Childhood Education Research Association

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Acknowledgement

Thanks from PECERA 2019 in Taiwan to the following institutes for their financial support and assistance to make the conference successful:

Sponsored by

教育部 Ministry of Education

科技部 Ministry of Science and Technology

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臺北市政府觀光傳播局 Department of Information and
Tourism, Taipei City Government

花栗鼠繪本館 Shima Risu Picture Book Store

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About PECERA

Pacific Early Childhood Education Research Association (PECERA) is dedicated to disseminating and supporting research in early childhood education within the Pacific area.

Objectives of PECERA

The primary objectives for which the Association was established are:

1. To provide an academic forum in the Pacific region for the development and dissemination of high quality research in early childhood education.
2. To facilitate cooperation and collaboration among researchers in the Pacific area working in the field of early childhood education.
3. To promote links between research and practice in the field of early childhood education.
4. To raise the visibility and status of research in early childhood education in the Pacific region.
5. To facilitate the exchange of information and views on early childhood education, to collect and disseminate information pertaining to early childhood education and to develop skills and techniques relating to early childhood education.
6. To promote research, studies, surveys, investigations and discussions of any nature for early childhood education, and to encourage and aid in the publication and public dissemination of results of any such research, studies, surveys, investigations or discussions.
7. To provide professional development opportunities for students and young scholars, thereby empowering the next generation of early childhood researchers in the Pacific region.

These aims are to be accomplished through:

1. Holding an annual conference and other meetings;
2. Sponsoring a research journal, either published by the association or in concert with other associations;
3. Establishing a Pacific network of researchers and scholars in order to facilitate communication, cooperation, and collaboration among them;
4. Organizing professional development opportunities for students and early career researchers at annual conferences.
5. Providing a database of member's research interests, areas of expertise, and current research activity; and
6. Engaging in such other activities that might facilitate the development of research, policy and practice in early childhood education.

Childhood of Tomorrow

In a changing world, what will childhood and childhood education look like for generations to come?

What can we do to help children flourish in an environment of change, a climate that is changing, human relationships that are changing, and social structures that are in constant flux?

Sub-themes

1. Curriculum and Teaching
2. Early Childhood Edu-Care Programs and Institutes
3. Philosophy for Children
4. STEAM and Early Childhood Education
5. Teacher Preparation for Tomorrow's Early Childhood Education
6. Children's Literature
7. Multicultural and Early Childhood Education
8. Aesthetic Education for Early Childhood
9. Environmental Education for Early Childhood
10. Pre-school, Family and Community
11. Others

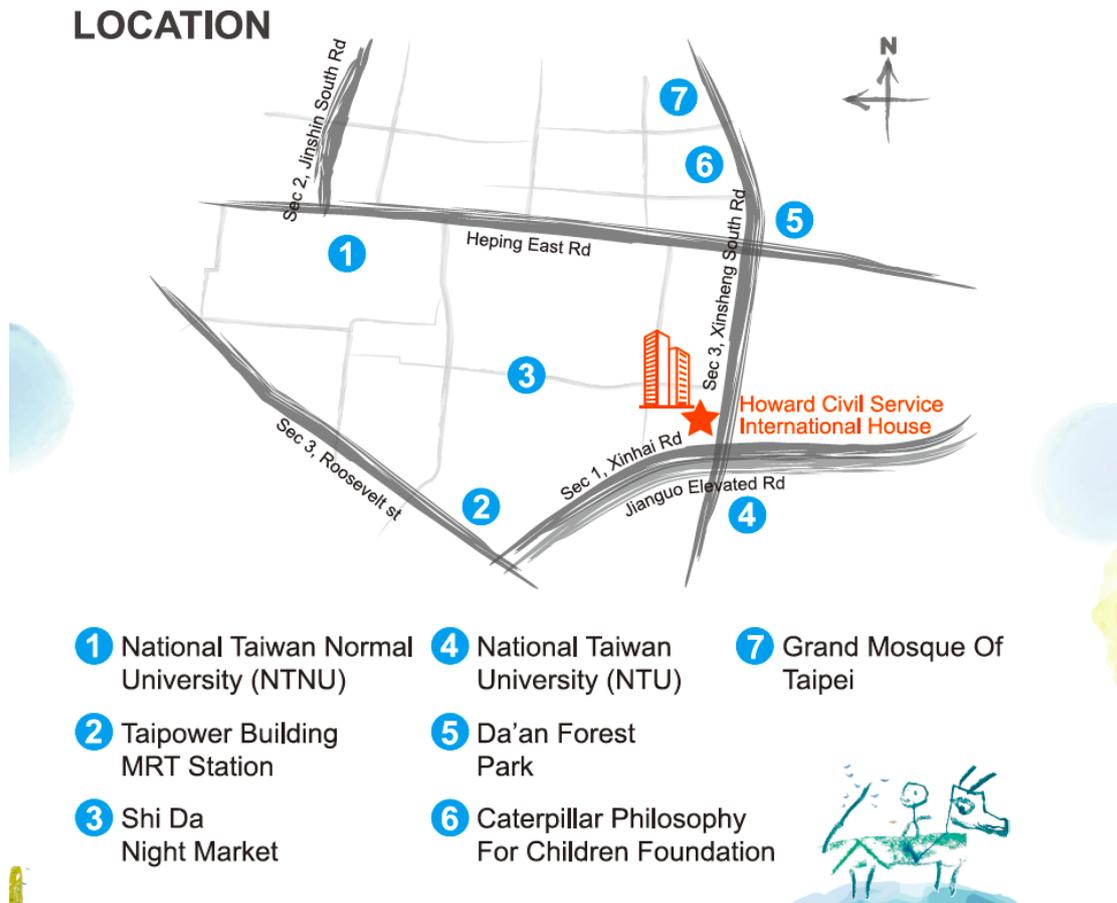
Program

July 12, 2019 (Friday)	
8:00~ 12:00	Registration School visits (optional) <ul style="list-style-type: none"> ➤ Hsin-Yi Foundation & Children's Amusement Center ➤ The Affiliated Preschool of the Experimental Elementary School of University of Taipei ➤ Ji-Li Non-Profit Preschool ➤ Keelung Yoyo Preschool ➤ New Taipei City Private Preschool Affiliated in Fu Jen Catholic University
12:00~13:00	Lunch
13:00~14:00	Opening Ceremony
14:00~15:00	Keynote Address 1: Dr. Gillian McNamee Conversations with Children, Teachers, and Educational Researchers About Tomorrow
15:00~15:30	Coffee Break
15:30~17:00	Symposium I: Dr. Marn-Ling Shing The Design and Implementation of the Curriculum Framework in Taiwan
17:00~19:30	Welcome Dinner (free, for all delegates)
19:30~21:00	Cultural Night
July 13, 2019 (Saturday)	
8:30~ 9:30	Keynote Address 2: Dr. Yoichi Sakakihara Quality of Life of Children
9:30~ 10:00	Invitation to PECERA 2020 New Zealand
10:00~10:20	Coffee Break
10:20~11:50	Symposium II: Dr. Tung-Hsing Hsiung Indigenous Early Childhood Education in Malaysia, New Zealand, Philippines, and Taiwan: Past, Present and Future
12:00~13:00	Lunch
13:00~14:15	Parallel Session 1 / Poster Session 1
14:20~15:35	Parallel Session 2 / Poster Session 2
15:35~15:45	Coffee Break
15:45~17:00	Parallel Session 3 / Poster Session 3
17:00~18:00	Workshop: Dr. Peter M. Yang Mathematical Thinking, Scientific Thinking and Thought Experiment Virtual Presentation. Workshop: NCCU, Taiwan (Institute of Early Childhood Education) Magic bean bloom: Students' curriculum practices in institute of early childhood education in NCCU Workshop: NTUNHS, Taiwan (Department of Infant and Child Care) Continuous Professional Development for Teachers in Early Childhood Education and Care

July 14, 2019 (Sunday)	
8:30~ 9:30	Keynote Address 3: Dr. OVID J.-L. TZENG The Reciprocal relationship of reading acquisition and brain developments
9:30~ 10:30	Symposium III: Dr. Pei-Jung Lin STEAM Education of Taiwan's preschools
10:30~10:45	Coffee Break
10:45~12:00	Parallel Session 4
12:00~12:30	Closing

Venue

Location

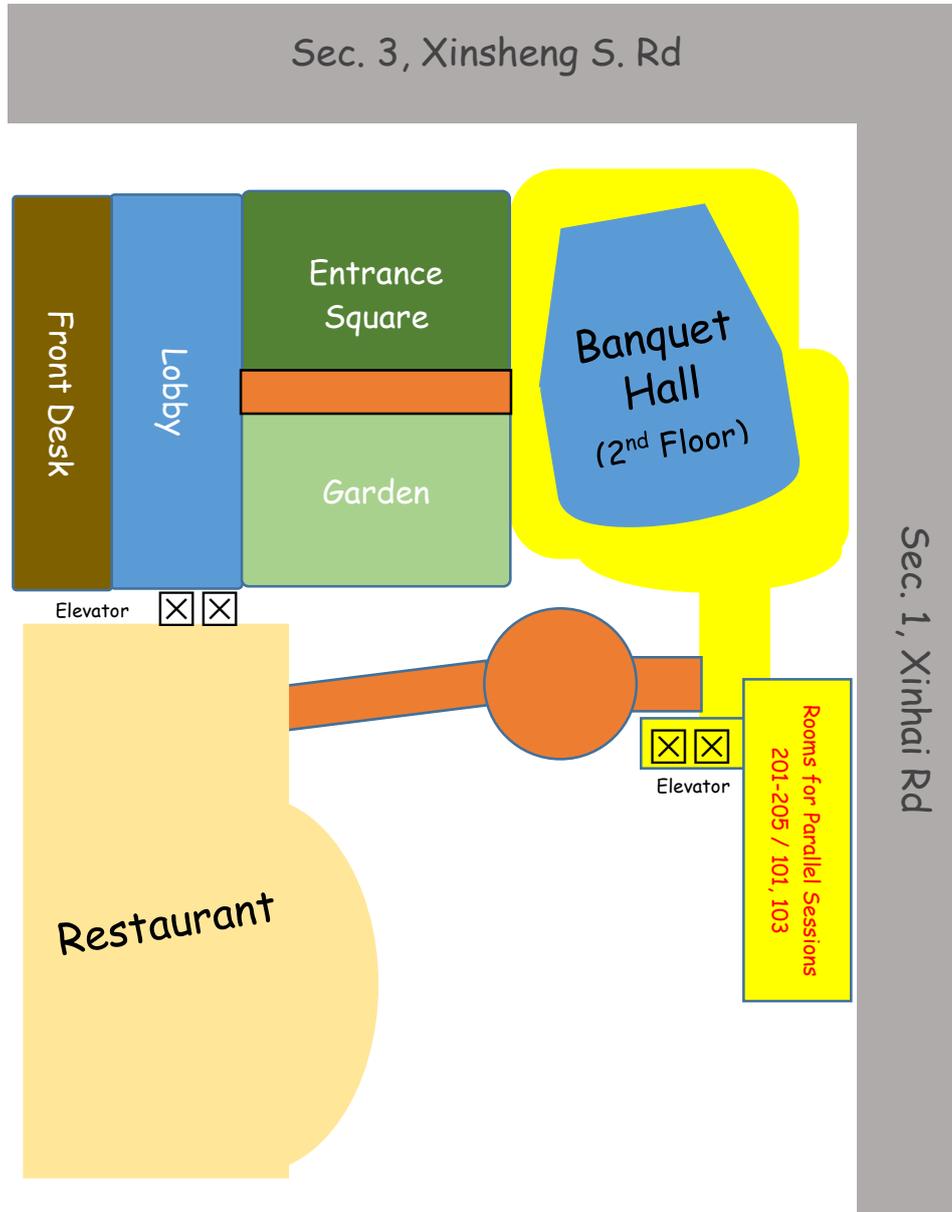


Transportation

Exit MRT Taipower Building Station Exit No.2, take a left turn and then walk along Xinhai Road for about 10~15 minutes to reach the intersection of Xinhai Road and Xinsheng S. Road, take a left turn to arrive at Howard Civil Service International House. In the vicinity are the two main food and shopping commercial circles of National Taiwan University and National Taiwan Normal University, and it is only 5-minutes walk to NTU to enjoy a spiritual baptism of culture and city.

Conference Site Map

Howard Civil Service International House

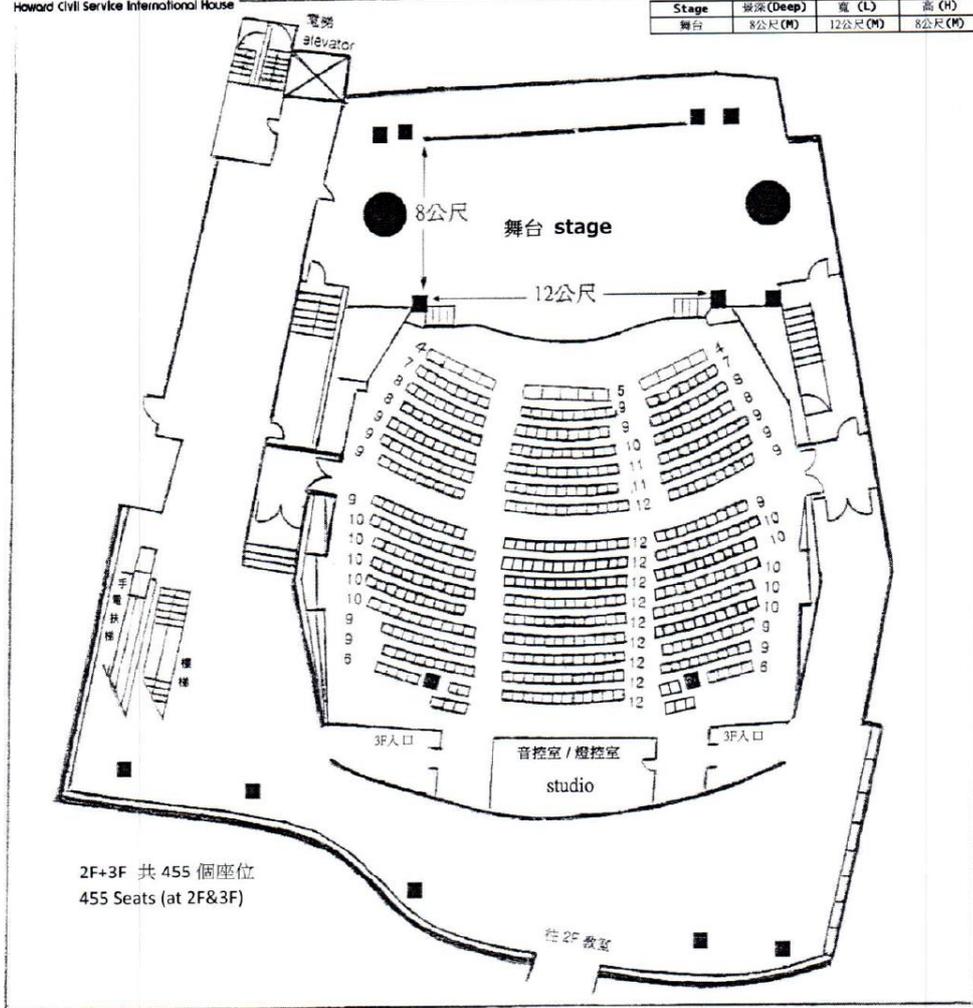


Banquet Hall



2F 卓越堂平面圖
Convention Hall Floor Plan

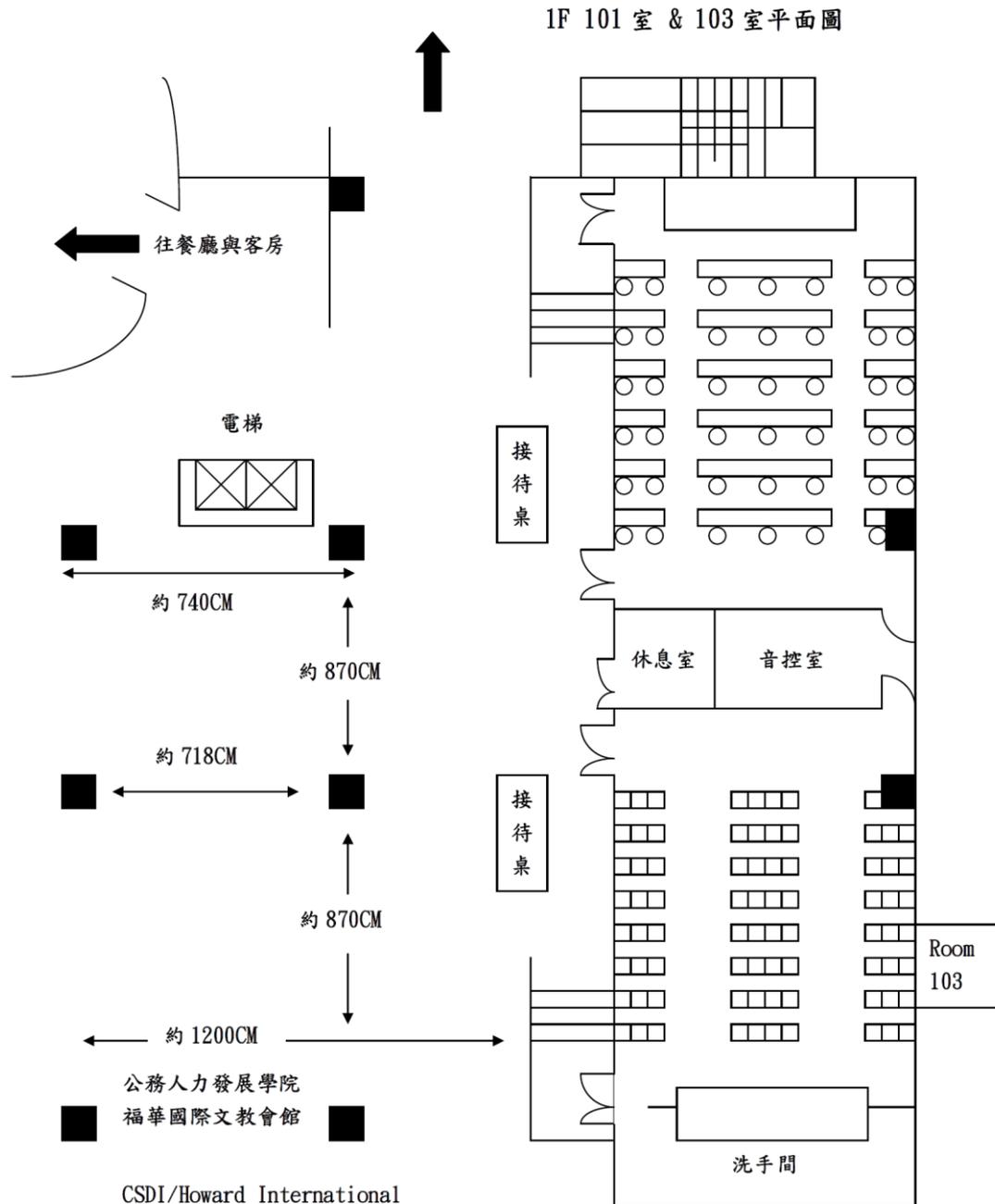
Stage	舞台(Deep)	寬 (L)	高 (H)
舞台	8公尺(M)	12公尺(M)	8公尺(M)



2F+3F 共 455 個座位
455 Seats (at 2F&3F)

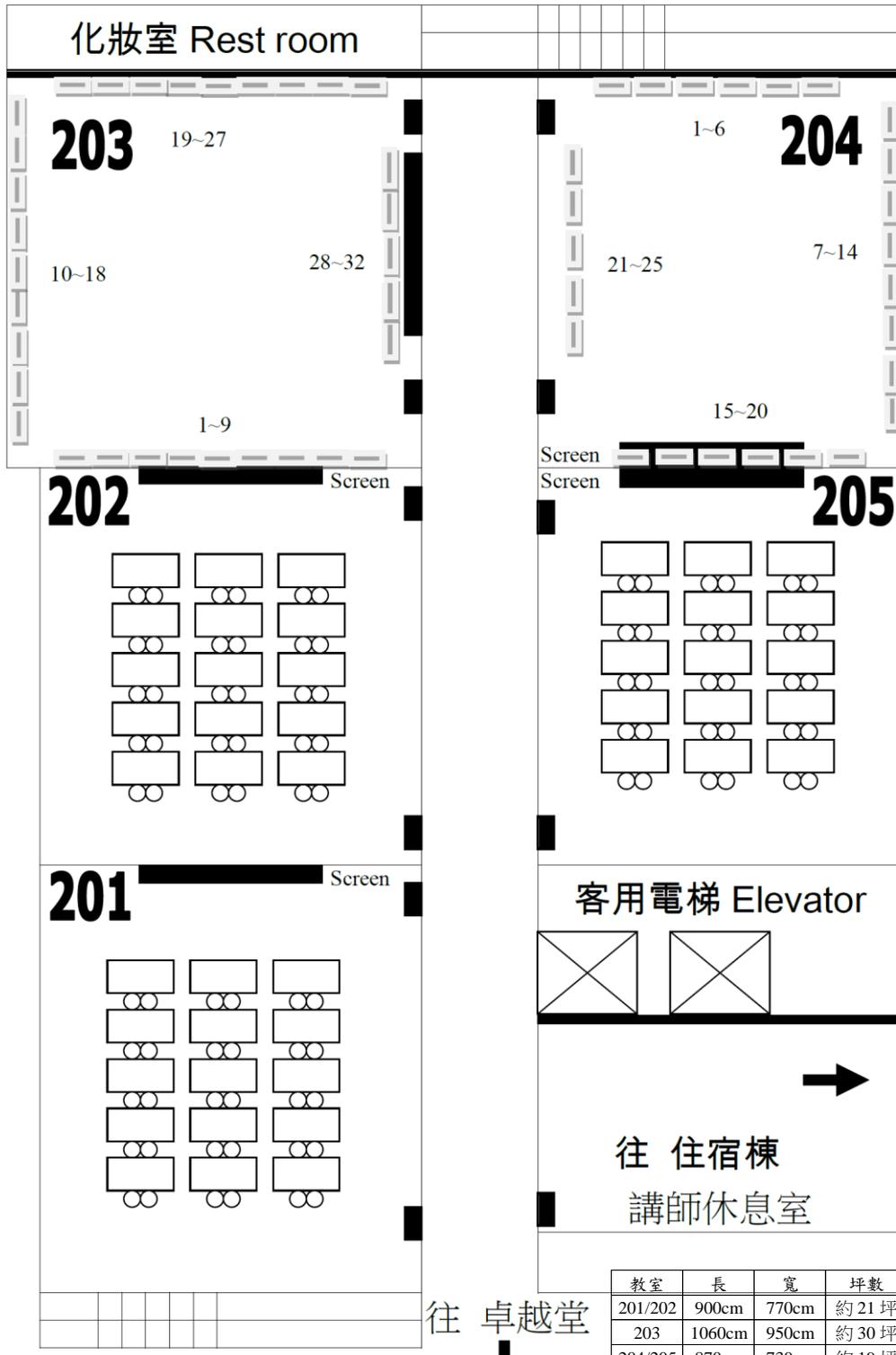
Rooms for Parallel Sessions

1st Floor



	長 (L)	寬 (W)
Room 101	10.5 公尺(m)	7.7 公尺(m)
Room 103	11.5 公尺(m)	7.7 公尺(m)

2nd floor



文化之夜 *Cultural Night*

製作緣起

What a wonder Formosa

一個太平洋上的美麗島嶼

居住著各種族群

其中原住民族有近 56.6 萬人

佔台灣總人口數的 2.40%

大部分居住在中央山脈、阿里山、大武山山區與東、西、南側山麓

中華民國認定的原住民族計十六族—

阿美族·泰雅族·排灣族·布農族·卑南族·魯凱族·鄒族

賽夏族·達悟族·邵族·噶瑪蘭族·太魯閣族·賽德克族

撒奇萊雅族·卡那卡那富族·拉阿魯哇族

各族群擁有各自的語言·風俗·社會制度·樂舞·祭典與服飾

豐富的文化內涵

獨特的樂舞祭儀

精緻的藝術底蘊

是世界上獨一無二的美麗瑰寶

但是台灣的原住民因為「只有語言沒有文字」

樂舞祭儀等文化藝術侷限於口耳相傳

致使七十多年以來

歌謠·舞蹈·祭典·儀式等皆瀕臨失傳

東元科技文教基金會基於保存與發揚珍貴的文化資產的使命
以產出令人驚艷的
「文化藝術、教育成果、永續能量」為目標
建構扶持平台
並定名為「驚嘆號」

感謝毛毛蟲基金會與第二十屆 PECERA 太平洋地區幼兒教育研究學會的邀請
由本基金會負責製作 CHILDHOOD OF TOMORROW 文化之夜

邀請花蓮太魯閣族的水源國小、

屏東排灣族佳平分校與南投竹山鎮秀林國小的師生

以台灣最具代表性的原住民傳統樂舞為主軸

並且輔以南投竹山在地最具代表性的苦竹與箭竹所製作的竹排笛

演奏最具代表性的台灣民謠

分享傳習教育經驗之外

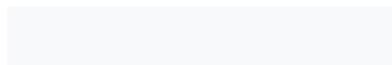
並且由台灣最純真的孩子

為來自世界各國關心幼兒教育的學者專家

獻上最真摯與最經典的演出

財團法人東元科技文教基金會謹誌

2019.07.12



Production Origin

There are various tribes lives in a beautiful island in the Asian Pacific.

Among the aboriginal population are approximate 566,000, 2.40% of the total population in Taiwan.

The aboriginal tribes identified by the R.O.C are totally 16 ethnics—Amis, Atayal, Paiwan, Bunbun, Puyuma, Rukai, Tsou, Saisiyay, Yami, Thao, kamalan, Truku, Seediq, Sakizaya, Kananavu and Hla'alua.

Every tribe has its own culture, language, customs and social structure. For Taiwan, the aboriginal plays an important role of history and culture, and also an unique treasure on the world.

In 1943, aboriginal music was collected, recorded and present it to the stage of international aboriginal musicology.

The complex music and singing style amazed the world.

But Taiwan's aboriginal culture like folk song, dance, religious festival and ceremony are all nearly lost in the past 70 years. Because the aboriginal culture has spoken but unwritten language, they only can pass their culture on verbally.

Thus since 2003, TECO Technology Foundation aimed on executing the **Exclamation Mark project-The Indigenous Sustainable Education program**. It is geared toward on helping Taiwan indigenous groups to reserve and develop treasure culture assets.

Specially thanks to the invitation from Caterpillar Foundation and the 20th PECERA Pacific Regional Institute for Early Childhood Education Research. The

cultural night 'CHILDHOOD OF TOMORROW' will be produced and presented by TECO Technology Foundation. We invited teachers and students of Meyce Yusi elementary school from Hualien, Paiwan elementary school Chiaping branch from Pingtung and Shulin elementary school from Chusan Mt. town Nantou, they will perform traditional aboriginal music and dance as theme to present Taiwan and use bamboo flute made by two kinds of bamboo which can represent Bamboo Mt. Nantou the most.

Besides playing the most representative Taiwanese folk songs, Sharing the experience of pass on and learn education, the purest Taiwan kids dedicate the most sincere and classic performance to each scholar and expert who care children education deeply from world around.

Sincerely yours,

TECO Technology Foundation 12.07.2019

關於「驚嘆號-臺灣原住民族群永續教育計劃」

2003 年起，東元科技文教基金會以「確保台灣原住民族群文化藝術有效的傳習發揚、新世代天賦長才的培養發展、知識技藝的學習成長」為目的，召集社會各界，以認養傳習經費及聘任專業的傳習老師的方式，支持部落學校、社區及耆老，傳習部落的傳統生活、祭典、歌謠及舞蹈；並說服 NPO/NGO 及企業等社會各界，計畫性的投入資源，建置一個高效率的藝術傳承發揚的公益服務平台，期許讓全世界可以看到台灣原住民文化藝術之精緻與可貴，並產出令人驚艷的「傳統文化藝術、教育成果、族群永續的能量」，是以定名為「驚嘆號」。「驚嘆樂舞」即為「驚嘆號-原住民族群永續教育計劃」成果展演的核心計畫。

截至目前，「驚嘆號」支持的團隊已達四十隊(其中以傳統樂舞為主的是 34 隊)。2005 年起，為了提供傳習團隊挑戰專業的舞台，及在隆重的舞台上演出的機會，每年在國父紀念館大會堂辦理「原住民兒童之夜」，讓長期培訓的孩子擁有努力的目標。因為目標明確，激勵師生及族人旺盛的企圖心，加上天賦的發揮，傳習成效因此格外耀眼，各團隊被認養支持之後，因為資源的到位，讓最困難的專業師資需求，得以獲得滿足；願意返回部落服務的傳習教師，以及懷抱偏鄉教育使命，長期留在部落教學的老師越來越多，無形中也降低了部落教師的流動率。因為孩子學習態度的改變，以及學習機會的增加，讓家長也積極參與及支持團隊的教育活動。這些正向的循環，也展現在課業、體能及才藝等其他學習力的表現。

2017 年由於參與演出的青年與族人大幅增加，「原住民兒童之夜」正式更名為「驚嘆樂舞-臺灣原住民樂舞饗宴」。每年從三十四個樂舞傳習團隊中，擇七到八個團隊辦理，演出的團隊跨四到五個縣市，曲目及舞碼涵蓋五至六個族群，演出人數超過三百名，聘任劇場界熟稔原住民表演藝術、採集編創、表演、排練、燈光設計、音響技術、影像設計、舞臺設計、編曲、樂團、舞監等專業人士組成製作團隊，協力製作。節目間以演出主題相關的「影像設計」及在觀眾席間的演出轉場，並且由音樂總監整體製作，由灣聲樂團配合演出與影像現場演奏，是一場堅持原味又能融合古今的文化藝術饗宴，並深具文化代表性與影響力，本次文化之夜製作即為「驚嘆樂舞」的袖珍版。

驚嘆號積極以編曲、吟唱及樂團伴奏，促進傳習團隊與樂團合作，進而促進原民藝術與國際接軌，讓「只有語言沒有文字，且沒有譜曲」的原住民古謠流通、傳承與發揚。

關於「驚嘆號」的教育意義

- 一、支持孩子參與部落文化藝術的傳承與發展
- 二、透過展演與延伸學習活動，增進原住民兒童與青少年自信心。
- 三、傳習的淬鍊建立各種學習能力
- 四、讓只有語言沒有文字的原住民族群，可以蓬勃發展、源遠流傳。
- 五、促進族群互相認同肯定、良性互動與和諧發展。
- 六、展演具教育社會大眾認識原住民文化藝術之意義

Regarding “Exclamation Mark – Aborigines Sustainable Education Program”

Since 2003, TECO Technology Foundation aimed on executing the Exclamation Mark project-The Indigenous Sustainable Education program. It is geared toward on helping Taiwan indigenous groups to reserve and develop treasure culture assets. This project is set to support indigenous groups by integrating resources from different parties including NGO/NPO, corporations, community associations, individuals, urban schools and government agencies.

Till now, Exclamation Mark has already supported over 40 groups, 34 of them are mainly focus on traditional indigenous music and dance. From 2005, in order to provide the pass on and learn group a professional stage and the chance to perform in a decent arena.

‘The night of indigenous children’ is held in National Dr. Sun Yat-sen Memorial hall every year, so that these kids who are well trained long term can have a goal to reach. Due to the target is clear, encouragement and ambition of teachers, students and clansman, plus performance of their talent, then outcome of the pass on and learn is especially bright. And each group is supported with proper resource which satisfies the most difficult part, the need of professional teacher. More and more teachers who have willingness to teach in countryside long term and reduce the rotate rate in the other hand.

Because the change of children’s learning attitude and increase of learning opportunities, hence parents also participate and support group education activities. These positive cycles are also manifested in the performance of other learning forces such as schoolwork, physical fitness and talent.

2017, because of performance young and clansman participants increase sharply, “The night of indigenous children” is officially upgraded as “Exclamation Mark music and dance- Taiwan Aboriginal Music and Dance Banquet”. Only 7 or 8 performance groups will be chosen from 34 groups and they come from 4 or 5 different districts.

Songs and dances are covered by 5 or 6 ethnics and over 300 performers. Engaged in the theater industry to familiarize with the aboriginal performance art, collection and creation, performance, rehearsal, lighting design, sound technology, image design, stage design, arranger, orchestra, dance supervision and other professionals to form a production team to work together. The program features an "image design" related to the theme of the show and a performance between the audiences, and is produced by the music director and live performed by One Song orchestra.

It is a cultural and artistic feast that adheres to the original taste and can be integrated with ancient and modern times. It has a strong cultural representativeness and influence. This cultural night is a pocket version of "Amazing Music and Dance".

Exclamation mark actively organizes, sings and accompaniment of the orchestra, and promotes the cooperation between the pass on and learn team and the orchestra, thus promoting the integration of the indigenous art with the international community, allowing the indigenous people to circulate, inherit and carry forward the "only language without words and without composing."

Regarding education meaning of "Exclamation Mark"

- A. Support children to participate in the inheritance and development of tribal culture and art
- B. Enhance the self-confidence of indigenous children and adolescents through performances and extended learning activities.
- C. The quenching of the traditional training establishes a variety of learning abilities
- D. Let the indigenous peoples who have no language and no words can flourish and spread.
- E. Promote mutual recognition of ethnic groups, benign interaction and harmonious development.
- F. Exhibition performance educates the public to understand the meaning of Aboriginal culture and art

節目程序 Event Programme

序曲-奇異恩典

Overture—Amazing Grace

〈秀林國小唐子騏老師〉

〈Tzu chi Tang, Shulin elementary school from Chusan〉

台灣民謠組曲

Taiwan Folk Song Suite

〈秀林國小竹樂團〉

〈The Bamboo Orchestra, Shulin elementary school from Chusan〉

【桃花過渡】

【Ferrying In Peach Blossom

【望春風】

【Craving for The Spring Wind

【四季紅】

【Loving the Year Round

【月夜愁】

【Sorrow on a Moonlit Night】

Hakaw Utux! 太魯閣族靈橋

Hakaw Utux!

Truku Tribe, Bridge of Spirits

〈水源國小太魯閣舞蹈隊〉

〈Truku Dance Troupe from

Shuei Yuan Elementary School〉

【正氣歌】

【The Song of the Righteous Spirit】

【織布舞】

【Waving Dance】

【男子比舞】

【Dance Competing of Men】

【英雄歌】

【Song of Hero】

【生命之歌】

【Song of Life】

【獵首笛】



【Hunting Flute】

【木琴】

【Song of Xylophone】

【靈橋的教育】

【Lessons from the Bridge of Spirits】

【慶賀歌】

【Song of Celebration】



Pupalisiyan Ta Masalut 慶豐年

Pupalisiyan Ta Masalut /

Celebrate the Harvest

【慶豐收(一)silisi、kiljiki】

【Celebrate the Bumper Harvest I/

Silisi、Kiljiki】

【慶豐收(二)unanasi】

【Celebrate the Bumper Harvest II/

Unanasi】

【ilui 琉璃珠之戀】

【Ilui/Love of Coloured Glaze Beads】

【iyai 聚會歌】

【Iyai/Song of Assembly】

【光榮頌】

【Glory】

〈佳平彩虹古謠隊〉

〈Rainbow Ancient Ballads Troupe,

Chiaping Campus〉



教育分享程序 Sharing Process

【秀林國小竹樂團】

〈The Bamboo Orchestra, Shulin elementary school from Chusan〉

主題 — 竹教育

Topic — Bamboo

主講 — 楊清豐校長、唐子騏老師

Speaker — Ching Feng Yang /Tzu Chi Tang

【水源國小太魯閣舞蹈隊】

〈Truku Dance Troupe from Shuei Yuan Elementary School〉

主題 — Truku Balay 真正太魯閣族

Topic — Truku Balay, the true Truku Tribe

主講 — 余展輝校長

Speaker — Chan Hui Yu



內容

(一) 太魯閣族文化基本認識

1. 高山民族
2. Gaya-specification, taboo
3. 男女有別的社會組織
4. 族群現況

(二) 舞步示範

1. 男生正氣歌、英雄歌及靈橋
2. 女生靈橋段落
3. 男生女生共跳慶賀歌段落

Content

I. Introduction to Truku Tribe Culture

1. The Mountain Tribes
2. Gaya-specification, taboo
3. Social Organization which exist differences between different genders
4. Current Status

II. Dance Demonstration

1. (Boys) The Song of the Righteous Spirit, Song of Hero, and the Bridge of Spirits
2. (Girls) The Bridge of Spirits_Partial
3. (Together) Song of Celebration_Partial

(三) 太魯閣族傳統舞步介紹

1. 男女有別
2. 男生山羌舞步
3. 女生側踏點舞步

III. Introduction to Traditional Truku Dance

1. “Difference” between male and female
2. (Boys) Hawthorn Dance
3. (Girls) Side-Step Dance

(四) 太魯閣族傳統音樂介紹

1. 木琴
2. 四音音階
3. 歌曲示範(正氣歌、英雄歌)
4. 小朋友演唱幾段太魯閣族傳統歌曲

IV. Introduction to Traditional Truku Music

1. Xylophone
2. Tetrachord
3. Song Demonstration (The Song of the Righteous Spirit, Song of Hero)
4. Children demonstrate some parts of Truku Traditional Songs

【佳平排灣族彩虹古謠隊】

〈 Rainbow Ancient Ballads Troupe,
Chiaping Campus 〉

主題 — 祭得回佳

Topic — Back to where all it started :
Spirits of Kaviyangan, till we least.

主講 — 田子奇主任

Speaker — Tzu-Chi Tien

內容 — 實踐取向的民族教育歷程

Content — Practice-Oriented National Education Process



Keynote Speakers

Gillian Dowley McNamee

Dr. Gillian McNamee received her Masters in the Science of Teaching from the University of Chicago with 2 years of mentoring in the kindergarten classroom of Vivian Gussin Paley, 1974-1976. She then completed her Ph.D. in Education, Reading and Language from Northwestern University in Evanston, Illinois. Prior to and during her graduate studies in education psychology, she taught fifth grade science, served as a preschool language arts teacher, kindergarten teacher, and substitute early childhood teacher. Dr. McNamee has deep training and experience working in classrooms as a teacher, and is an accomplished early childhood classroom teacher.

Conversations with Children, Teachers, and Educational Researchers About Tomorrow

Gillian D. McNamee, Ph.D.

Erikson Institute

7/12/19

Introduction

I welcome this opportunity to talk with you about the education of young children as we consider their future. Their future will have challenges that we cannot imagine. We are giving our children a world with complex political, social, economic, geographic, and community conflict with pain and inequality in every dimension of daily life around the world. How can we offer our children the promise of becoming women and men from all races, religions, and economic backgrounds who are experts in communication, collaboration and leadership? How do we secure the human rights children beg us to live by: safety, fairness and a chance to speak and listen to one another? That is the world children seek, the world that educators have the responsibility to deliver on, and research assures us can be achieved. There is research that offers a way forward to educating young children that will make possible high academic achievement for all, and it does not cost a lot of money.

Here is a story that demonstrates what the research is telling us about educating children for *their* future. It is a warm day in late April. I have spent the morning in a school in a poor neighborhood of Chicago. The 3- and 4-year-old children are coming out of the school door to leave for home. There is an iron handrail down a ramp to the court yard. Two 3-year-old boys, Demetrius and Pablo, grab hold of the handrail, curl their legs up and swing back and forth. Demetrius say, “Ahhh haaa, here comes the wolf!” Pablo echoes, “Ahh haaa, here comes the wolf!” Demetrius repeats this little chant one more time and Pablo follows, “Ah ha! Here comes the wolf!” In the next moment, the two boys are running to meet their mothers.

This tiny moment at the end of the boys’ school day holds great significance. At three years of age, the two boys connect in a moment of play that speaks volumes

about their school learning. The boys are referring to a character, the wolf, from a favorite story, *The Three Little Pigs*. They are making a literary connection with the rhythm that shapes most days. There are stretches when things are going well, and then there is uncertainty, disruption – the arrival of danger. A character like the wolf takes many forms in literature and in the boys' lives, signaling the reaction, "Uhh ohh, what will happen next?" The boys are heading home with both feelings in mind: the rhythm that carries them along on a good day, and a sense that unknowns and the unexpected lay ahead.

Still in the early stages of their development, these two children share a moment in the seedbed of our greatest human potential: using their imagination to rise above immediate circumstances to see a bit of the larger picture in life, even if only for a fleeting moment. This capacity for imaginary play and using language to engage with another, is something only human beings are capable of. Vivian Gussin Paley, renowned educator, says, "If children are our greatest natural resource, then their greatest natural resource is their imagination" (as quoted in McNamee, 2015). When we put our imagination into words and other symbolic media such as those used in the arts, sciences and math, we are looking at a world that holds promise for every field of study.

Let's look again at this remarkable moment of play. These two boys heard a story in school and took a message from it. The teacher's skill in building a home for the imagination and discussion of all kinds of ideas have allowed these boys to enact an insight about life that becomes visible in pretend play, and can help them both move forward.

The work of psychologist, L.S Vygotsky (1978, p. 93) explains that imagination is a new psychological process for the young child; it is not present in infants and toddlers and is totally absent in animals. It is a specifically unique form of human mental activity. It begins to emerge at approximately 2.5 to 3 years of age when children discover the words, "Let's pretend..." From then on, as with these two boys, children are able to enter imaginary hypothetical worlds in words and movement guided by the premises and rules of experimenting with ideas in play.

Vygotsky describes the extraordinary new possibilities that such pretend play makes possible:

“In play a child always behaves beyond his average age, above his daily behavior; in play it is though he were a head taller than himself. As in the focus of a magnifying glass, play contains all the developmental tendencies in a condensed form and is itself a major source of development.” (1978, p. 102)

Pretend play is powerful and does not cost money to provide all young children the chance to participate.

- **It is symbolic:** ideas, words and objects represent experiences; they stand for something we want to investigate further
- **Pretend play is abstract logical thinking:** to pretend means to create a hypothetical, imaginary world for consideration, to explore an idea, to consider a possibility
- **Pretend play, particularly as cultivated in school, is interactive:** it is collaborative; it involves others in the negotiation of meaning
- **The development of an idea, a scene depends on multiple points of view,** not just one’s own
- **Pretend play in school depends on cultivating oral language skills** which is the currency of schooling, and in particular, language describing past and future events, or hypothetical ones. That is the highest form of thinking: to talk about ideas beyond the here and now.

Pretend play is the essence of schooling, and it embodies the thinking and language skills that are exactly what we hope for our children facing an unknown future. (Bruner, 1986; Jones and Reynolds, 2014; and Lindfors 1991).

When children are turning 6 years old. They are at the age when Vivian Paley describes them as being in “the graduate school of pretend play” (Paley, 2004). This is the year when children’s imagination rises to its peak capacity to engage in creating pretend scenarios that personify abstract logical thinking. At age 6, children are well accomplished in using language to move beyond the here and now and imagine possible worlds: the world of scientific, literary, mathematical possibilities. They are right

where we want them to be to soar in school learning that lies ahead. This is what scholars tell us is possible (Bruner, 1986; Bodrova and Leong, 2007).

How do the fruits of children's imagination in pretend play bring them to the academic proficiencies we seek in schooling for the long run? Einstein tells us that "Play is the highest form of research." Several of the great Nobel laureates describe their achievements as dependent on skills cultivated in pretend play. Our teachers need to see the pathway from pretend play to the work involved in the sciences, math and literary creativity and analysis. What does that path look like?

The Problem: Classroom Challenges

Let me now bring you to a classroom where I work in Chicago. I was asked to observe a classroom where things are not going well for the teacher with her 5- and 6-year-old children. Perhaps such a problematic classroom will be familiar to you, and the teacher being one you recognize as needing help. In this classroom, pretend play and storytelling are nowhere to be found.

The teacher tells me before her 25 children arrive that she is worried about their being ready for the demands of next year's schooling. She told me to notice how much learning she is trying to fill each hour of the school day. As the children gather for the morning group time, she starts out in a rapid statement-answer review of facts she wants children to be ready to respond to without thinking twice. The teacher says while displaying a calendar:

Today is Tuesday. Tomorrow will be _____?

How many days have we been in school this week?

What month is this? What is today's date? How many days has it rained this month (children are to read information off of a graph the teacher guides them in making)?

How many girls are present today? How many boys? How many altogether? Let's go around in a circle counting by 2s and let's see how high you can go.

Listen to these words. "Broom" and "room." Do they rhyme? "Rough" and "grow." "Crop" and "drop?"

The teacher then has the children go to their desks to complete a worksheet. They are to circle words that begin with different alphabet sounds, either the tr- sound or br- sound. The teacher calls out words: truck, brush, dig, sock, bridge... Throughout this 10 to 15 minutes, children who are wiggling around, touching others, whispering to the one next to them are sent to the blackboard to write their name indicating that they will lose play time to come later in the day. Five children's names are on the board already and the day has hardly begun.

Next the teacher tells the children they are to draw a picture of what they had for breakfast and write a sentence about it underneath the picture. After that, they are to turn their paper over and write as many words as they know how to spell. In the meantime, the teacher will meet with children in small groups to practice reading a book. I watch a group of boys at a table make some shapes on their paper. One boy, Denzel, says, "I don't know how to write the word "sausage." I spell it slowly for him as he writes. He then turns his paper over and says, "I can't write any words."

I recognize that the teacher is starting in the wrong place. She needs to find the words that the children care about and want to write. The question to begin teaching is: "What story do you have to tell?" I ask Denzel, "Do you have a story you want to tell?" His face lights up. I said I would write down the words while he dictates his story. He began slowly and without hesitation.

There is a king. There is a castle. There is a prince. The king and the prince go to the castle. Then the prince said, "Wait up!" Then he got stuck in the bushes in the woods." The end.

I looked at the pleasure in his eyes; we were both smiling. Where had this story come from? Where was it in his mind during the beginning of the school day – a prince stuck in the bushes? What more was he thinking about? The boy sitting next to him said, "I have one!" He dictated this story with confidence while I wrote as fast as I could:

The prince was walking down the street. He fell and it made his crown break. He missed it. He dropped his other one. Then a princess gave him another one. Then they lived happily ever after.

What astounded me was the outpouring of literary images of kings, princes, and princesses helping one another and living happily ever after. What connection does

this thinking have to the teacher's effort to ensure facts that she thought they needed for next year's learning?

A third boy pushed his paper in front of me and was ready to tell his story.

The little prince was walking down the forest road. He tried to save the princess from the scariest beast. The Hulk came [a good giant]. But the witch popped up behind the princess. So the prince asked for more help and more help came. And they tried to save the princess, but the witch was too powerful with the wand. Then the prince walked to a tree, a magical tree. The magical tree shoot powers at the witch and the beast, and the prince and princess lived happily ever after. The end.

The surprises that awaited me were not over. A girl, Courtney with her friend, at the next table said softly, "I have one." She too spoke without stopping. She said "Feelings."

Feeling happy.

Feeling sad.

Feeling angry.

Feeling frustrated.

Feeling mean.

Feeling nice.

Feeling love.

Feeling lost.

Feeling scared.

Feeling excited.

Feeling sorry.

I was stunned with the simplicity, the power, the succinct detailing of her awareness of what she and all of us carry inside us - feelings. Why aren't these ideas and stories that the children have being heard in our classrooms daily, and being at the forefront of the curriculum? What if these stories and this poem that were created on the spot were shared with the group? What if they were the basis for building their further learning? What would it look like?

I invite this small group of children to act out these stories as Vivian Paley teaches us to do as little impromptu story plays (1981; 1990). Each child is invited to

play a part: king, prince, princess. There are 3 rules: 1) no touching – everything is pretend, 2) stay in the space set out for acting, the “stage,” and 3) only the child-author picks the character he or she wants to act out. The teacher assigns the other actors by inviting the children from around the edge of the stage. We act out each story as I narrate using the child’s exact words. For Courtney’s poem, all 5 children act out each feeling as I name it in their facial expressions and movements. The children were absorbed in each story enacted. It took about 2 minutes or less to act out each, but the pleasure derived from this experience stayed with them far longer than that.

When we were done, Denzel wanted to show his teacher his story. I encouraged him. He went up to her when she finished work with a reading group and showed her his paper with the story. The teacher said quickly, “Nice, now go finish your work.” She had no idea what she was turning away. She wasn’t being mean necessarily. She just didn’t have any conception of her job except to ensure that her children learn the facts and exercises that were set out in curricular materials. She was deaf and blind to the human imagination at work in her children’s learning, their story telling and potential play at the end of the day if they were not punished. She had no way to connect with the intellectual engine behind school learning and achievement: pretend play and its partner activities story-telling and story acting.

Solution/Hypothesis: Connecting with the child: the grammar of teaching and learning

The word: connection, is the key to the theory I will set out for us now to consider as the turning point to a new way of teaching, a new pathway that will serve children well in their future. The theory rests on the premise that the central part of our job as teachers is to connect our students with one another, and with their teachers in deep and lasting ways. It is essential that we do so because *our* knowledge will *not* solve the problems our children will face in the future. They will have to construct the literature, mathematical thinking, journalism, medical care systems, government leadership, and the environmental sciences that will serve them in the future. And they will have to do so together - construct their ideas in each and every discipline as a social enterprise. How do we go about creating school for their future problem solving?

There are three kinds of sentences that teachers need to be trained in that are fundamental in considering education for the future. The grammar of great teaching is embedded in these sentence constructions universal to all languages. These three types of sentences form the blueprint for a new kind of teaching.

1. **Asking questions and listening for the child's response:** The first question to ask any child is "What story do you have to tell?" Next, teachers will want to ask frequently, "What ideas do you have to help us solve this problem?" "Tell me more about what you are working on." "What is happening?" "How does this work?" "What started you thinking about this?" Questions. That's where learning begins: with the child's thinking, not with our facts and information.
2. The second comment teachers need to be trained in is **making connections** to what the child is working on or saying. When a child tells a story, or plays out a pretend scene, or relates an experience from home, teachers says: "**That reminds me of...**"

There are four categories of ideas that teachers will want to draw their responses from as they make connections.

- i. **Books:** "That reminds me of **the book** we read yesterday when..."
- ii. **Other children's stories:** "That reminds me of **the story** that Denzel told a little while ago when..."
- iii. **Classroom conversations:** "That reminds me of **the conversation** we had yesterday as we tried to figure out how mother birds teach their babies to fly."
- iv. **Ideas from other teachers, parents, visitors:** "That reminds me of **the idea we heard yesterday from our art teacher** who suggested that circles have no beginning and no end, and we wondered if that

is possible... (This conversation would help children bridge their thinking from a math problem to a science one and on into the arts).

These are the 4 sources of connecting children's thinking to that of each other, and to us. Looking for connections is what grounds children's thinking to their classroom learning experiences, and connect them to what we want to offer them over time.

3. The third type of comment that connects a teacher's thinking to a child's learning is **commenting on, interpreting, and offering suggestions and ideas** for children to consider as they think more about an idea. This is the place for teachers to bring the knowledge and experience we have to our children. The goal in this new model of teaching is to let the children's question flow, let them be heard. Then teachers can offer books, knowledge, information and procedures *as it relates to* and might help them think more carefully about the problems *they* are thinking about and asking questions about.

Education that has children's future in mind is built on having conversations with children. All the familiar parts of teaching are still present where educators read stories, offer theories, information, history... But, there is a new starting point. Education that will have lasting benefits for children requires that teachers first be interested in knowing what the child has to say. This takes recognizing that children are eager to know what their peers have to say as well. It also requires that teachers back away from judging the accuracy and correctness of children's thinking. Instead teachers will want to be curious about what children are thinking about, wonder how they came up with an idea, why they think in a particular way. The key is showing children that we are listening, that nothing will be taken for granted.

Second, we model how to respond: "That reminds me of..." This connects children to knowledge and memories within their reach. Third, we introduce children to new possibilities, experiences, and points of view. Through this process of learning,

children experience how intellectual ideas build: first with one's own questions, and then connecting one idea to another, one tiny connection after another after another until big breakthroughs come. Everyone can see them and hear about them first in the classroom, and then hopefully, in the long run, in our communities. This is where the future authors, scientists, mathematicians, architects, politicians and policy makers are born – in our classrooms.

In the United States, it is well recognized in the research world that our monetary and professional resources need to be invested in preparing the teachers for the future well-being of children (Darling Hammond et.al. 2017). What is the job description for future teachers?

Conceptualizing the role of Teachers: Ambassadors to the 21st Century

Today I offer a framework for the professionals: researchers, school administrators, and teachers, that can guide the building of an educational system that is poised to offer intellectual achievement and social equity built on the premises of educational practices outlined so far. I do so by equating the work of educators to that of ambassadors. Educational researchers, school administrators and teachers are ambassadors to the 21st century: to our children's future. (McNamee, 2016)

Ambassadors are high-ranking representatives hired for a diplomatic mission to distant and often unfamiliar places. Their job description includes:

1. **Being well-educated.** They need extensive knowledge of local and global communities, and their families. Ambassadors learn quickly that the fields of business, law, the visual and performing arts, history, the sciences, politics, education and literature are cultural enterprises. Being wise, judicious, and effective requires knowledge of these various disciplines. Being well-educated also requires being sensitive to local beliefs, values and practices of those with whom we work, which in our case, means very young children and their families, as well as the beliefs and values we bring within ourselves.

2. **Being good listeners.** Great leaders listen. Well-prepared teachers are ready for children from the moment they enter the classroom anticipating their eager inquisitive creative minds. Such teachers listen and make connections between the thoughts of young children and that of the great thinkers of the day and throughout history. Students of all ages and backgrounds grow tall in the presence of a great teacher who begins by listening. Teachers need support from administrators and educational leaders to do this work.
3. **Be diplomatic** – Ambassadors are acutely aware that every decision needs to be made with care and caution, and yet requires being nimble and brave in taking actions that send messages to all students that we seek and invite their talents into schools and classrooms now and in the future.
4. **Never work in isolation** but work with teams of experts to gather up-to-date information, advice, and ideas for different courses of action that secure the well-being of all at the local and global arena. There is a whole staff of people behind an ambassador; they do not work alone. As part of the educational leadership, we need to build networks of support for school administrators and teachers who become active members in a community of professionals debating and creating the new face to the future of our profession.

Let's look more closely at some of these characteristics of teachers as ambassadors, and the implications they hold for our work as educators securing children's future now, and the recruitment and development of future school administrators and teachers.

Being well-educated

Ambassadors broker what we know now with a future we can only see the vague outlines of. We need professionals who are as diverse as our children: educators who are different along every possible criterion who will educate diverse young children for *their* future. Our children must become critical thinkers, creative, flexible, productive,

and accomplished in communication, collaboration and leadership. How do teachers invite children of every race, language background, family situation, and economic resources to grow tall in their talents and interests *in school*?

Here's how I prepare teachers at Erikson Institute. In our teacher preparation program, every week for one year, our future teachers write what I call a postcard describing a scene from their classroom that they wonder about, or have worries and questions about. They post it in an online discussion board that anyone in the group can read. I download them and bring them to our weekly seminar with my notes and questions. In class, we discuss each one using professional readings to analyze what we think is happening in the scene. Finally, each student teacher reflects on how they might change their teaching practice given our discussion. The following is an example of a postcard, and the thinking that a student teacher set out for us in class.

The student teacher was working with 3 and 4-year-olds in a poor community of Chicago and wrote:

This week my challenge has been with one of my youngest students. He has begun to hit me whenever he gets upset and also screams at me or other kids. It is usually the worst when I ask him to come inside. He is smart and I have tried all sorts of ways to get him to come inside but he screams, "Leave me outside by myself and shut the door!" He also does this when I insist he stop running around the classroom which he does at multiple times a day now... I know his home life is complicated and that there are outside factors that might cause him to be aggressive during the day that might be out of my control.

I had a powerful conversation with my teacher about this behavior and asked her why she remains calm at all times, not getting impatient or punitive. She said, "It's because I know exactly what he and other such children are doing. They are trying to make us hit them. I did the exact same thing as a child. My parents always hit me when I misbehaved, so I got to school, and I wanted to see how far I could push the teachers before they would hit me too."

The student teacher went on to say:

"I was really struck by this. Challenging behaviors have all sorts of motivations that we have talked about, but I never fully considered this one before: that what hurts, but is familiar, may be more comfortable to children

than anything unfamiliar. Their circumstances outside of school might make it difficult to believe that someone ... in a position of authority would never yell or hit them. This led the child to feel the need to test that person all the time. Now I feel a particular responsibility like never before to remain calm and gentle with my most difficult children, if not for my own sake, then to prove to them that nothing they can do in class will make me lash out at them, threaten them, or strike them.”

This student teacher’s insight to the most challenging behavior, and his responsibility in the face of it, was moving to all of us. He shows unusual skill in studying children, his own reactions to them, and studying what kind of stance he will take in the face of such challenge to get the job done – educating children who can learn to read and write. When it comes to day-to-day life in the classroom, we can either walk away with anecdotes of teaching as meanness, or kindness. Learning kindness and caring about others turns out to be as important as learning to write and do math. (Kaiser and Raminsky, 2007; Shonkoff and Phillips, 2001; Koplow, 2007). Research in the United States shows that there are short- and long-term benefits in children’s academic achievement when teachers meet children’s challenging behavior with empathy and skilled attentive responses to their emotional needs. (Taylor et.al., 2017; Durlack et.al. (2011); Belfield et al., 2015) As my colleague, Amanda Moreno, says in summarizing this research, “It is a fact that love causes learning.”

This student’s postcard raises a concern that comes up frequently with future teachers. They say that while they respect such a goal as teaching with kindness, that this is not the way things work in most schools. I hear their skepticism in an almost accusing way, “No one does what you are talking about in schools anywhere near here. Why are you teaching us this kind of idealism?” I respond, “My job is not to teach you to do what already exists in today’s schools, today’s world. My job is to prepare you to be a teacher for children who face tomorrow’s problems, not today’s.” They then raise another sort of argument, “But your way of teaching does not match what the children’s home life teaches them to expect. Or what life teaches us to expect.” Again, I respond, “No one’s home life looks like school. In no other setting but school do we gather up 20 or 25 young children of relatively the same age to live for 7 to 8 hours a day in one room. This is a totally new cultural experience for all children anywhere in the world.

Let's make it the best we can for them with a common set of principles about how all young children grow and thrive toward realizing their talents while respecting others' and living in a way that considers the well-being of every single child."

A basic premise of education is that we live by words – spoken, signed and written, and that we learn only when there is discussion, questioning, storytelling, more discussion, debating, arguing, and listening to one another. That's all there is in school – conversation. Once the fundamental human achievements are in our hands: imagination and becoming conversant in our first language, then all else in education is possible.

I wrote a letter to Vivian Paley about this student teacher's dilemma of the boy who yells at and runs away from the teacher. She remembers such difficult days in her early years of teaching outside of New York City. She wrote back to me with this message for my students. She said that when things were not going well, she would say to the class of 25 – 27 children:

"We're going to play today, no work, just good play. Of course you will have to invent good play, or we can't do it."

"Why invent?" a child asks.

"Because good play doesn't just happen. It's created by each one of you. 'Is this good play?' you ask each other? I'll also ask the question, so let's begin. Every 30 minutes we'll stop and ask if the play is good or why not? Here's what I will be doing. Your job is to pick a good activity. If you are not sure, look around you. You might feel that the blocks are interesting or painting a picture. You can ask each other for ideas. I will walk around and remind you of some of the activities we haven't done in a while. I will have my notebook ready to write down stories you have to tell that we will act out later. If you need help, I'll be glad to come over to see what I can offer. We'll stop to talk about how its going, we'll sing our favorite songs, we'll hear a good story I will read to you, and we'll act out stories. Let's get started." (April 15, 2018) Einstein

Creating classrooms for our youngest children who are developing how to think and learn in play is not easy. This is where Vivian Paley shows us we must enlist every child to study how to get along together with big ideas they are trying to tell us

about. Vivian Paley too recognized that the original learning is in play. She said, “If we get rid of that [in school], we never catch up.”

Second, about being good listeners:

I attended the European Early Childhood Research Association conference held in Dublin, Ireland in 2016. Anne Looney, the Chief Executive of the Higher Education Authority of Ireland said that Irish government’s policy for the preparation of its future teachers is to train “imaginative adventurers.” She said this job description comes from Irish teachers in “Hedge schools” as they were called, classrooms created in rural areas literally under the bushes in fields, as well as in barns and homes where Irish children were educated during the hundreds of years when Ireland was under British rule and Irish children not allowed access to schooling. Irish teachers, these “imaginative adventurers,” were to be stewards of the imagination, experts who recognize, respect, and seek more of that precious natural resource in their students. Imagine such a job description for teachers, and policies for it, coming from Department of Education in the United States, or anywhere in the world! That is why we are here: to get clarity on what education for the future must look like, to explain it clearly to government and educational institutions making decisions about young children using current and future research, and to advocate for this education of the future.

While I was in Dublin, I spent a day in a preschool in a neighborhood serving the population they call “travelers,” the Romas, the gypsies. They are the unwanted ones in Irish and English society, the ones who are shunned, the wandering homeless. At the end of the school day, an 8-year-old girl, Ellie, came to wait with her 4-year-old sister to be picked up to go home. She was angry because she reported her teacher had repeatedly told the children all day to “Shut up!” Ellie said, “We were quiet. Someone would start to ask a question, and the teacher shouted, ‘Shut up!’” This Irish teacher had not gotten the government’s message about imaginative adventurers.

Ellie sat down with her 4-year-old sister and a few other children drawing pictures while waiting for a family member to pick them up. I asked Ellie to tell me the story that went with her picture she was drawing. She said she couldn’t do that, she didn’t know how to tell a story. I urged her on, pointing to a flower she was

drawing in great detail. She broke into a narrative that I scribbled down as fast as I could.

Once a driver of a car drove on the road. And then he saw a rain cloud and decided to follow it. Then a few hours later he saw a real bright sun. He decided to follow that as well. And then he went up a hill and found a rainbow with gold and a flower. He said, "I will follow that flower because it is a lucky flower." And he cheered, "I found gold!"

This beautiful narrative came from a young Irish girl who is a minority, a child many would like to silence and marginalize. She has many counterparts in every country where teachers silence the creative thinkers of tomorrow. And yet with many odds against her, she found gold: hope, that igniting of imagination, that joy in being on the brink of discovery.

The teacher in every classroom, whether the students are 3 years old, 13, or 43, must assume that the next great mind is right in front of us. The opportunity for talent to break through and offer us life lines to the future, pots of gold, are all around us. It is not our work to judge their contribution but to nurture it.

Finally, being diplomatic, and never working in isolation but instead working with a team of experts:

To teach requires transforming a love for students into well-honed skills for meeting the developmental needs among a whole group of young children gathered and eager for all the learning we can make room for. I will illustrate what classrooms that prepare children to make the fair and humane decisions they will face can look like. This comes from an unlikely place, but one that Chicagoans recognize – a story about our favorite baseball team, the Chicago Cubs.

Vivian Paley wrote me a letter about Kyle Schwarber, a member of the Chicago Cubs, the team that won baseball's World Series in 2016. He plays in the outfield – one of the farthest positions from home plate where the hardest hit balls fly hundreds of meters. In the year following their championship win, the Cubs were trying to qualify again for the World Series. They had to beat one team to enter. On October 11, 2017 Vivian Paley wrote to me after watching the game on TV:

Dear Gil,

My story is about Kyle Schwarber who nearly lost Game 3 of the Cubs versus the Nationals [Washington D.C. team] play-off game all by himself.

The score was 1 to 1 in the middle of the 8th inning when a fly ball was hit almost directly to Schwarber. He made two errors trying to catch the ball. The game was effectively lost ... Schwarber looked shocked! As he walked into the dugout, Joe Madden [the team manager], reached out and hugged him. Then each Cub player did the same. They only wanted to console and comfort their teammate. By the time Schwarber reached his seat, he was smiling again, his confidence returned.

This amazing event, this picture of spontaneous group empathy for the one who was hurting [and ashamed] – even though he had lost their game for them, was seen by thousands of people. You could almost hear the intake of breath in the stadium.

Now actually after the game was won by the Cubs in the 9th inning, the victory hugs were given again to Schwarber. “You see!” the hugs seemed to say. “It was Okay!” We loved you even when you got the two errors. Winning the game is great but our friendship goes deeper. We believed in you before, when you failed.”

Everyone I talked to saw what I saw. Everyone understood that a sort of miracle had taken place. I have seen examples of this group empathy in a classroom of 3, 4 and 5-year-olds. It starts to be covered up when children are around 8 years old when academic competition really takes hold of our intuitive morality. Not only academic competition but matters of looks, speed, and popularity begin to overwhelm niceness and kindness.”

On national TV, a great American educator saw the essence of the schooling we seek when we are achieving our best. A winning classroom of teacher and children, and a high achieving school, cares deeply about the well-being of every single child and his or her potential before anything else. It’s pure empathy – allowing ourselves to feel what someone else is feeling, and to stay present with that person through experiences of success and failure. This holding of one another in empathy is where the seeds of success come from, a strong family, a winning baseball team, and classrooms and schools where children achieve their intellectual potential beyond our wildest dreams.

Professional educators let children know that they believe in them long before they can feel it themselves. The teacher's empathy extends to every child and defines the community of the classroom. That's what Courtney was seeking in her poem created in school that morning, "Feelings." It's the reason why the Chicago Cubs have a winning team these days with their coach, Joe Madden, leading the most skilled group of athletes to victory with the most unusual values for how a team works.

How are we going to help communities and countries come to a shared vision about schooling built on teaching through listening, asking questions, and offering children connections to their line of thought? We are working on this problem at Erikson Institute, and in the United States. I offer a case study example of how preparing teachers for children's future can be done on a large scale.

Supporting teachers into the future: Case story of Hawaii

The Hawaiian Islands have recently begun to organize education for young children for 3- to 5- year-olds. They have asked Erikson Institute to partner with teachers and administrators on the islands to build a framework for teaching young children from every different nationality including indigenous native Hawaiian children as well as children from Chinese, Japanese, Korean, Indonesian, Micronesian and South American cultures. The problem? We live over 7000 km away, 5 time zones, and a 9-hour plane ride away. How can we do this?

We have developed a system that we are now in our fourth year of implementing. The program design includes:

- For one year, we work with two groups of 30 teachers each (60 total);
- At the beginning and end of each year a total of 4 Erikson staff travel to the islands to meet with the 60 teachers for two days in person. We visit schools and then have a day-long seminar with the teachers on a focused set of teaching practices.
- For these seminars, teachers travel the short 20 to 30-minute plane ride fly from the neighbor islands to Oahu to a teacher center built for their learning.

- We educators from Erikson Institute focus on building a relationship quickly with the teachers in-person. While we are there, we set each teacher up on a computer where they can see pictures of us working with them, and images describing exactly what we discuss in our seminars. We then fly back to Chicago to continue the relationship.
- We continue our online conversation with the teachers who are now organized into groups of 10 with an online Erikson staff person who guides their discussion of implementing new approaches to teaching in their classrooms.
- Once a month during the year, we meet together online in a live Webinar where we in Chicago spend 2 to 3 hours with the teachers who are now once again gathered on Oahu in the learning center.

The discovery we are making is that time and distance can be overcome in bringing expertise to teachers in geographically remote places. This program meets the criteria now set for teacher professional development in the United States.

The 7 factors that support the development of teaching expertise are: (Darling-Hammond et.al 2017):

1. It is content focused – focusing on the substance of children’s thinking
2. It incorporates active learning meaning we engage teachers in designing and carrying out the very activities we want them to enact with children
3. It supports collaboration – teachers must be able to practice and carry out ideas with one another and create a community that supports them in changing the fundamental structure of their teaching
4. The professional development uses models of effective practice: we ourselves need to be able to go into classrooms to plan, carry out and evaluate children and video tape ourselves so that teachers can learn by doing alongside experts

5. Provide coaching and expert support – sharing content and expertise about how practices work that is focused on teachers' individual needs
6. Offer feedback and reflection
7. Is of sustained duration; it consists of more than one workshop.

With my colleagues at Erikson Institute, we are working to change what children experience in school, creating a place where they love what happens there every day. Maria Piers, one of the founders of Erikson Institute, believed in the Golden Rule that reads: do unto others as we would have others do unto others. Our job in educational research is to create university spaces where we work with classroom teachers on the challenges and dilemmas they face in schools and classrooms for study. Our universities can create laboratories for studying teaching alongside current and future teachers. School can become the best place to live and work as researcher, teacher and child as we contribute to a better world in the future.

Conclusion

I want to end with a child's story about me. A young boy who I had worked with since the age of 3 alongside his teachers, was facing surgery at age 7. He would be in the hospital and then home for several weeks. His teacher and I filled a plastic bag with paper, envelopes, small books, crayons and markers in it – items that would remind him of the story telling, reading and writing we do in school. When Anderson finally came back to school, he brought me a carefully handwritten note, his version of a thank you note. He knew nothing about me except that I am a teacher who comes to his school always wanting to hear his stories and that of his classmates. To thank me, he wrote a story about me.

Once there was a little girl
named Jill She wanted
two go to the fair But
her parents?
Wouldn't let Her
She was a nice Little girl
She Had Listen

allway to Her Parentes
Then her Mom and
Dad Had change
There mind
For a good little
girl was she
Then when She
Grew up she
Was still a nice oil Lady.

This tribute from a boy who spoke a dialect of his home community on the west side of Chicago was poetic, creative, and presented in full literary language of a story writer. He had become fluent in 2 dialects over the course of our work together. He is still developing the conventions of written English, but his intention is impeccable. May we all be so well-received by children who find us to be just the teacher they are seeking.

Becoming the teacher our children need: Vivian Paley wrote about this subject to Yu-ching Huang here in Taipei, and to me a few blocks away in Chicago. She wrote:

“This story telling activity helps us reveal our own narrative, enabling us to go deeper into certain aspects of our life we might want to change. We no longer see the children we teach or the people we live with as needing to be fixed so much as wanting to be listened to as characters in a story, their own story... it is not easy to listen to each child; the urge to fix the people we love and those we teach is hard to control. Vygotsky himself does not tell us how big a part of the child’s zpd [unfolding learning] we should occupy. The children themselves do not need instruction, but we teachers tend to feel we need to have a heavy foot print in everything we teach.” (January 13, 2016)

How do we know our children are learning? The best research says, keep listening, ask them questions, and connect with them. Their learning in play, conversation and storytelling is social, inclusive, it depends on rich interaction with peers, it depends of pretending, and it depends on kindness and safety. In the end, it is socially equalizing. Children are ready to tell us and guide us in educating them for their future

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Yoichi Sakakihara

M.D., Ph.D., Director, Child Research Net (CRN); Professor, Graduate School of Ochanomizu University; President, Japanese Society of Child Science. Specializes in pediatric neurology, developmental neurology, in particular, treatment of Attention Deficit Hyperactivity Disorder (ADHD), Asperger's syndrome and other developmental disorders, and neuroscience. Born in 1951, he graduated from the Faculty of Medicine, the University of Tokyo in 1976 and taught as an instructor in the Department of Pediatrics before assuming current post.

Quality of Life and Self-Esteem of Children

Yoichi Sakakihara, M.D.

Professor Emeritus

Ochanomizu University

Director

Child Research Net

Tokyo, Japan

(1) Introduction

With the advent of science, technology, and education, children are enjoying better physical and mental health. Yet, children must be equipped not only with knowledge but with social-emotional skills in order to cope with many challenges that are not foreseeable now.

As educators in ECEC, we are well aware that we should change our goals of education from merely enhancing children's cognitive and non-cognitive function to aiming globally so that children will be competent in every domain of the Sustainable Development Goals (SDGs) for the future.

However, if we review what we have been so far achieving, we would notice that we have long been accustomed to viewing children from adults' points of view, and ignoring their inner feeling about themselves. We have of course acknowledged that the most easily visualized functions of children for example cognitive skills, are not at all enough to evaluate our endeavor as educators, and that the importance of non-cognitive skills are now emerging. Even so we are still hesitant to listen to how they are feeling about themselves.

Emergence of the Concept of Quality of Life (QOL)

Quality of life first emerged as a term in social science as a concept designating happiness or well-being. Quality of life as a medical term, designating the effects of medical treatment, was widely accepted in the mid-1970s. The definition of well-being and quality of life as a general term, pertaining to human life, has remained quite disputable and is still being studied. QOL measurement, being a simple tool to evaluate medical intervention, has been widely used by clinicians. In the era when the values of

all medical treatments were judged by evidence, an objective evaluation of medical treatment had to be done either by survival rates, reduction of symptoms, or the quality of lives that patients would have after treatments. For diseases in which the effectiveness could not be evaluated solely by survival or by symptoms, the introduction of QOL, as an indicator of treatment benefit, was quite useful and hence welcomed by many clinicians. While researchers are working hard to make tailor-made scales of QOL for specific medical conditions, many clinicians are confident in using standardized QOL scales as a useful tool to judge the improvements in specific medical treatments.

Condition-Specific QOL and Generic QOL

Since the domains of impairments differ among diseases or disabilities, QOL scales specifically tailored for target diseases or disabilities have been extensively developed to date. Since impairments of physical conditions are different among each specific disease, these condition-specific QOL scales are naturally different from each other. So it is difficult to compare the results of QOL of patients with some specific disease with those of patients with other diseases by using condition-specific QOL scales. For example, it is difficult to compare the QOL of children with epilepsy with that of children with asthma by comparing the results of QOL scales specifically developed for epilepsy and asthma. On the other hand, generic QOL scales were developed for the assessment of well-being across various domains to capture more holistic well-being. Thus a generic QOL is only used for the assessment of well-being of children with specific disease or disability, but also for typically developing children. Although generic QOL scales cannot assess disease nor disability-specific well-being of children, they are still useful for the comparison of QOL across different diseases or disabilities. Moreover, they are also useful for cross-cultural comparison of children's well-being, although there are only a few such studies to date.

Quality of Life in Preschool Children

With the wide acceptance of generic QOL as an important indicator of children's self perception, numerous studies on the QOL among children have been carried out. Factors influencing children's QOL have extensively studied. For example, parental QOL is a strong indicator of children's QOL. Parenting styles have been associated with

QOL of children. A warm parenting style was shown to be associated with high QOL of children, and conversely a stern parenting was associated with low QOL (Maeshiro, Sakai, 2018). When kindergarten/daycare center children entered elementary school, a significant decline in QOL was observed (Maeshiro, Sakai, 2018) indicating the importance of their life in kindergartens/daycare centers.

Measures to promote children's QOL in kindergartens/daycare centers have been seriously sought in Japanese kindergartens.

Self-Esteem as a Core Factor of Quality of Life

A positive sense of self has been regarded as an important component of psychological well-being. The development of self-esteem is known to be associated with resilience, a dynamic, context and time-specific ability to adapt to adverse experience and maintain a steady mental status.

Children are known to develop their self-esteem through their experiences and interpersonal interactions. Previous studies have shown that self-esteem of children is nourished both by praises and endorsements by others and their competence in domains of importance. It was demonstrated that positive parenting is effective in enhancing children's development in various domains. As children are growing up, competence in domains of importance plays more roles in developing self-esteem. In young children, abilities to run faster, to draw good pictures, and to dance better are among such domains of importance. It was shown that the presence of audience is an important factor in promoting the sense of pride and embarrassment (Seidner LB, *et al.* 1988). It was also demonstrated that self-esteem is positively associated with academic achievement in a reciprocal manner (Trautwein, U. *et al.* 2006). Teachers in ECEC are well accustomed with the ways to promote children's sense of self-esteem.

Children with low esteem are often withdrawn, and have negative emotionality when confronted with various negative life events, and thus show low resilience. Maeshiro studied the relation between self-competence, an almost identical concept as self-esteem, among kindergarten/daycare center and elementary school children, and found that childhood behavior problems are significantly more common among children with low self-competence (Maeshiro, K., 2011). Hence promotion of self-esteem is among the most imminent issues, and researchers are advocating the importance of promoting self-esteem in kindergarten/daycare center children.

Promoting self-esteem during early childhood is of special importance, since it has been shown that both self-esteem and quality of life tend to decline as children grow older (Fujisaki, M., 2006, Wand, X., 2000, Fujisaki, M., 1995).

International Comparison of QOL and Self-Esteem

Previous studies have indicated the ethnic and international differences of QOL and Self-Esteem in children. Since the sense of value, culture, history and religions are different among ethnic groups and countries, these findings are not surprising.

As mentioned earlier, children's self-esteem is declining as children grow older (Wand, X., *et al.*, 2000). Self-esteem of young children is relatively easily elevated with the praises and encouragement by the presence of appropriate audience. Kindergarten/daycare center teachers have long been employing praises as a robust measure to enhance children's self esteem. It has been clearly shown that positive parenting attitudes are among the robust predictors of later child development by a large cohort study in the U.S. (NICHD).

However, as children grow older, children's self-perception has more effect on their self-esteem than praises and approvals by others. Even with warm encouragement and approvals by teachers, parents, and peers, it is difficult to overturn such evident achievement of themselves as test scores, athletic records, and their physical appearance, etc. With these respects, preschool period is an ideal time to promote children's self-esteem. While approvals and praises play some role to sustain children's declining self-esteem in later periods, their effects are expected to be limited.

International comparison of QOL has shown that there are differences among countries. Berntsson *et al.* showed that in 5 Nordic countries, there were some differences in the subcategories of children's QOL, while age related decline was a common tendency (Berntsson, LT, 2001). In a similar study comparing the QOL of children between China and Japan revealed that children's QOL was higher in China than Japan. As indicated earlier, its implication is not clear considering the multifactorial determinants of QOL among different countries (Wand, X., *et al.*, 2000).

Since self-esteem is a simpler than QOL as a concept, there have been numerous studies of international comparison of self-esteem. Using the well-known Rosenberg's rating scale of self-esteem for adults, Schmitt and Allik compared the self-esteem among 53 countries (Schmitt and Allik, 2005). The results of Schmitt and Allik were

received with a shock in Japan. Among 53 countries, self-esteem measured by the Rosenberg scale was the lowest in Japan. It is interesting to note that out of the 5 countries whose self-esteems were the lowest, 4 of them were from Asia, namely Japan, Hong Kong, Bangladesh and Taiwan. The only exception was Czech Republic in Europe. Interestingly, these countries shared little in common. Their cultural, historical, religious and economic backgrounds are quite diverse, and it is difficult to attribute their low self-esteem to some specific factors.

Even more shocking pieces of information have been provided by reports from Furusho (Furusho, J., 2009). In his popular book "*Why is the self-esteem of Japanese children so low?*", it was indicated that self-esteem of Japanese children was very low compared to that of children in the Netherlands and Germany. So not only adults but also children in Japan have been suffering from low esteem. Considering the globally acknowledged negative effects of low self-esteem in childhood, teachers and researchers in Japan have been frantic to resolve this condition.

Factors Associated with Low Esteem and QOL

In order to improve children's low self-esteem by implementing effective measures, we must at first study factors that are attributable in lowering self-esteem and QOL. Without knowing the factors contributing to lower self-esteem, we are not able to decipher the contexts in which children's self-esteem is reduced. Previous studies have suggested several such factors.

In school age children, academic achievement has a negative impact on children's overall self-esteem (Trautwein, U., *et al.*, 2006). Sonoda studied the relationship between mother's self-esteem, and children's self-esteem, and also between parenting styles and children's self-esteem (Sonoda, 2007). It was found that mother's self-esteem was positively correlated with that of children. Over-protective parenting style had a negative association with children's self competence in exercise capability. On the other hand, supportive parenting style to facilitate children's independence had a positive effect on children's self competence in learning.

Among children with attention deficit hyperactivity disorder (ADHD), it has long been known that their self-esteem is low. Although children with ADHD are different from typically developing children, its association with low self-esteem and QOL is of interest. It was believed that their low self-esteem is not innate, and is derived from

stern criticism and punishments to their disruptive behaviors such as hyperactivity and impulsivity at kindergartens/daycare centers or schools. It was shown that children with ADHD were three-times more frequently bullied by their peers at school compared to the typically developing children (Twyman, KA., 2010). Since the prevalence of ADHD is known to be as high as 7 to 8 percent (Larson, K. *et al.*, 2011), much attention has been paid to its relation with low QOL and self-esteem. Danckaerts studied the impact of ADHD on children's QOL by an extensive meta-analysis, and concluded that there is a robust negative relationship between ADHD and QOL (Danckaerts, M., 2010). The symptoms of ADHD are not discrete and many typically developing children often have less severe symptoms that do not cause any impairment. If so, it is of interest to see the relation between hyperactive and inattentive behaviors and QOL and self-esteem of non-ADHD children.

(2) QOL and Self-Esteem of Children in Asian Countries and Factors Affecting Them

Although there have been many previous studies on QOL and self-esteem in children, there is a paucity in comparative studies among Asian countries. In addition, even with the presence of abundant studies on the association between QOL or self-esteem and ADHD, the relationship between hyperactive and inattentive behaviors of typically developing children and QOL or self-esteem has not been investigated.

I conducted a comparative survey on QOL and self-esteem among children in 3 Asian countries (Vietnam, Thailand, and Japan) with respect to the interrelation between QOL, self-esteem, and hyperactive and inattentive symptoms (Sakakihara, Y *et al.* 2018).

Subjects

We recruited 5-year-old children from Vietnam, Thailand, and Japan in the first wave survey. Because of the time and budget constraints, subjects were not randomly selected. These children were again invited to the second wave study when they were 7 years old. Not all the subject children in the first wave participated in the second survey, and numbers of children in the first and second wave surveys were as seen in Table 1.

Table 1: Numbers of Subjects

Country	First Wave (age 5)	Second Wave (age 7)
Vietnam	177	30
Thailand	130	106
Japan	237	133

Although the subjects were not representing children in each country, we tried to recruit children from several geographically distinct regions in each country. In Japan, for example, we recruited children from Akita, Tokyo, Saitama and Kanagawa prefectures. Tokyo and Kanagawa represent the urban children, while Akita and Saitama represent the rural or suburban children.

Informed consents were obtained from the children's parents or main caregivers. We obtained permission from the ethical committee of Ochanomizu University.

Methods

We mailed questionnaires to the parents or caregivers, and asked them to answer questions described below. In addition to the demographic data such as children's age (in months), sex, birth order, body weight and length, confounding factors such as household income, parents' education, children's TV watching time, were asked in the face sheet.

QOL was measured by the Japanese version of KINDL scale originally developed by Raven-Sieberer, which was translated and standardized in Japan (Raven-Sieberer, U., 1998). Children's behavioral characteristics were evaluated by the Strengths and Difficulties Questionnaire (SDQs) (Goodman, R., 2001). The scale for the evaluation of hyperactivity, impulsivity and inattention was developed by DuPaul (DuPaul, GJ, 1998). DuPaul's scale was originally developed to support the diagnosis of ADHD in children. Since its score is dimensional and non-categorical, it can be used to indicate the degree of these behavioral tendencies.

Parental QOL was measured by WHOQOL-BREF scale developed by WHO (World Health Organization, 1996), while parental self-esteem was measured by Rosenberg's scale (Rosenberg, M., 1979).

The second wave survey was conducted about 2 years later. Since all subject children were second graders in elementary school, additional information regarding

their academic achievement was asked in the questionnaire that contained almost the same questions asked in the first wave survey.

Results

The results presented here were representative results obtained from Japanese subjects, but the results from Thailand and Vietnam were almost identical.

Factors predicting children's QOL were examined by a regression analysis. First I screened the association between children's QOL measured by KINDL scale and various factors assessed by several relevant scales. Then I put all the factors that were significantly associated with QOL as the independent variables in the multiple regression analysis. The significantly correlated independent variables in 5-year-old were inattention, hyperactivity (DuPaul), sleep time, household income, and parental QOL. Among these variables, only inattention and parental QOL remained significant as the effective coefficient of determination (Fig 1). In 7-year-old children, the number of significantly correlated independent variables greatly increased. Thus inattention, hyperactivity (DuPaul), parental QOL, conduct and emotional difficulties, pro-social behaviors, sleep time, BMI, school achievement, and household income were significantly correlated with children's QOL. The regression analysis revealed that inattention, parental QOL, conduct and emotional difficulties and pro-social behaviors remained as the significant coefficient of determination (Fig 2) of children's QOL.

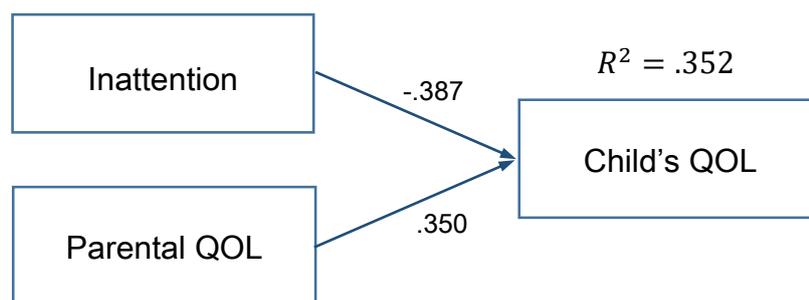


Fig 1 Regression Analysis: Predicting Factors for Child's QOL at 5-Year-Old

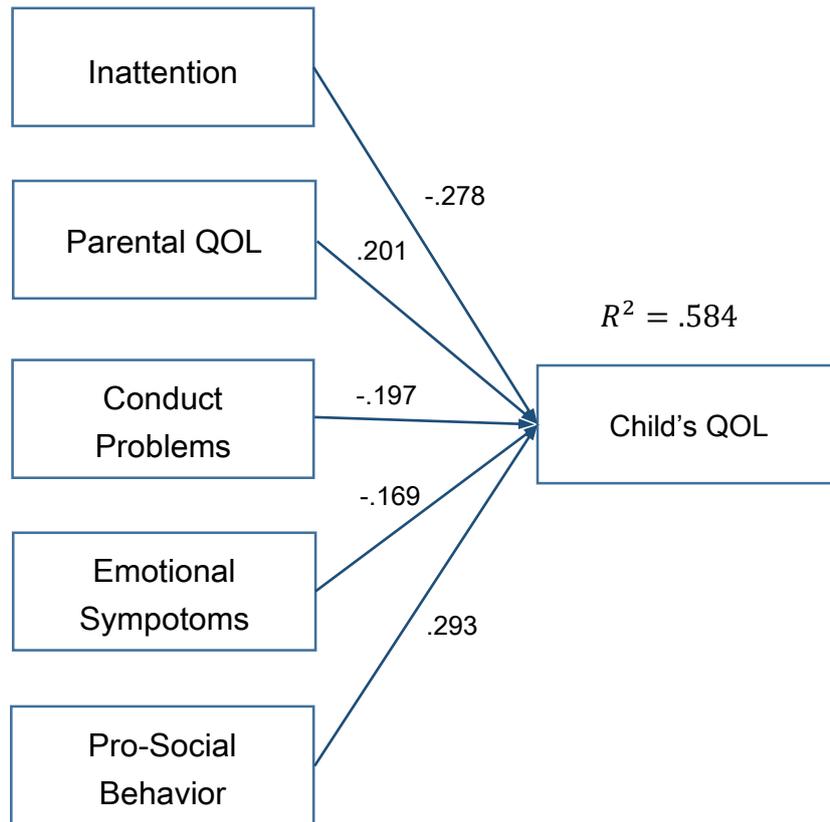


Fig 2 Regression Analysis: Predicting Factors for Child’s QOL at 7-Year-Old

Then factors predicting children’s self-esteem were analyzed. As the indicator of children’s self-esteem, sub-category “QOL of self” in the KINDL scale was used. The variables that were significantly correlated with “QOL of self” were put into the linear regression analysis. At 5-year-old, inattention and hyperactivity/impulsivity, social, physical, emotional and environmental QOL of parents (WHOQOL), and parental education were among these significant variables. As seen in Fig 3, only inattention was shown to be significant in predicting children’s self-esteem.

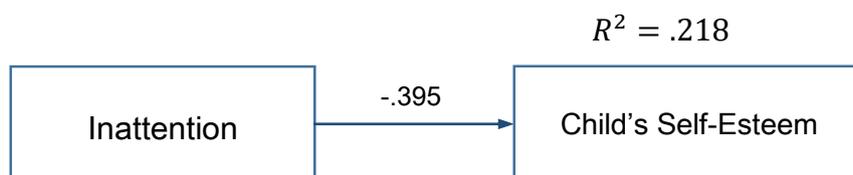


Fig 3 Regression Analysis: Predicting Factors for Child’s Self-Esteem at 5-Year-Old

At 7-years-old, significantly correlated variables were inattention and hyperactivity/impulsivity, parental, social, physical, emotional and environmental QOL (WHOQOL), sleep time and academic achievement at school. The linear regression analysis revealed that pro-social behaviors and sleep time remained significant in predicting children's self-esteem (Fig 4).

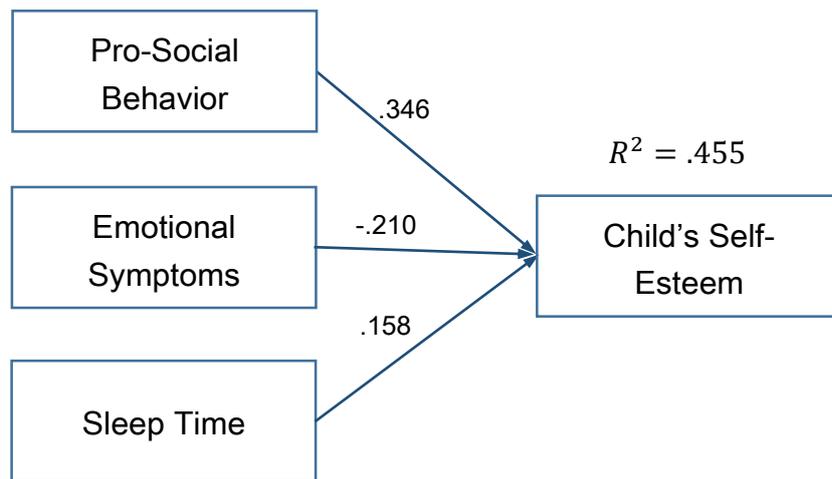


Fig 4 Regression Analysis: Predicting Factors for Child's Self-Esteem at 7-Year-Old

Finally inter-country comparisons were made on children's QOL (KINDL), inattentive and hyperactive behaviors (DuPaul), and parental self-esteem (Rosenberg). As shown in Fig 5a, 5b, 5c, significant differences were present between Vietnam, Thailand, and Japan.

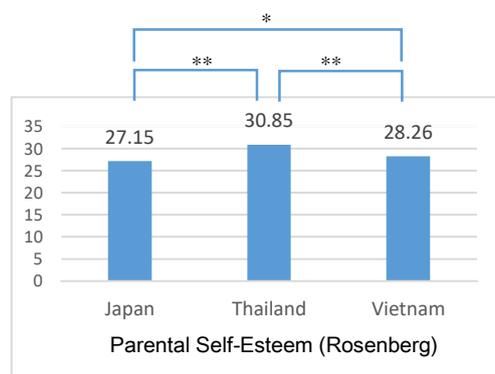


Fig 5a: There were small but significant differences of maternal self-esteem between countries. * $p < .05$, ** $p < .01$.

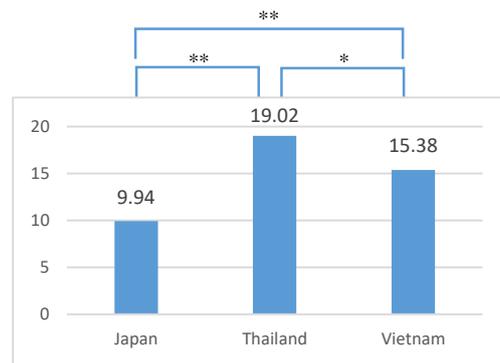


Fig 5b: Significant differences were noted in children's inattention/hyperactivity scores among 3 countries. * $p < .05$, ** $p < .01$

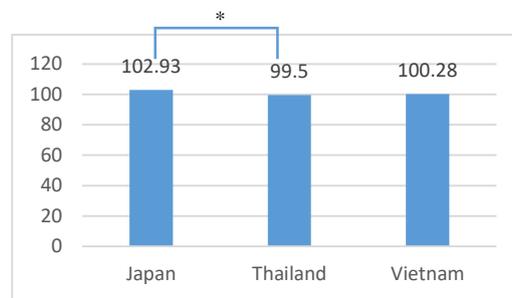


Fig 5c: Small difference of children's QOL was noted between Japan and Thailand. * $p < .05$, ** $p < .01$

Discussion

QOL and self-esteem of children were investigated in 3 Asian countries. Factors associated with, or predicting children's QOL and self-esteem were sought. Inter-country differences of children's QOL, inattention and hyperactivity as well as parental QOL were also investigated.

Children's QOL was shaped differently as children grow older. In 5-year-old children, their inattentive behaviors and parental QOL were significantly associated with their QOL. Inattentive children were more apt to be scolded, punished by parents and teachers, and bullied by their peers.

So this association was quite plausible. However, hyperactivity that was negatively correlated with children's QOL did not remain as a significant coefficient of determination in regression analysis. Since hyperactivity is more related to the disruptive behaviors at kindergartens/daycare centers and schools, there might be some

difference in children's perceptivity between inattention dominant children and hyperactivity dominant peers. Significant association between children's QOL and parental QOL was a robust finding through different ages. Parents with high QOL may interact with their child in a different fashion from parents with low QOL, for example with more permissive discipline. It was reported by Kato & Nakajima that mothers with high self-esteem cared more about their parenting, and were more receptive to children's opinions. Maeshiro & Sakai reported that there was a significant correlation between warm parenting style and children's high self-esteem. It is of interest whether this association is applicable to the disciplines at kindergartens/daycare centers. Promoting the QOL of teachers might be a key factor to improve the quality of care in kindergartens/daycare centers. Considering the fact that many kindergarten and nursery teachers are suffering from low salary and inadequate working conditions, advocating the impact of better QOL of teachers on children's QOL would never be over emphasized

When the subject children grow older, in addition to the parental QOL and inattention, the pro-social behaviors (SDQ) emerged as a significant coefficient of determination. It is plausible that children with more pro-social behaviors would be praised more frequently. It is well studied that praises by others is among the major contributing factors to enhance children's self-esteem.

Similar association was found in the regression analyses where children's self-esteem was selected as the dependent variable. In 5-year-old children, only inattention remained as the significant variable predicting children's self-esteem. In 7-year-old children, again pro-social behaviors are among the significant variable predicting children's self-esteem. Emotional problems affect negatively on children's self-esteem. Interestingly sleep time predicts children's self-esteem. The importance of sufficient duration of sleep and steady sleep-wake rhythm was confirmed not only for the healthy body function, but also for the better self-esteem of children

Inter-country comparisons of children's QOL, self-esteem, and inattention/hyperactivity demonstrated significant differences among them. Except for inattention/hyperactivity that showed significantly large differences among countries, differences in parental self-esteem and children's QOL were small even though they were significant. It is difficult to clearly identify the attributing factors influencing children's QOL, parental self-esteem, further studies on this account is definitely needed.

(3) Conclusion

QOL and self-esteem are both important indicators of children's well-being. High QOL and self-esteem have a protective function when children experience negative life events and adversities. Promoting these protective abilities is essential to ensure sustainable development of children. By understanding the factors promoting QOL and self-esteem, teachers in ECEC will be able to make children competent citizens of the future.

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Ovid J.-L. TZENG

Taiwan Linguistics and Psychology Scholar, former Chairman of the Cultural Construction Committee of the Executive Yuan of the Republic of China, Academician of the 20th Humanities and Social Sciences Section of the Academia Sinica, Founding Member of the Chinese University of California Association of Chinese Scholars, and Political Member of the Executive Yuan of the Republic of China. Minister of Education and Vice President of the Academia Sinica.

From Smart Intelligence to Supreme Wisdom: Reciprocal Relationships of Reading Acquisition and Brain Development

Rose R. W. Lee¹, Shinmin Wang², and Ovid J. L. Tzeng^{*1,2,3,4}

**Ovid Tzeng will deliver the Keynote Speech*

1. Academia Sinica, 2. National Taiwan Normal University

3. National Chiao Tung University, 4. Taipei Medical University

In Search of Intelligence Which Made Human Smarter and Smarter (問世間，智為何物?)

Cognitive Neuroscience provides an integrated and multi-disciplinary approach for exploring the uniqueness of our species, Homo sapiens, in terms of the eternal issues listed below.

Who are we ?

Where do we come from?

Where are we going?

What have we accomplished with respect to the evolving complicated 8 Os Societies (Bio-Geno-Neuro-info-Cogno-Techno-Medico-Cultural/Socio)?

How did we do it?

How to characterize our present civilization in terms of the increasing level of Intelligence?

But, what is Intelligence and whose Intelligence we are referring to (i.e., natural or artificial)?

These questions are difficult to answer, especially the last one. In our view, a real understanding of Intelligence will not be achieved until we have a reasonable notion of its neurological mechanisms and their manifested cognitive functions. From the perspective of evolutionary neurobiology, the brain is physically rewired to

accommodate the environmental changes in our perception (visual, verbal, sense), cognitive processing (attention, memory, cognitive control, executive function, decision-making, multitasking skills, etc.), and production (motion, speech, gesturing, signing and writing). Intellectual behaviors are formed and constantly upgraded by the so-called biologically secondary learning via (1) **imitation** (mirror neurons, iconicity), (2) **borrowing** with modifications (accommodation, assimilation, derivative), (3) **fast** encoding and retrieval from huge size storage (cognitive architecture and human information processing, chunking, duality of patterning), (4) **transformation** (mutation, changes after critical evaluation), (5) **knowledge connections** (association, derivatives distributed intelligence, collective wisdom and creativity,) and (6) **mastery** (advanced learning, expert and deep learning, flexibility, and interactive specialization). These six principles characterize advancement of human cognition from smart intelligence to Supreme Intelligence¹.

Statistical Learning as a Natural Driving Force in Biological Evolution

All living creatures survive because they are able to capture and take advantage of the regularity embedded in their living environment, a phenomenon termed statistical learning in the field of cognitive psychology. Statistical learning involves a primary biological learning, which manifests in prepared learning, predisposition, and heuristics, as well as a secondary cognitive learning. Secondary learning is to move from automaticity to controlled strategies, from rote to organized rehearsals, based upon a developed efficient architecture of information processing, in which attention, memory, decision-making, problem solving, innovation, meta-cognition, are basic functions of a creative intelligence. This allows the release of lower level constraints and makes it possible to characterize cognitive actions in terms of an interactive model of both top-down and bottom-up processes. These processes are essential to promote categorization based upon a model of combinatorial hierarchy (Share, 2019).

In other words, human cognition develops through the stages of sensori-enactive, iconic, and symbolic representation, in both phylogenetic and ontogenetic sense. It should be noted that imitation is not just coping, rather, it is a reconstruction process (i.e., from analog to digital) and the new adaptation is made possible by rewiring the preexisting neuronal circuits in the brain in a recycling manner. Knowledge transforms

¹ 成智六步：仿、借、存、轉、聯、精。

itself and disruptive innovation upgrades the power of creativity. Traditional two-brain theories of the multiple cognitive functions in the brain depend on the interaction of the right and left hemispheres with their complementary functions, namely, temporal vs. spatial, respectively in the left and right cerebral cortex, as well as discrete vs. diffusion process in the left and right, respectively. Yet, the increasing complexity of living environments makes it clear that the simple dichotomy is not enough! A brand new two-brain theory of the expanding cognitive function by adding the cerebellum to the cerebral cortex becomes necessary.

Two-Brain is Better than One: Cerebellum Empowers Cerebral Cortex

With respect to physical structure of the human brain, the cerebellum is the second main cortex, which occupies around 20% of the size of the whole brain, but contains approximate 50% of the neurons that constitute the brain. Recent studies estimated the total number of neurons in the human brain might have increased to over 120 billion neurons and the ratio of the neuron numbers of cerebral cortex (21–26 billion) to those of cerebellum (101 billion) is around 1: 5 (Herculano-Houzel, 2009; Pelvig et al., 2008; Andersen et al., 1992). Archeological studies (Kochiyama et al., 2018; Gunz et al., 2019) had found that the cerebellum had evolved over hundreds of millions of years, but gained its importance about fifty-thousand years ago in *Homo sapiens* but not in Neanderthals who eventually died out completely. These studies suggest that the number of neurons of cerebellum in *Homo sapiens* had expanded enormously as a result of evolution, a fact not occurred in Neanderthals, and this critical change empowered the cortex because of the increasing capacity to develop extra functions beyond motion. As we all know, the cerebellum has long been thought to sub-serve motor learning and coordination only. Its role in cognitive and emotional processing is not well recognized until recently. Truly, anyone who sees the huge difference in the number of neurons between cortex and cerebellum, with respect to their difference in physical sizes would wonder why the latter (an ancient part of the brain) had been understudied by the brain scientists for so long.

Owing to the progress in brain imaging technology, scientists nowadays can take a clearer look at what is going on in the cerebellum. The study conducted by scientists of the Washington University in San Louis (Marek, *et al.*, 2018) has shown that the cerebellum contains reliable, individual-specific network organization that is significantly more variable than the cerebral cortex. They utilized the highly sampled

Midnight Scan Club (MSC) dataset on a special type of MRI to observe the brain wiring of 10 people. The brain imaging tool and the highly sophisticated method of analysis allowed them to quantify the various effective connections between the cerebellum and other brain areas. They found that the network of frontoparietal, which is important for adaptive control, was the only network overrepresented in the cerebellum, as compared to the cerebral cortex (2.3-fold). Interestingly, the analysis also showed that all cerebellar resting state signals had lagged behind that of the cerebral cortex for 125 - 380 ms temporally. This may imply that the cerebellum engages in a domain-general function in the adaptive control of all cortical processes, supporting the hypothesis proposed by the investigators. Moreover, the evidence shows that the cerebellum's function seems to more dedicate to connect the brain areas involving functions such as abstract thinking, planning, emotion, memory and language (80%) than to the functions for physical motion (20%). Overall, the study suggests that the cerebellum engages in a domain-general function in the adaptive control of all cortical processes.

Furthermore, evidence for cerebellar involvement in autism spectrum disorder, schizophrenia, and addiction is growing. For instance, the animal experiments conducted by Carta et al. (2019) show that the cerebellum can activate the ventral tegmental area (VTA) through the dopamine releasing mechanism to active prefrontal cortex and ventral striatum. The study suggests that, through neural chemical transferring mechanism, the cerebellum acts to drive the main brain circuits of regulating motivation and reward and subject to controlling brain states and social behavior.

However, in spite of all the new findings casting on the new roles of the cerebellum, question remains as to what and how it contributes to enhance the human intelligence. Many studies suggest that in essence, this structure appears to act as a kind of editor, constantly reviewing and improving a person's thoughts and decisions. In an extensive review article, Schmahmann and his colleagues (2019) indicate that the way the cerebellum works has not changed, instead, it provides a scaffolding function for the working cortex and makes the operating cognitive process more smoother, faster and more accurate, automatically. As a result, the cerebellum allows our conscious mind to focus on more important things at work. In other words, the cerebellum makes it possible to change from lineal to exponential expansions of the brain power based upon the availability of an emerging efficient information processing system, by promoting

focus attention, divided attention, and selective attention, and allowing sophisticated problem solving, innovation, and creativity.

AI (Artificial Intelligence) or NI (Natural Intelligence) ?

With syntax and software engineering, human being creates artificial intelligence (AI) to replace routine as well as complex procedures in problem solving. In specific domain areas, AI challenges and outperforms human's natural intelligence without "PERSONAL" knowledge, which allows "compassion", "curiosity", and "feeling of knowing" about the domain specific problems. For example, from AlphaGo to AlphaGoZero, to AlphaZero, the new algorithm was able to defeat the Grand champion Go master easily without knowing Go games.

So, the big question is: What and whose intelligence are we talking about? AI or NI (Natural Intelligence)? Both are evolving, with different types of constraints on its speed and directions of advancements. It is difficult to predict what they will be fifty years from now. Can AI be more compassionated and have spontaneous curiosity about the world and themselves? Will it appreciate, enjoy, and seek mindfulness in its living experience?

Finally, from the perspective of neurobiology and cognitive neuroscience, we would like to make our interim concluding remark by the following equation: $(AI \times NI \times K \times E) = \text{Augmented Intelligence}$. Let us use our NI plus our cumulated knowledge and experience to visualize and utilize the future AI. That is the only way smarter intelligence can become supreme intelligence!

Reading Brain is a Smarter Brain

It is well known that spoken language is a biological specialization but written language is largely a cultural invention. Moreover, spoken language is mastered naturally in almost all people, without direct instruction, whereas reading is difficult and reading failure occurs in large numbers of children across all written languages. Since there is no brain specialization for reading, explicit instruction is essential, implying that literacy acquisition is a challenge of brain plasticity. Indeed, reading consists essentially of creating an interface between the visual system and the spoken language system in the same brain. Evidence has shown that from illiterate to literate, literacy acquisition induced behavioral and cerebral changes improve early visual processing and reorganize the ventral occipito-temporal pathway: responses to written characters increase in the left occipito-temporal sulcus, whereas responses to faces shift

towards the right hemisphere. Furthermore, phonological coding is modified and the functional and anatomical links between phonemic and graphemic representations are strengthened from being literate. There is also evidence suggesting that learning to read restructures the hippocampus in order to transform the architect of human information processing. Clearly, learning to become fluent readers therefore provides strong support for the claim that brain reorganizes to accommodate a novel cultural skill (Dehaene, *et al.* 2015). The reorganization takes place in many parts of the brain in order to facilitate phonological decoding, form-sound association, and naming speed. Enhanced neural activities in multiple cerebral regions responsible for these cognitive operations are found to be correlated with reading ability. In line with this idea, a multicomponent view of neuroanatomic basis for learning to become a fluent reader receives strong support from results of many studies in dyslexic children as well as in normal readers of different reading abilities.

One obvious behavioral consequence of reorganizing the brain is transforming the architect of human information processing (HIP) from a purely primarily biological learning machine up to a secondary cognitive learning platform which allows hierarchical organization and strategic planning, thus, uplifting the quality and flexibility of fast and precise storage/retrieval operations. Reading surpassing speech in a useful and profound way by playing against itself and updating its neural network as it learned from experience. Reading allows readers to discover the intention of the writer (critical reading) by excising a theory of mind. Similarly, and at a more advance level, the writer has to formulate and organize his/her thought in order to clearly express the intended messages. In other words, learning to read and write also sharpens one's tools of mind.

Conclusion Remarks

From the perspective of neurobiological evolution of human cognitive functions, intelligence may be characterized by an interactive convolution of mixed properties of dynamical system, which can be expressed in terms of an augmented Intelligence as a result of reading and literacy, characterized as $f(\text{THIP} \times \text{PBL} \times \text{SCL} \times \text{K} \times \text{E})$, in which THIP refers to transformed human information processing, PBL refers to primitive biological learning, SCL refers to secondary cognitive learning, and K refers to knowledge, and E refers to experience. In other words, intelligence is an exercise of strategic thinking and meaningful execution, rather than just performing a

learned action plan. The reciprocal relationship between reading acquisition and brain development makes it possible for a literate person to move from smart intelligence to supreme wisdom.

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ECE Visit

Hsin Yi Foundation

- **Introduction**

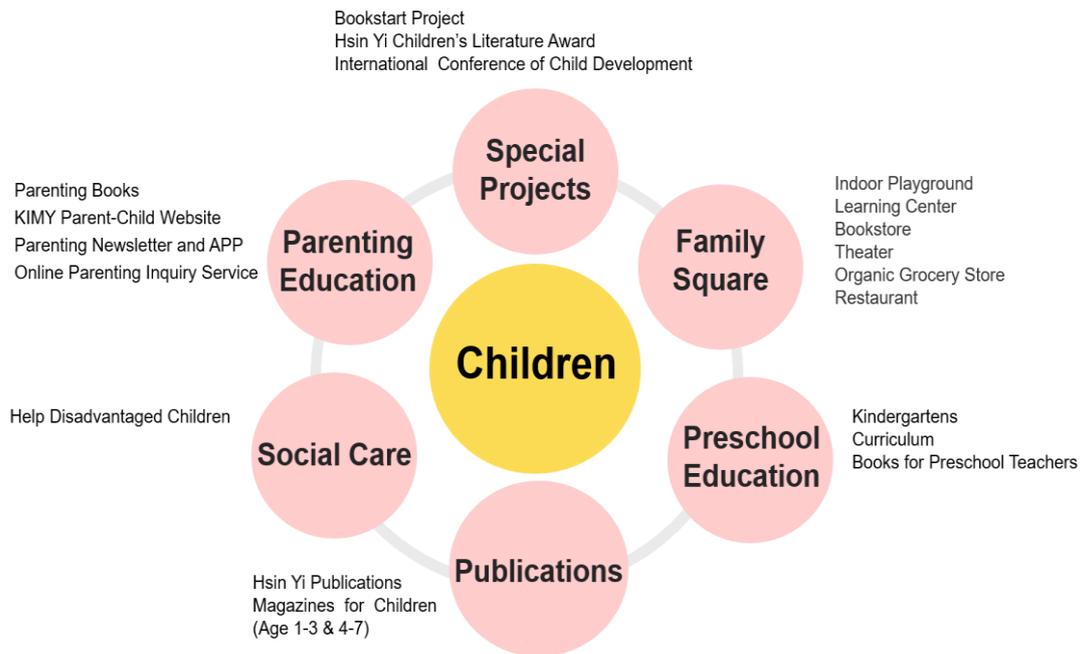
- Hsin Yi Foundation was established by the Yuen Foong Yu Group in 1971, during the time when prosperity was not shared throughout Taiwan's society. Therefore the initial goals of the Foundation were aimed at helping the poor and granting scholarships.
- By the time when Institute of Early Childhood Education was founded under Hsin Yi Foundation in 1977, Taiwan was ready to take off on its economic boom. The rapidly changing environment of the mid-seventies was inevitably beginning to affect young children adversely, which neither the government nor society as a whole was seriously aware of.
- The aim of the Institute is to pioneer the work of early children education, and to promote a happy and healthy childhood for children.
- "Safeguarding the children's only childhood" is always the motto of the Institute.



- **Our Position**
- The Bridge between
- Professionals and Parents & Children
- Research and Application



- **Children Oriented**



PECERA -Visiting Site Hsin Yi Foundation :

<https://www.youtube.com/watch?v=aiK8usj6k08>

Please see the attachment for detail : <https://reurl.cc/mlEQY>

The Affiliated Preschool of the Experimental Elementary School of University of Taipei

A. School Vision: Healthy, Active, Creative

In order to nurture healthy, active and creative children, the curriculum is developed base on the life experience of young children so that they can learn, explore and apply their knowledge in their daily life.



B. General Information

1. There are totally eight classes presently, including four 5-6yrs classes, one 4-6yrs mixed-age class, one 3-5yrs mixed-age class, and two children with special needs mixed-age classes.
2. There are 30 children per class with two teachers, while 8 children with special needs per class with two teachers.
3. There are totally 196 young children, 18 teachers, two executives and two kitchen workers

C. The Daily Timetable

Date Time	MON	TUE	WED	THU	FRI
08 : 00--09 : 00	Learning Corner Activities (Language, Math, Arts, Toys, Dramatic Play, Science...)				
09 : 00--09 : 30	Morning Circle & Rhyme	Language Activity	Life Education	Language Activity	Community Walk
09 : 30--10 : 00	Snack Time				
10 : 00--10 : 20	Outdoor Activity Time				
10 : 20--11 : 20	Theme-based Learning Activity				
11 : 20--11 : 30	Sharing / Half-Day Class Dismiss				
11 : 30--14 : 30	Lunch/Napping				
14 : 30--15 : 00	Snack Time				
15 : 00--15 : 50	Group Activity Time (Extended Learning Activities, Life Guidance and Clean up)				
15 : 50--16 : 10	Time for Home				
16 : 10--17 : 50	After School Program				
	Language Activity	Mathematics Activity	Art Activity	Natural Science Activity	Physical Activity

D. Framework of Curriculum

1. Educational Belief: Life is learning
2. Educational Foundation: Message processing theory, Constructivism, Learning by doing by Dewey, Zone of Proximal Development by Vygotsky, and Collaborative teaching
3. Educational Goals: Healthy, Active, Creative
4. Curriculum and Teaching: Learning Domains Activities, School-base Curriculum, Classroom Activities, Whole School Activities



For more information, please visit our website at

http://estmue-kinder.blogspot.com/p/blog-page_6.html

Jili Non-Profit Preschool, Taipei City

Origin

In June 1983 ten educators, also good friends with each other, headed by Ms. Shu-min Cheng, started the Grow Up Kindergarten in Taipei. On that basis, the Grow Up Foundation was later founded in May 1997, which in turn was chartered with the Jili Non-profit Preschool in July 2000.



Our Beliefs

All the children grow up in happy development of their aptitude, so that they

- love others as well as themselves
- smoothly communicate with others as well as themselves
- love to learn and do it persistently



Our Visions

- To build a preschool adequately reflecting the characteristics of the local community
- To develop teaching modes suitable for this community
- To integrate both theories and practice of preschool education in cooperation with the academic institution
- To serve as the center for promoting parenting education in the community

Our Teaching

Children are encouraged to construct their own learning experience through teaching media and peer interaction. The interest and aptitude of the children



are encouraged so that they find and fully exercise their potentials with positive attitudes of active exploration and mutual cooperation.

- (1) Free choice of activities in the learning corner
 - liberating the potential and interest development of children and their interest of learning
- (2) Theme activities
 - encouraging the exploration into themes and knowledge construction
- (3) Small-group activities
 - cultivating the basic competence
- (4) Off-campus activities (Every two weeks)
 - enhancing physical development and enabling field practice
- (5) Children’s play (Every two weeks)
 - cultivating the interest in plays



Number of Children in 2018 Academic Year by Age Groups

Age group	No. of children	No. of Educare givers	Remarks
2-3	16	2	Child(ren) with special needs: 1
3-4	41	4	Child(ren) with special needs: 2
4-5	45	3	Child(ren) with special needs: 2
5-6	45	3	Child(ren) with special needs: 4
	147	12	9

Staff of Jili Preschool

Administrative personnel: 5

Teachers and educare givers: 12



2018 Academic Year Weekly Schedule

Toddlers (2-3years)

Date Time	MON	TUE	WED	THU	FRI
08:40—09:10	Physical Exercise				
9:10~9:40	Snacks and story time				
9:40~10:40	Walk in Park	Theme Activity	Theme Activity	Sand Box/ Plays	Theme Activity
10:40~11:40	Corner Activity	Corner Activity	Corner Activity	Corner Activity	Corner Activity
11:40~12:30	Lunch				
12:30~13:00	Brush Teeth, Toy Time				
13:00~15:00	Afternoon Nap				
15:00~16:00	Snacks, Clean up Time				
16:00~16:30	Tidy up	Rack Climbing	Body Movement	Beauty Appreciation	Stories/ Puzzles
16:30~17:00	Time to Go Home!				

Young Children (4-5years)

Date Time	MON	TUE	WED	THU	FRI	
8:40~9:20	Snack	Snack	Rack Climbing	Gardening	Snack	Snack
9:20~10:40	Biking	Park Time	Snack /Corner Activity	Snack /Corner Activity	Music Corner Activity	Outdoor Activity
10:40~12:00	Corner Activity	Theme Activity				
12:00~12:50	Lunch, Teeth Cleaning					
12:50~13:30	Toy Time, Story					
13:30~14:50	Afternoon Nap					
14:50~15:40	Snacks, Clean up Time					
15:40~16:40	4Yr.	Arts Activity	Culture & Language	Group Play	Physical & Music	Number & Shapes
	5Yr.	Number & Shapes	Language	Arts Activity	Mood & Physical	Culture & Language
16:40~17:00	Time to Go Home!					

Characteristics of the Jili Preschool

(1) Care for and Participation in the Community

1. Understanding and appreciation of the community
 - (1) Developing localized curriculum: understanding and protection of local culture.
 - (2) Organizing family events on local culture: Events on themes of local ecology and culture to foster deeper understanding and appreciation.
2. Promotion of parenting education in the community
 - (1) Parenting education opened to parents in the neighborhood.
 - (2) Family activities opened to families in the neighborhood.
 - (3) Sand box and children's plays opened to families in the neighborhood.

(2) Care for the Disadvantaged Groups and Exercise of Integrated Education

1. Children of disadvantaged groups are given priority in admission.
2. Integrated education exercised on children of disadvantaged groups and with special needs.
3. Teacher development programs established and promoted to enhance integrated teaching competence.



Yoyo Preschool, Keelung

Focusing on Outdoor Play, Guided Play, Character Building, Learning by Doing and Learning Center Approach



Yoyo Preschool is a private preschool situated in Keelung, a rainy city in Taiwan. Despite the region's undesirable weather, Yoyo hopes to encourage our children to venture into nature and to adapt to the different challenges they may encounter there and to take some manageable risks during outdoor activities and games. This approach not only fulfills children's physical needs, but also builds inner growth. Yoyo has creatively designed a like-nature environment inside its campus yard, incorporating various natural gaming areas with a mixture of elements (low structured, loose part material, plants, agriculture, and ecology). In addition, regular outdoor extracurricular activities outside of school are organized once a week for children to get to know their living community and environment. These activities have been designed with particular missions to allow children to use their five senses to observe and to bond with the local community, to understand their surroundings and the ecosystem, and to foster a sense of place and affection for the local environment.

Nature Has Much to Give; Providing All Sorts of Opportunities for Children to Learn to Be Independent and to Be Self-Aware

As Yoyo children explore outdoors, Yoyo teachers find that "nature" helps children to participate in a rich variety of fun and new experiences. However, most importantly, children learn about self-protection and survival skills during outdoor play. These accomplishments are mostly self-learned by observing and exploring nature. Unlike the man-made world, nature has many unpredictable elements and circumstances (e.g. sudden rain). Yoyo believes that if children can be close to nature and enjoy the vast experience of natural play, they can slowly understand the different faces of nature and learn to appreciate nature and what is necessary to sustain nature and its creations.

A Life-Changing Event Further Enhanced Our School Direction

One day, sometime in fall 2016, the kids were out on their regular field trip in a national preservation forest location. An unexpected encounter shocked our children, the woods that they remembered were gone; all that remained were piles of dirt and chaos. The forest had suddenly become a large excavation site. The kids learned that the woods were destroyed by a local government agency to build more storage units for its own use. Locals soon formed an environmental awareness group and began a tree saving project entitled “Project Hope.” The children were keen to help and volunteered to be involved in this conservation project. This event motivated and prompted the children to rapidly develop an awareness of their co-existence with nature. The children participated in multiple events, holding conversations and protests with the local environmental group. From seeing at firsthand such a natural crisis issue, the children learned to accept and understood the man-made destruction and became aware of the importance of conserving nature and the wildlife that live there. As a result of this event, the children developed a greater curiosity toward nature and a desire to explore all things in nature.

The Importance of Companionship between Yoyo Children and Their Teacher

An outdoor playground is like a large classroom with multiple unexpected possibilities. Yoyo children explore, play games, and learn in nature. Kids are inspired and touched by natural elements



and materials. For children to play outdoors, they need the correct guidance and support to keep them aware of safety issues and guidance when to solve unexpected problems. Therefore, Yoyo teachers are not only facilitators and companions to our children, but are also the catalysts for the educational atmosphere and children’s learning. Teachers observe children as they play games and explore the environment. Teachers ask questions at the right moments to encourage thinking, but they do not tell children

the answers directly, nor instruct them in methods that adults think are best. By using different tactics, our teachers encourage children to think, revise, and continue what they are doing with confidence, learning by doing, and learning from their mistakes. This approach helps kids to build their own strategies using problem-solving and logical thinking. The overall atmosphere of Yoyo is supportive of children's active learning and repeated attempts. In addition, instructional scaffolding is encouraged among the children, because adults' experiences are not absolute; children should do things their own way. Thus, they can grow and learn from the advice, encouragement, and criticism from their peers.

Adapting to Changes and Embracing Changes

Nature is always changing. In an unpredictable environment such as nature, children have the chance to assimilate to their surroundings and embrace change as they learn, to overcome the disruptions brought by the change, to improve their ability to take



care of themselves, and to solve whatever problems they may encounter, or to simply enjoy these changes and the diversity of nature. Outdoors, children derive all kinds of fun-filled games and demonstrate exceptional performance that increases the range of their capabilities.

We Are Part of the Natural Cycle

People are a part of nature. Through outdoor games, gardening, observation, and experiences with animals and different forms and species of life, children interact with the natural environment and learn to adore nature, to understand how nature is indispensable to people, and to recognize the life cycles of animals and plants. While immersed in different nature issues, children become increasingly aware of the desire to love nature and everything in it, and to protect "our" environment by participating in community activities; thereby, becoming true citizens of this planet.

Outdoors Is Not Only Fun, but Also Educational

For children, the most important outcomes of outdoor games and interaction with nature involve not only the fun exploration and games, but understanding “change” and “how to face changes,” which is all character building. These experiences are extremely valuable to children. Long periods of natural



exploration and outdoor activities help to develop children’s personae. Interactive outdoor experiences inspire children to love nature, to respect life, and to learn to co-exist with the environment. Also, during Yoyo’s outdoor events, kids learn by doing and from their mistakes; nature does not assure a smooth play process, children must think and act for themselves to work out and overcome the situations they find themselves in. Since nature is unpredictable, children are given multiple chances to self-correct and self-learn. Whether children exceed expectations or encounter not-as-expected outcomes in play, these experiences help them to embrace and accept changes and mistakes, to be resilient in the face of setbacks, and, most importantly, to learn how to set aside undesirable feelings and actively think of creative ways to solve problems. When children can do this, it fills them with confidence and the knowledge that they can be independent and have faith in their abilities.

For more information, please visit our website at

<https://www.facebook.com/yoyokindergarten>

New Taipei City Private Preschool Affiliated in Fu Jen

Catholic University

The preschool is affiliated in the Department of Child and Families, Fu Jen University. The preschool, or childcare center was officially established by Sister Urbania in 1978.

The preschool has five classes.

1. Toddler class : 2–3 years old, 16 children.
2. Preschool class : 3–4 years old , 30 children.
3. Pre-kindergarten class : 4–5 years old , 27 children.
4. Mixed-age class 1 : 4–6 years old , 30 children.
5. Mixed-age class 2 : 4–6 years old, 30 children.



Objectives of the Fu-Jen Preschool/Childcare center

1. To enhance young children's development with good quality of the learning environment.
2. To increase parental knowledge and provide parenting education and consultation services.
3. To provide professors and students of the Department of Child and Family Studies with opportunities to observe, learn, and research, facilitating the integration of theory and practical experience.
4. To serve as a model for preschools, childcare centers and provide the references for educational activity plans and materials.



Educational Philosophy:

We believe that learning is an active exploratory process for young children. According to their personal characteristics, young children develop positive and active learning attitudes by spontaneously interacting with the environment, as well as their peers and teachers. Therefore, the resource-rich and adequately planned environment that facilitates the cultivation of healthy and well-developed young children is provided.



Educational Objectives:

1. Enrich young children's life and learning experiences.
2. Stimulate young children's interests and learning potential.
3. Develop young children's positive self-concept.
4. Cultivate young children's ability to interact with others competently.
5. Enhance young children's ability to solve problems.



Approach:

1. Adaptive educational activities are designed according to young children's developmental stages and education objectives - thematic teaching, learning areas, group activities, and tutorials.
2. The richly decorated, and interesting learning environment is established to guide the young children in participating meaningful learning.
3. Diverse learning activities and contents are provided to facilitate young children's holistic development.



TEL: 886-2-2905-2504, FAX: 886-2-2901-4719

E-MAIL: dccrals@mail.fju.edu.tw

Address: No.510, Zhongzheng Rd., Xinzhuang Dist., New Taipei City 24205, Taiwan (R.O.C.)

Symposium

The Design and Implementation of the Curriculum

Framework in Taiwan

(幼托整合後臺灣幼兒園教保活動課程大綱的研編與實踐)

Organizer:

Dr. Marn-Ling Shing

Department of Early Childhood Education, University of Taipei, Taipei, Taiwan

為因應幼托整合，幼兒教育品質的提升，臺灣教育部自 2006 年起啟動了「幼兒園教保活動課程大綱」的研編、試用及推廣的相關計畫。2017 年「幼兒園教保活動課程大綱」正式公布實施，課程大綱如何落實在現場，提升幼兒教育的品質，多仰賴這些計畫的研究成果。本論壇將討論為什麼要有這樣的課程大綱？所欲陶養的幼兒的圖像是甚麼？如何輔導課程大綱的實踐？參與課程大綱後的幼兒園有何轉變？如何評量幼兒？這些幼兒有何特色？

關鍵字：幼兒園教保活動課程大綱

For the quality of early childhood education and care, the government integrates the two parallel systems of early childhood education as one in 2012. Before 2012, Kindergartens were governed by Minister of Education, however, Child Care center were governed by Minister of Social Welfare in Taiwan. In the meanwhile, the research project of Early Childhood Education & Care Curriculum Framework (ECECCF) and other related projects are in progress as well. All the projects together were to help teachers to implement the framework in the fields. In this symposium, we are going to discuss what the contents of ECECCF are, especially focused on the children's images of the framework. Besides, we also discuss what are the benefits and the difficulties when teachers implement the ECECCF. Finally, the evaluation system of children using the ECECCF is also discusses.

Keyword: Early Childhood Education & Care Curriculum Framework (ECECCF)

Presenters:

Man-Ling Shing, University of Taipei, Taipei, Taiwan

Hwui-Fen Lin, National University of Tainan, Tainan, Taiwan

Yi-Kai Lin, Chaoyang University of Technology, Taiwan

Su-Chi Chen, University of Taipei, Taipei, Taiwan

Fon-Rei Liao, National Taiwan Normal University, Taipei, Taiwan

Indigenous Early Childhood Education in Malaysia, New Zealand, Philippines, and Taiwan: Past, Present and Future

Organizer:

Dr. Tung-Hsing Hsiung

Department of Early Childhood Education, National Taitung University, Taitung, Taiwan

Early childhood education is the foundation of school education. Research shows that early childhood receives quality education and will have good academic performance in later school education. Indigenous peoples are the most interconnected ethnic groups in various countries. However, under the influence of the macro social system, most aboriginal peoples lost their education sovereignty and linguistic environment gradually. UN have adopted UNESCO Sustainable Development Goals (SDGs) in September 2015. UNESCO frame the Education 2030 agenda which is encapsulated in SDG 4, Education for Sustainable Development (ESD). The Aboriginal knowledge system is the lifeblood of human sustainable development, it is requested to apply the value of Aboriginal knowledge in environmental balance, social harmony, and economic development through school education.

In the 2019 PECERA Taipei Conference, a panel session is organized to review the quality indigenous/aboriginal early childhood education among Pacific and South East Asia countries. Under the facts of changes of national aboriginal education policies from past to present, for instances, national language act, aboriginal education act, central curriculum guide, teacher education training system, immersion preschool and so on. The panel session will display the context of different forms of preschool education and to inductive policies and learning environment types that are conducive to aboriginal children. It is expected to co-constructing the future of quality indigenous/aboriginal preschool education, to achieve SDGs for education on 2030 Agenda.

Symposium II: <i>Indigenous Early Childhood Education: Past, Present, and Future</i>	
Dr. Ciwas Pawan	TAIWAN
 <p>Dr. Ciwas Pawan is an assistant professor for the Department of Child Care and Education and the director of Indigenous Students Resource Center of Hungkuang University. She earned her Ph.D. in the College of Education from Arizona State University in 2005. She was the chairperson of Indigenous Peoples Commission (IPC) of Taichung City Government. As a Taiwanese Seejiq Indigenous scholar, she focused her works on the fields of indigenous education (esp. indigenous education, early childhood education, language education, culture education), language, and culture.</p>	<p>Indigenous Early Childhood Education in Taiwan</p>
	<p>There are public, city/county preschools and kindergartens at indigenous areas in Taiwan. Few private preschools and kindergartens operate at indigenous areas. However, they have similar teacher structures and mainstream curriculum and instruction, etc. For indigenous children to go to preschools and kindergartens nearby, Council of Indigenous Peoples (CIP) and then Ministry of Department (MOE) established Tribal Mutual Early Child Care and Education Service Center from 2008. For indigenous children to learn their own languages and cultures, CIP started the Indigenous Language as Family Heirloom Project for indigenous people to take care of their children in their own languages in 2013. At the same year, CIP started Indigenous Immersion Language Preschools/Kindergartens Project for indigenous teachers to teach indigenous children in their own languages and cultures in preschools and kindergartens. These 3 programs plan to replace mainstream early childhood education to indigenous early childhood education. In my talk, I will present current situations, difficulties, and visions of general indigenous early childhood education and above 3 projects.</p>

Symposium II: Indigenous Early Childhood Education: Past, Present, and Future	
<p>Dr. Jenny Ritchie <i>Associate Professor, Victoria University of Wellington – Te Whare Wānanga o te Ūpoko o te Ika a Māui</i> <u>jenny.ritchie@vuw.ac.nz</u></p>	<p>New Zealand</p>
	<p>Titiro Whakamuri, Hoki Whakamua: Indigenous early childhood education in Aotearoa (New Zealand)</p>
<p>Current research Director of a New Zealand study funded by the New Zealand National Commission for UNESCO which is part of an international UNESCO project exploring ways in which Education for Sustainable Development can benefit Indigenous children, with colleague Associate Professor Sandy Morrison of the University of Waikato.</p> <p>Recently completed research projects ‘Civic Action and Learning with Young Children: Comparing Approaches in New Zealand, Australia and the United States’ with colleagues Dr Jennifer Keys Adair of University of Texas at Austin, and Dr Louise Phillips of the University of Queensland, Brisbane. This project was funded by the Spencer Foundation of Chicago, and the purpose</p>	<p>Māori have always viewed their mokopuna (grandchildren) as integral to their whānau and hapū (extended families and wider kin-grouping). Tamariki (children) are seen not only as the representation and continuation of their whakapapa (genealogical layers) but also are descendants of the Atua (Gods). In Māori cosmology, Papatūānuku (Earth Mother) and Ranginui (Sky Father) are the original parents from which the forests, trees, oceans, and living creatures including humans descend. This presentation will explore how Māori have rebounded from a crippling experience of colonisation, and the role that early childhood care and education has played in this process. This will include understandings pertaining to Te Kōhanga Reo, the Māori language nests, and the ways in which te reo Māori (the Māori language) and mātauranga (Māori understandings and wisdom) are integrally included in the</p>

<p>was to document and analyse young children's initiated active citizenship across three nations, with a particular focus on Indigenous and/or marginalised children, and to connect national early childhood frameworks with actual practices around civic action.</p> <p>'Titiro Whakamuri, Hoki Whakamua. We are the future, the present and the past: Caring for self, others and the environment in early years' teaching and learning'. Project funded by the New Zealand Teaching and Learning Research Initiative.</p> <p>Recent Publications</p> <p>Books</p> <p>Phillips, L.G., Ritchie, J., Dynevor, L., Lambert, J., Moroney, K. (2019). <i>Young Children's Community Building in Action: Embodied, Emplaced and Relational Citizenship</i>. London: Routledge.</p>	<p>curriculum for all early childhood services in Aotearoa. The presentation will be illustrated with examples from research projects that have focussed on these matters. It will highlight the important foundational role that early childhood care and education can play in fostering dispositions of manaakitanga (caring) and kaitiakitanga (active guardianship of the natural world). These dispositions are increasingly important in this epoch in which both our planet and humanity face the multiple challenges of dealing with such impacts as those wrought by climate change, and biodiversity loss due to habitat destruction. It will argue that much can be learnt from Indigenous ways of being, knowing, doing and relating, and that such wisdom should be respected and recognised as key to transforming our wider western ways of exploiting the planet to one of respectful coexistence.</p>
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<p>Symposium II: Indigenous Early Childhood Education: Past, Present, and Future</p>	
<p>Dr. Fariza Puteh Behak <i>Faculty of Major Language Studies, Universiti Sains Islam Malaysia Bandar Baru Nilai, Malaysia</i> fariza@usim.edu.my</p>	<p>Malaysia</p>
	<p>The Education of Indigenous Children in Malaysia: Past, Present and the Future</p>
<p>PUBLICATIONS (CURRENT)</p> <hr/> <ul style="list-style-type: none"> • 2018. Multiliteracies Project Approach: Dated or a Worthy Learning Tool? GEMA Online® Journal of Language Studies, 18(2), pp 312-334 • 2018. Teachers' insights on Student's ESL reading comprehension performance based on CEFR: A case study in Malaysia. Advanced Science Letters. Vol 24 (4). Pp 2701-2705 (5) 2018. Multiliteracies in Malaysia. In Oxford Research Encyclopedia of Education. Ed. George Noblit. New York: Oxford University Press. • 2017. Power Distance in the Implementation of a Participatory Action Research Project in a Hierarchical Society in Malaysia. Advanced Science Letters. Vol 23 (5). Pp 4368-4370 • 2017. Refuting Stereotypes about Indigenous Peoples Education: What is Best For Them? Malaysia-New Zealand Symposium on Indigenous People's Rights and Studies. 25 Sept 2017 • 2017. Re-Thinking Education for Indigenous Population through Sustainable Socio-Cultural Education Framework* at Asia-Pacific Peace Research Association. APPRA 2017. <p>RESEARCH PROJECTS</p> <hr/> <p>RESEARCH PROJECTS ON INDIGENOUS STUDIES</p> <ol style="list-style-type: none"> 1. Grant from the Malaysian Ministry of Education (RM50,000) Title: Bridging the Socio-Literacy of Orang Asli (Indigenous People) to the Mainstream Education Using an English Language Supplementary Curriculum (Principal Researcher) 2. Grant from Bank Rakyat & USIM (RM 20 000) Title: Sustainable Socio-Cultural Education Framework for Indigenous Population In Malaysia (Principal Researcher) 3. Grant from USIM (RM 5000) Title: IP-Awareness Kit to Bridge the Marginalisation of Texts on Indigenous Population (IP) In Malaysian Primary School Textbooks (Associate Researcher) <p>RESEARCH PROJECTS ON MULTILITERACIES AND TEACHING INNOVATIONS</p> <ol style="list-style-type: none"> 1. Grant from the Malaysian Ministry of Education (RM 73 800) Title: Promoting Internationalization of Education and Enhancing Graduate Employability Competence Through an Online Multiliteracies Project Learning Approach. (Principal Researcher) 2. Grant from USIM (RM 24 000) Title: Using The Common European Framework Of Reference(CEFR) To Analyse The English Language Curriculum In Islamic Science University Of Malaysia. (Associate Researcher) 	<p>With a long history of colonialization and migration, Malaysia consists of three mainstream groups namely the Malays, Chinese and Indians, while the indigenous people or known as <i>Orang Asli</i> (original people) is the minority with only 0.7% from the total population. The indigenous communities are made of three major groups known a, Senoi, Proto-Malay and Negrito, in which the three groups can be divided further into smaller tribes such as Temiar, Jakun, Semai, Bateq and Temuan tribes. Even though the indigenous communities are the minority in the country, the government has established Orang Asli Act 134 to safeguard the rights, welfare and education of the indigenous communities in Malaysia. This paper briefly outlines the past, present and future developments of the education of indigenous children in Malaysia. Firstly, the paper illustrates the initial developments in terms of education of the indigenous children in Malaysia. In the 1960s the education of these children were under the administration of the Orang Asli Affairs Department or known as JHEOA. At that time, a JHEAO</p>

	<p>officer's main job descriptions encompassed the management of the affairs of Orang Asli and the teaching of <i>Orang Asli</i> children. Later, in the 1990s, the education of <i>Orang Asli</i> children were put under the administration of the national Ministry of Education that also manages the national schools. Secondly, this paper outlines the present development in the education of indigenous children; that has shown a significant improvement as compared to the earlier education plan. The discussion starts with the indigenous education development at preschool, primary, secondary and tertiary levels. In specific, this section illustrates customized efforts such as schools with 100% indigenous children, curriculums that are specific to indigenous knowledge, and educational supports in term of facilities, monetary and communal supports. Finally, the paper describes the prospects of the indigenous children in Malaysia through the discussion of successful education programs, role models and future initiatives.</p> <p>The paper ends the discussion by looking at the issues and challenges faced by the indigenous children in Malaysia amidst the contemporary educational development. SDG 4.0, which is providing quality education, is well addressed but we have a lot of things to do still in ensuring quality education for the indigenous children in Malaysia.</p>
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Symposium II: Indigenous Early Childhood Education: Past, Present, and Future	
<p>Dr. Adelaila Jurado-Leaño <i>Philippine Normal University- North Luzon Campus</i> The National Center for Teacher Education The Indigenous Peoples Education Hub Aurora, Alicia, Isabela, Philippines Leano.aj@pnu.edu.ph</p>	
	<p>Laws and Program Interventions: Sustaining the Philippine indigenous early childhood education</p>
<p>Doctor of Philosophy (Research) in Special Education (Candidate) Doctor of Philosophy in Educational Management</p> <p>Research /Publication</p> <p><i>“Language Intervention Program for Indigenous Peoples (IP) Learners with Speaking Difficulty in English in the Philippines”</i>. A Dissertation Thesis in Ph.D. (Research) in Special Education. Universiti Pendidikan Sultan Idris, Malaysia.</p> <p><i>“Formulating an IP curriculum framework for teacher preparation”</i> (Accepted)</p>	<p>This paper aims to expose the salient features of the Indigenous Early Childhood Education (IECE) in the Philippines. It intends to present the educational laws, policies, reforms, projects, programs and various advocacies in the promotion of an effective, efficient and sustainable early childhood education of Philippine indigenous learners. It conveys the special programs, projects and activities in the national, regional and local levels that foster relevant learning for very young IPs. This document also specifies the specialized trainings and advancement for Filipino teachers of very young indigenous learners. Moreover, parents’ support and involvement as parts of the total package of IECE are likewise included in this presentation. The Philippine Republic Acts being put in place are the following: 1) Republic Act No. 8980 of 2000,</p>

<p>The Normal Lights Publication. Philippine Normal University, Manila <i>“Speaking difficulties of Philippine indigenous learners in English Phonology” (Accepted)</i> International Journal of Academics Research in Business and Social Science (JRBSS) KAEZENTRENOVATION SDN.BHD (1167478-D) Tanjung Malim, Perak, Malaysia <i>“Speaking difficulties of Philippine indigenous learners in English semantics” (Submitted for Publication)</i> INTERNATIONAL JOURNAL OF EARLY CHILDHOOD EDUCATION & CARE National Child Development Research Centre Universiti Pendidikan Sultan Idris, Malaysia <i>“Degree of Parental Support and Level of Adaptive Skills of Children with Mental Retardation”</i>. (2015). Vol. 3(9), 1-3. Research Journal of Educational Sciences (Published Research) On-line: ISSN 2321-0508. <i>“Medical Diagnosis and Therapeutic Services and Performance Level of Special Children”</i>. (2016). Vol. VII, Issue – 1. Researchers World – Journal of Arts Science and Commerce (Published Research). On-line: ISSN: 2229-4686, Print: ISSN: 2231-4172</p>	<p>an act promulgating an all-encompassing policy and a national system for Early Childhood Care and Development (ECCD), granting of finances therefore and for other functions. This law establishes a three-year innovative program, “Early Learning for Life”, which is envisaged to help more than 150,000 disadvantaged Filipino Children, aged 3-5 get prepared for school. 2) The Indigenous Peoples’ Rights Act (IPRA) mandates the State to promote and safeguard the rights of IPs to their ancestral domain, self-governance, social justice, and cultural integrity. As law, IPRA delegated the establishment of the National Commission on Indigenous Peoples (NCIP) to uphold the interests, owing to the beliefs, customs, traditions and institutions of more than 11 million documented IPs and 110 indigenous ethnolinguistic groups scattered all over the Philippine archipelago; 3) Republic Act No. 10533, an Act enhancing Philippine basic education system by strengthening its curriculum and increasing the number of years for basic education, appropriating funds therefore and for other purposes; and 4) Philippines response to International declarations such as the 1990 World Declaration on Education For All (EFA) stressing equity, enhanced learning environment and strengthened partnerships. Several Department Orders were ratified to call attention of concerned authorities generate of funds and to make appropriate actions for</p>
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<p><i>“Assessing of the Implementation of Inclusive Education for Children and Youth with Special Needs”</i>. (2015) Vol.9, No. 2. The Normal Lights (already included among the roasters of research articles to be published) – <i>“Social-Emotional Support and Functional Level of Developmentally Disabled Children”</i>. (2016) Asia Pacific Journal of Research. Accepted for publication (April, 2016 issue)</p>	<p>IECE programs. These are: 1) The National Indigenous Peoples Education Policy Framework of Department of Education that acknowledges importance of partnership with public and private sector organizations to attain access and sustainability of education among IPs; 2) The Philippines’ Response to Indigenous Peoples’ and Muslim Education (PRIME), basically is a funding and technical assistance agreement between Australian and Philippine governments to increase access to education among marginalized indigenous learners; 3) Mother Tongue Based-Multilingual Education (MTB-MLE) Policy; 4) Early Registration Schedule; 5) School-based Literacy and Numeracy activities; 6) Convocations; and 7) Feeding Programs. Teacher’s knowledge, skills and values as mentors of very young IP learners are honed through trainings conducted periodically for professional advancements. These cover: 1) Inclusive Education training-workshops; 2) MTB-MLE seminar-workshops; 3) Instructional Materials Development trainings; and 4) English proficiency examinations. Indigenous parents also take active participation in the education of their children. They are trained to partake in the academic intervention programs of their children for home instruction.</p>
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They Are Different. Why? the Sociocultural Realities That Shape the Malaysian Indigenous Children's Attitudes Towards Schooling

By

Noor Saazai Mat Saad*, Fariza Puteh-Behak, Ramiada Darmi, Habibah Ismail, Mohd Muzhafar Idrus, Norhana Abdullah, Suraini Mohd Ali, Zarina Ashikin Zakaria, and Noorhayati Hashim.

Universiti Sains Islam Malaysia

**noorsaazai@usim.edu.my*

In Malaysia, there is a big difference in the lifestyles of the indigenous people and those of other Malaysians. The children from both populations are brought up in different locations and having different beliefs, upbringing, financial status just to name a few, have been deemed as the factors of the differences. However, the paths of these children cross when they attend primary school. The schools might be built especially for the indigenous children but the system, curriculum, syllabus, and structure are of the same with the mainstream. Thus, with distinct backgrounds, the indigenous children have reacted differently to the school system. They have been reported to play truant, to be overly shy, to not be able to sit still in class for long and others. Hence this research aimed to explore the reasons behind all these attitudes. More specifically, the research would unearth the sociocultural aspects that underpin the manifestation of the indigenous attitudes towards schooling. This research employed a qualitative approach by interviewing the stakeholders – ten (10) teachers, eight (8) parents and two (2) community leaders (*Tok Batin*). They are from one of the indigenous villages in Peninsular Malaysia. The data were analysed thematically. There are five main themes revealed by the data; (1) *Hukum Anak* (Children Custom), (2) Concept of writing and drawing, (3) Togetherness, (4) Concept of play, and (5) Concept of entertainment. The paper ends with some recommendations.

“STEAM” Emerging in Preschool’s Play-Based Curriculum in Taiwan

Organizer:

Dr. Pei-Jung Lin

Department of Early Childhood Education, University of Taipei, Taipei, Taiwan

Abstract

There has been an abundance of research shows strong links between creative play and language, physical, cognitive, and social development. Play is a healthy, essential part of childhood. Strengthening learning through play in early childhood education programs is the common goal of early childhood education across countries.

In Taiwan, more preschools implement the academic-based curriculum instead of the play-based curriculum. Since 2008, I have been commissioned by Ministry of Education to take in charge of the preschool guidance program in Taiwan. The program aims to help preschool teachers to improve their classroom teaching as well as to promote play-based practice. Several research evidences (Chang, 2014; Chou, 2014; Liao, 2015) support that preschools participating in the guidance program can successfully achieve the goal of implementing the play-based curriculum. It also proves that play is the vehicle of learning, play is powerful and irreplaceable.

The latest hot topic in the world of education is “STEAM”. But what does STEAM have to do with preschooler? STEAM classes emphasize inquiry, critical thinking and hands on experiments, encouraging children to use creativity, science and math to solve problems in their daily lives. The skills children learn when engaging with STEAM concepts in preschool are transferable and useful across many aspects of their lives. For example, process skills, which include making observations, hypothesizing and critical thinking, are basic skills for math and science but are also valuable skills for learning any subject.

In this session, 3-4 short films about “Steam” emerging in carpentry workshop, block area, cooking area and etc. will be presented. These short films taken from preschools participating in the guidance program are made by our research team. In these short films, preschool children lead their own play and self-expression in different learning centers. They chose and decide what, where and with whom to play. They have freedom and the plenty of time to express complex intentions and work on their projects in play. Teachers choose play materials that encourage a certain kind of exploration, or ask open-ended questions at key moments to help shape children’s choices, or push children to think about what they are doing, or encourage STEAM learning through children’s exploratory play. The Teachers’ roles are in support of children’s choices, gently shaping children’s behavior without taking over.

Play is work to children. Through play, children develop a love of learning, construct STEAM concepts and become a lifelong learner.

Workshops

Mathematical Thinking, Family Math, and Philosophy for Children

Organized by

Dr. Peter M. Yang Peter Mau-hsiu Yang, Chairman,

Caterpillar Philosophy for Children Foundation

Chair: Dr. Peter Mau-hsiu Yang

Time: July 13th 2019 17:00-18:00

Place: Room 205

Panel:

Chiu Shou-rong, Professor, Changhwa Normal University

Wang Yi, Professor, Changhwa Normal University

Li Chung-chih, Ph.d., Cultural Anthropology, Cheng-chi
University

Lu Chun-yi, Engineer

In this panel, we propose to discuss two cases relating to mathematical thinking. For the first case, American poet Carl Sandburg wrote a prose poem about arithmetic:

“Arithmetic is where numbers fly like pigeons in and out of your head

Arithmetic tells you how many you lose or win if you know how many you had *before* you lost or won

...

If you ask your mother for one fried egg for breakfast and she gives you two fried eggs and you eat both of them, who is better in arithmetic, you or your mother?"

For the second case, Professor Chiu's godson, four years old, was adding and subtracting simple numbers with his mother. She asked, "What is eight plus eight?" He said, "Sixteen." She asked again, "Well, then, what is nine plus nine?" He quickly replied, "Seventeen." The mother looked upset. Professor Chiu asked him to tell how he arrived at that number. The child said excitedly, "Eight plus eight is sixteen, then nine plus nine should be seventeen because nine is one bigger than eight. Seventeen is one bigger than sixteen. Eight plus eight is sixteen, then nine plus nine should be seventeen, right?"

Magic Bean Bloom: Students' Curriculum Practices in Institute of Early Childhood Education in NCCU

Organized by

National Chengchi University, Taiwan

Chair: Yin-Kun Chang

Participants: Sue-Ping Tseng, Yu-Hsu Chen and Yu-Po Cheng

Time: July 13th 2019 17:00-18:00

Place: Room 202

Film: 40 minutes

Q & A: 15 minutes

This documentary film records three curriculum practices from three kindergartens in Taiwan. Three schools represent different characters including art-based curriculum, Montessori model, and community-based curriculum. In this film, we will analyze how to build child-centered models in different kindergartens. The main curriculum designers in these three schools all graduated from institute of early childhood education, NCCU. Thus, we also discuss how to establish curriculum consciousness for students when they studied in master degree programs. We welcome all different comments for this film.

Continuous Professional Development for Teachers in Early Childhood Education and Care

Organized by

**National Taipei University of
Nursing and Health Sciences, Taiwan**

Chair: Chih-Shiu Ou

Time: July 13th 2019 17:00-18:00

Place: Room 201

Film: 40 minutes

Q & A: 15 minutes

The cultivation and employment of infants and young children's education professionals are deeply influenced by social changes, industrial needs, professional development, etc., and the development of integrated professional practice-oriented school characteristics: including curriculum, multi-disciplinary practice orientation, close cooperation between industry and government, and strengthening students' humanities and so on. The following three video narratives, presenting the teachers and students of the Department of Infant and Child Care, National Taipei University of Nursing and Health, combined with the theory and practice of infant education, academic and industrial development, and working together to expand professional influence and quality of education. Checking, also for the benefit of infants and teachers and teachers, on the one hand to enhance the sensitivity and link between teachers and on-site work, on the other hand, feedback to the curriculum and career counseling, the process of cooperation between teachers and students, production and government cooperation In the implementation of the goal of "practical and practical use" in vocational education.

Becoming Professional Caregivers

Chih-Hsiu Ou, Chiung-Hui Chiu

*Department of Infant and Child Care,
National Taipei University of Nursing and Health Sciences*

Abstract

Every year nearly 100 young people who want to become professional caregivers enter the Department of Infant and Child Care, National Taipei University of Nursing and Health. This short film tells stories of our students, about why they want to be a preschool teacher, what kind of preschool teachers they would like to become, and how they participate in the experience of various activities on and off campus, and gradually learn professional knowledge and skills, cultivate humanistic care and positive life attitude, confirm the professional education beliefs, and make their dreams come true. As they finally see the value of growing together with the life of themselves and the young children, on the road to become professional caregivers.

Science Activities for Kids

Kai Pan

*Department of Infant and Child Care
National Taipei University of Nursing and Health Sciences*

Abstract

Early childhood is the perfect time for initiating scientific knowledge. The adoption of non-institutionalized education activities enhances an interest and proper attitude on science learning. Due to the lack of trainings related science education, coupled with individual's fear of science, both preschool teachers and parents ignore scientific knowledge during the activities and parent-child interaction. Therefore, science education has not been rooted and nurtured. It is expected that initiating practical scientific literacy in childhood will be missed.

We refine a profit model for reading the popularization science that connects the scientific phenomenon around; moreover, it converts into adaptable scientific experience and learning for children. In addition, the activity forwarded 'joint reading and joy in science with kids' will encourage the interest in popularization science. More specifically, joint reading associated with scientific experiments will stimulate both parents and children's attraction and pleasure in science.

Let Children Grow up in Our Neighborhood

Hung-Shu Chiu, Huang-Li Fang, Liang-Yin Chen, Hung-Chi Chiang

Department of Infant and Child Care

National Taipei University of Nursing and Health Sciences

Abstract

It is a joyful morning in a small park nearby the Beitou Baby Care Center. If you stop doing your works at hand and keep silence at a moment, you probably will hear some buzzing sound from a distance. “Good Morning, Grandpa and Grandma” , then you look around yourself, you can see a group of children guide by several teachers strolling around. Among these children, some are sitting in baby carriages, some are walking beside a protective rope, and some are walking in hand with their teachers. What a beautiful scene it is, and it is the starting activity in our daily schedule. Besides the morning walking in a park, we also arrange other visiting activities in our neighborhood, such as supermarket, police office, fire station, and community center, and so on. As the educating goal of our center, we hope our children can develop their learning processes by seeing and exploring their environment of their own daily life.

Concurrent Sessions

Format of Presentations

Paper Sessions

Paper sessions consist of four or five presentations in a 75 minute session. The presenters are expected to present your paper within 15 minutes including question time. The session will be divided equally between the presenters. Each presenter will be expected to have the presentation slides in Microsoft Power Point saved in USB, or upload in advance. The authors may upload via the QR code



The uploaded file name shall be set according the following rule: Session # -Room #- Last Name-Submission #

For example, Session 1, Room 101, by Fann, Submission # 234, and the file name shall be set as S1-R101-Fann-234

The authors are advised to find the session and room for your presentation by using the author index (see pp. 565-571.)

For each session, a Chairperson will be appointed. The responsibilities of the Chairperson are as follows:

1. To introduce the presenters.
2. To serve as a time keeper to ensure all presenters have a fair share of the time allocated to the session.

After the Chairperson introduces the subtheme and all presenters (approximately 1 to 2 minutes), each presenter has about 12 minutes to present her/his work (include discussions).

Poster Sessions

All posters will be displayed in the arranged rooms and sessions. There are three sessions (75 minutes for each session) arranged at room 203 and room 204. Presenters shall prepare the poster to be approximately 90 cm wide by 150 cm high in dimensions.

Presenters have to set up the display within 10 minutes before the session begins and remove it within the last 10 minutes of the session. The presenting author should be available through the session. Presenters shall explain their graphic display and content via individualized discussion with person interested in their work.

The authors are advised to find the session and room for your presentation by using the author index (see pp. 565-571.)

Schedule for Sessions

Time \ Format	Paper Session	Poster Session
July 13, 13:00~14:15	1	1
July 13, 14:20~15:35	2	2
July 13, 15:45~17:00	3	3
July 14, 10:45~12:00	4	

Sessions for Subthemes

	Paper Session				Poster Session		
	1	2	3	4	1	2	3
Curriculum & Teaching	Room 103	Room 103	Room 103 Room 205	Room 101 Room 103 Room 203	Room 203		
Early Childhood Edu-care Programs and Institutes			Room 201	Room 204	Room 204		
Children's Literature				Room 201	Room 204		
Philosophy for Children	Room 202				Room 204		
STEAM and Early Childhood Education			Room 202	Room 202	Room 204		
Teacher Preparation for Tomorrow's Early Childhood Education	Room 101	Room 101	Room 101		Room 203		
Multicultural and Early Childhood Education	Room 202				Room 203		
Aesthetic Education for Early Childhood	Room 201				Room 204		
Environmental Education for Early Childhood	Room 201				Room 204		
Pre-school, Family and Community	Room 205	Room 205			Room 204		
Others	Room 202	Room 202		Room 205	Room 203	Room 203 Room 204	

Subtheme for Sessions

Poster Sessions: Room 203 section 1, 2, 3 & Room 204 section 1, 2, 3

Paper Sessions: All other rooms/sections

Room	Session	Subtheme
Room 101	Paper Session 1	<i>Teacher Preparation for Tomorrow's Early Childhood Education</i>
	Paper Session 2	<i>Teacher Preparation for Tomorrow's Early Childhood Education</i>
	Paper Session 3	<i>Teacher Preparation for Tomorrow's Early Childhood Education</i>
	Paper Session 4	<i>Curriculum and Teaching</i>
Room 103	Paper Session 1	<i>Curriculum and Teaching</i>
	Paper Session 2	<i>Curriculum and Teaching</i>
	Paper Session 3	<i>Curriculum and Teaching</i>
	Paper Session 4	<i>Curriculum and Teaching</i>
Room 201	Paper Session 1	<i>Aesthetic Education for Early Childhood</i>
	Paper Session 2	<i>Environmental Education for Early Childhood</i>
	Paper Session 3	<i>Early Childhood Edu-care Programs and Institutes</i>
	Paper Session 4	<i>Children's Literature</i>
Room 202	Paper Session 1	<i>Multicultural and Early Childhood Education / others</i>
	Paper Session 2	<i>Philosophy for Children / others</i>
	Paper Session 3	<i>STEAM and Early Childhood Education</i>
	Paper Session 4	<i>STEAM and Early Childhood Education</i>
Room 203	Poster Session 1	<i>Curriculum and Teaching</i> <i>Others</i>
	Poster Session 2	<i>Others</i>
	Poster Session 3	<i>Multicultural and Early Childhood Education</i> <i>Teacher Preparation for Tomorrow's Early Childhood Education</i>
	Paper Session 4	<i>Curriculum and Teaching</i>
Room 204	Poster Session 1	<i>Children's Literature</i> <i>Environmental Education for Early Childhood</i> <i>Philosophy for Children</i> <i>STEAM and Early Childhood Education</i>
	Poster Session 2	<i>Aesthetic Education for Early Childhood</i> <i>Early Childhood Edu-care Programs and Institutes</i> <i>Others</i>
	Poster Session 3	<i>Pre-school, Family and Community</i>
	Paper Session 4	<i>Early Childhood Edu-care Programs and Institutes</i>
Room 205	Paper Session 1	<i>Pre-school, Family and Community</i>
	Paper Session 2	<i>Pre-school, Family and Community</i>
	Paper Session 3	<i>Curriculum and Teaching</i>
	Paper Session 4	<i>Others</i>

Abstracts

Paper Session 1, Room 101

13:00~14:15, Saturday, July 13, 2019

Chair: Guang-Jong Fann

Teacher Preparation for Tomorrow's Early Childhood Education

Comparing Peer-Coaching Experience of Pre-Service Students on Teacher Training Program of Early Childhood Education and Care in Indonesia, Japan, and Thailand

Ikuyo Wakayama
University of Toyama,
Japan

Caregiver's Development Model of the 21st Century

Uaaree Janthon
Suan Dusit University,
Thailand

A Study on Teacher-Student Relationships in Motivating Volunteer Teachers' Work Engagement in a Rohingya Refugee School

Rosalind Ahju,
Help University,
Malaysia

The Effect of Training Methods toward Technological Pedagogical Competence and Content Knowledge of Early Childhood Education Teachers

Nita Priyanti,
STKIP Panca Sakti,
Indonesia

The Last Mile for Preschool Educator
– an Economic Analysis

Guang-Jong Fann,
*National Taipei University of
Nursing and Health Science,*
Taiwan

Comparing Peer-Coaching Experience of Pre-Service Students on Teacher Training Program of Early Childhood Education and Care in Indonesia, Japan, and Thailand

Ikuyo Wakayama

University of Toyama

Thoen Seenuan

Pibulsongkram Rajabhat University

Sari Dewi

State University of Padang

Abstract

The Research Purpose

Peer coaching, by definition, generally involves two colleagues engaged in a mutually supportive relationship. Lu (2010) examined the scholarship aspect of peer coaching in pre-service teacher education by the literature reviewed. Eight studies from the United States and New Zealand were selected utilizing criteria. In this study the several similarities were identified, relating to (i) study participants, (ii) coaching relationships, (iii) coaching duration, and (iv) coaching strategies. In this study, Lu (2010) noted that peer coaching is espoused by a few teacher education programs around the world, however, Lu (2010) reviewed only the studies from the United States and New Zealand to identify the similarities. It is necessary to be confirmed the reliability of these similarities. The purpose of this research is examined that whether Lu (2010)'s similarities of peer coaching are identified in pre-service teacher education program, especially early childhood teacher education in Indonesia, Japan, and Thailand.

Methods

The researchers interview to pre-service student teachers from three universities in Thailand, Indonesia, and Japan. These university have four-year course of study

leading to an early childhood educational Teacher Certificate on bachelor level. The researchers ask the following questions relating to Lu (2010)'s similarities: i) Who is participated peer coaching? ii) How did you communicate with peers in coaching situation? iii) How long durations for the students' peer coaching? v) How the educators support students' peer coaching? Interview data was classified utilizing Lu (2010)'s similarities, and compared differences.

Findings

- (i) Study participants: The student teachers in a University in Indonesia, Japan, and Thailand participated peer coaching activity, which is consistent with the Lu (2010)'s study.
- (ii) Coaching relationships: Lu (2010) explained "the outcomes of peer coaching rely heavily on mutual respect and trust". In the interviews, the student teachers from Universities from three countries mentioned that social and emotional skills of themselves and peers, for example, "trying reciprocally enhance each other.", "founding a research topic that every student teachers are interested in", "asking some questions about learning, teaching, and research to other student teachers.", etc.
- (iii) Coaching Duration: The student teachers from Universities from three countries had peer coaching activities on an entire of a course in a semester, which is consistent with the Lu (2010)'s study.
- (iv) Coaching Strategies: Lu (2010) showed the detail of similarities that "The basic structured feedback in the studies reviewed overall involved the three-stage clinical supervisory techniques – the pre-observation, observation, and post-observation conferences". The educator from three countries gave similar feedback, which is consistent with the Lu (2010)'s study. It should be noted that Indonesian teacher students mentioned "getting knowledge of Indonesian cultural things from professors in peer coaching".

Implication

Peer coaching was initiatively adopted in early childhood teacher education programs of three universities from Indonesia, Japan, and Thailand. This finding suggested that the peer coaching was valued as a useful strategy to enhance social and emotional skills of student teachers in early childhood education besides America and New Zealand.

Caregiver's Development Model of the 21st Century

Uaaree Janthon

Suan Dusit University

Tuan Tongkeo

Suan Dusit University

Sirorat Trakoonsathitmun

Suan Dusit University

Patanachai Janthon

Chandrakasem Rajabhat University

Phornchulee Lungka

Suan Dusit University

Abstract

The preschool or caregiver acquiring suitable skills and qualifications is an essential successful factor in early childhood education (ECE). The skill development of caregivers needs to be carried out continuously and appropriately, particularly in the areas of learning and innovative skills which are significant for enhancing desirable traits among the staff working with young children in the 21st century. Nonetheless, due to the limited time and resources of caregivers in the far-flung areas of Thailand in attending any personnel development programs, it is necessary to create an innovation to extend the opportunities for the caregivers to keep up with the changing situations.

Thus, the research team develops the work-based learning skills bank as the caregiver's development model of the 21st century which covers five steps. These steps are 1) studying the conditions and direction of development, 2) developing a set of skills bank, 3) exploring its outcomes, 4) confirming the outcomes, and 5) presenting its model. The sample group in this research consists of caregivers, and experts in early childhood education and educational technology. The research tools are skills bank to

be used on mobile application, evaluation form on learning and innovative skills, satisfaction survey on the work-based learning skills bank, and assessment form on the fitness of work-based learning skills bank. The data analysis relies on content analysis, inter-rater reliability (IRR), and descriptive statistics. The results reveal that the work-based learning skills bank created focuses on the learning style which integrates work-based learning at daycare center and new learning experience on online platform which contains digital contents and application, in order to form skills bank in micro-content format on mobile application. The opinions have been shared and collaborative work has been implemented in the forms of face-to-face and online. There are three important learning processes involving thinking, doing, and using. The experts assess the fitness of work-based skills bank through IRR. It is found that the index of item objective congruence (IOC) of each step and the assessor is at 1.00 which is considered the most appropriate based on the assessment criterion. The overall average satisfaction of caregivers related to teaching and learning established on the work-based learning skills bank to enhance the learning and innovative skills in ECE is high ($M = 4.42$, $S.D. = 0.72$). The highest satisfaction is at accuracy which reveals the maximum average ($M = 4.44$, $S.D. = 0.74$). All in all, the study informs that the work-based learning skills bank is the appropriate learning model for the caregiver's development of the 21st century.

A Study on Teacher-Student Relationships in Motivating Volunteer Teachers' Work Engagement in a Rohingya Refugee School

Rosalind Ahju

Help University, Malaysia

Abstract

This study investigates how social relationships between 5 teacher volunteers and their Rohingya students impact on promoting the teacher volunteers' motivation at their workplace. Two main research questions guide this study; firstly, how do social relationships prevent attrition among the teacher volunteers. Secondly, what are the reason(s) for the teacher volunteers' in maintaining a long term relationship with the students? Through observations and in-depth interviews, the study examined the types of teacher-student attachments and the impact of teacher volunteers' self-efficacy in teaching and learning enhancement. The findings showed that all the teacher volunteers were grounded with the same purpose and satisfying need which has prolonged the duration of their work engagement. Referring to Maslow's 'Hierarchy of Needs,' as the theoretical framework that underpins this study, the need for intrapersonal and interpersonal motivation is necessary for a long-lasting effect of being accepted and respected by the Rohingya community. The sense of achievement has given the teacher volunteers confidence and the desire to commit a long lasting relationship with their students.

The Effect of Training Methods toward Technological Pedagogical Competence and Content Knowledge of Early Childhood Education Teachers

Nita Priyanti

STKIP Panca Sakti, Indonesia

Abstract

This research points to the TPACK Early Childhood teachers in Banten Province for the influence of the training methods on competence. The result from the research were carried out by the Stratified multistage cluster, which is an efficient sampling method which combines the techniques of stratified sampling. Which came from teachers in Banten province and obtained a sample of two groups. The two groups of 70 teachers and other teachers in the Pamulang region were given a mentoring training method of 70 people (25 persen of the total target population). The type of the research is an experiment. The result of the survey showed that: There was an effect of the training method toward the competence of TPACK Early Childhood teachers in the province of Banten. The average value of competence for the TPACK Early Childhood teachers using coaching methods is higher than the teachers which using mentoring methods, (35.2 > 32.9). So it can be concluded that an appropriate training method can improve the TPACK teachers competence in a early stage of the childhood.

The Last Mile for Preschool Educator – an Economic Analysis

Guang-Jong Fann

National Taipei University of Nursing and Health Science

Abstract

This paper focuses on how internship supports the interns heading for profession in the area of early childhood education. As expected to be a professional educator for early childhood education, internship is one of the most important processes for undergraduate (or college) students. The structures of internship contains timing, the length of time, and number of working hours, and the content for the internship vary for each early childhood education programs, and lead the interns to different paths. We compare four possible patterns of internships arrangements and analysis the efficiencies and effectiveness for each of the alternatives. Particularly, we focus on the interactions among interns, universities, and preschools.

The first one is composed by several internship courses, step by step organize all key elements of early childhood education into picture. Each of the courses counts for 40 to 80 hours. The second type consider the internship as the last step for preschool teacher preparing. The internship is set at the last semester and is considered as a conjunction between university education and preschool practice. During the four up to 6 months of internship, the interns experience all elements of preschool education. The third one is rather intense. Starting from sophomore year, at each of the semester, at least one month of internship is arranged. Similar to the first one, all elements that are related to early childhood education are settled in order. The fourth one synchronizes the university education and internship. For example, students take courses in the morning, and serve as interns in the afternoon.

For all of the above alternatives, it is possible that the interns experience the same necessary ingredients. First, we focus on what the interns can do on site. In this sense, the second alternative might be favorable because all courses are taken and the interns are supposed to be well prepared for learning in internships. For the other alternatives, at the beginning stages, the interns have not finished all the courses so that it is supposed that certain trainings are incomplete and the interns are not

expected to serve as full time workers. On the other hand, these alternatives dissect the learning process and yield rooms for interns focus on specific issues one at a time.

For preschools, it is commonly asked that how to benefit from the internships. When interns only spend limited time to be in preschools, it is nearly impossible that the interns take considerable responsibilities. In general, it takes time to get hands on for the interns. That is, the longer time period for internship, the better for the preschool.

Finally, as we take the internships as a part of program (curriculum), based on each stage of internship, there's some room to make adjustment so that the interns can learn better when internships are composed by several stages (courses). In contrast, the second type of internship does not have the chance to make any changes.

Paper Session 2, Room 101

14:20~15:35, Saturday, July 13, 2019

Chair: Guang-Jong Fann

Teacher Preparation for Tomorrow's Early Childhood Education

Kindergarten Teachers' Perspectives on Young Children's Problem Behaviours and the Intervention Strategies

Wai Fan Cheong
University of Saint Joseph,
Macao

Building 21st Century Skills & Consolidating a Sense of Heritage in the Early Years of a Child's Upbringing, a Case Study of Kornkaew Montessori School, Thailand

Kamkeo Kraisoraphong
Kornkaew Montessori School,
Thailand

Integreted Model of Individual Education Program for Early Childhood

Dewi Andriyani
Universitas Terbuka,
Indonesia

Exploring the Experience of the Graduate Learning Community

Gayun Kim
Korea National University of Education,
South Korea

Kindergarten Teachers' Perspectives on Young Children's Problem Behaviours and the Intervention Strategies

Wai Fan Cheong

University of Saint Joseph

Ka Lee Carrie Ho

University of Saint Joseph

Abstract

As inclusive education is getting popular, the problematic behaviours of young children have become a daily challenge to kindergarten teachers in Macau. This study aims at studying the kindergarten teachers' perspectives on young children's problem behaviours and their intervention strategies. With Adler's theory on the result of natural and logical behaviours, the study was conducted in qualitative approach with semi-structured in-depth interview with 13 kindergarten teachers who have different education and teaching experiences backgrounds. Data collection strategies included audio recording, researcher's field notes and reflective journal. Coding with 80 pre-codes on problem behaviours and intervention strategies, and triangulation methods were used for data analysis. Results reveal that there are three types of teacher perspectives towards young children's problem behaviours: evasion, negative and positive attitudes. Attributes of these attitudes may include: (1) teachers' insufficient knowledge on the differences between problem behaviours and SEN behaviours; and (2) the background of seniority and education background of the teachers may contribute to bias on children's problem behaviours. Five counselling strategies are commonly identified to be useful, including: physical fitness, picture book teaching, positive and negative reinforcement, coercion and inducement, and building trustful relationship with children. This study is of significance in providing a practical reference on problem behaviours and shades some important light for future kindergarten teacher training.

**Building 21st Century Skills & Consolidating a Sense of Heritage
in the Early Years of a Child's Upbringing,
a Case Study of Kornkaew Montessori School, Thailand**

Kamkeo Kraisoraphong
Kornkaew Montessori School

Abstract

“The child is both a hope and a promise for mankind.”

Dr. Maria Montessori, 1870-1952

“Education is not a preparation for life; Education is life itself”

John Frederick Dewey, 1859-1952

A child today needs 21st Century skills to be successful tomorrow. What was considered good education many years ago, is no longer enough for success in the 21st Century. Individual success depends on having such skills. Thus if today's child wants to compete in the global society, they must be proficient communicators, creators, critical thinkers, and collaborators or otherwise the Four Cs.

The purpose of this paper is to give teachers and parents a practical understanding that 21st Century skills can be built, and a sense of heritage can be consolidated, in the early years of a child's upbringing.

Participants in the study included a school administrator, thirteen teachers and one-hundred and sixty parents. There were also eighty students in mixed-age groups of 2-8 years old. The study spanned over a period of twenty weeks from November 2018 to March 2019.

The results of the study came from the review of a carefully designed curriculum, the analysis of detailed photos taken of the students during their activities at school, and the discussions that took place with the parents in the school LINE-group. The discussions between the teachers and the school administrator pre- and post-lesson were

meaningful and highly useful when adjusting the activities prepared for the students the next coming days. Parents' involvement and reflection on the photos of the activities in the School LINE Group after the completion of each activity each day were another valuable source of information used to aid in this. The parents could follow-up each day on what their child learned, how they learned, and with whom they learned, by seeing the evidence of those lessons in action through the photos. At the same time, the school was able to get feedback of the students' learnings from the parents, both from their personal point of view on the activities conducted by the school, and on how the students felt about their activities, friends and teachers.

The results of the study upheld the research that 21st Century skills can be built and heritage can be consolidated in the early years of a child's upbringing. The students were proficient communicators, creators, critical thinkers, and collaborators. At the same time, they consolidated a sense of heritage through the curriculum carefully designed by the teachers.

To conclude, as Dr. Maria Montessori and John Frederick Dewey believed, the child is both a hope and a promise for mankind and education is not a preparation for life but is life itself; it is therefore the school's essential mission to prepare their teachers for tomorrow's childhood education.

Keywords: early years, 21 Century skills, heritage

Integrated Model of Individual Education Program for Early Childhood

Dewi Andriyani

Universitas Terbuka

Cici Murniasih

PAUD CAB-Bogor

Suhartono Suhartono

Universitas Terbuka

Abstract

Early childhood education is the basis of character building for the next level of education. The effort to develop education is a priority that must be taken seriously. Various efforts have been made by the Indonesian government and the wider community in improving the quality of education programs. Parents who wish to send their children to school in accordance with the ability of education fees and affordable locations are needed. The busy activities of parents who work in the non-formal sector with minimal income lead to an interest in sending their children to places close to the location and erratic work of parents and flexible time as an alternative and hope. The application of the cost of education, integrated learning design and the role of parents in managing funding for self-help education, is an alternative that can be developed in the integration of educational programs. The purpose of this research and development is to implement the implementation of the integration model and produce an integrated curriculum design based on individual education programs. The time of research and development in 2013-2017 and further implementation was carried out until 2019 by involving 147 students and 5 teachers at the PAUD Ceria Anak Bangsaku-Bogor. The results show: (1) The process of integrated learning model is in accordance with the characteristics of early childhood learning, especially for children and parents with limited social and economic backgrounds, (2) Model integration with the application of

flexible education costs can provide alternative operational funding for schools (3) Individual education applied provides a learning situation for children to be responsible for the learning process, both independence and respect for parents' socio-economic background, and (4) The integration model also offers opportunities for students to demonstrate achievement and make teamwork in school environment on different challenges.

Exploring the Experience of the Graduate Learning Community

Gayun Kim

Korea National University of Education

Younchul Choi

Korea National University of Education

Abstract

A professional learning community is a group of principals or teachers who constantly strive to learn. The professional learning community aims to share and practice information in order to improve the continuing exploration and learning of the specialties (Hord, 1997). The professional learning community members with teaching experience show how their experiences improve education practice at the site of young children education. DuFour, DuFour, Eaker and Karhanek (2004) explained that shared practical knowledge and cooperation within the community are important factors in the professional learning community.

The purpose of this study is to explore the experience of the graduate learning community where discussed about 'play' in the early childhood education. Seven graduate students and their graduate advisor majoring in early childhood education at K University were invited in the study. The meetings of graduate learning community had been held more than 30 times formally and informally from July 13, 2018 to February 25, 2019. Various data, such as observation records, interview records, voice recordings and photographs were collected and analyzed. Every detailed information including members' nonverbal behavior, contexts and atmospheres during meetings were recorded. Also in-depth interviews with every member were administered to explore more about members' thoughts.

For comprehensive and in-depth data analysis, researchers conducted several unstructured interviews with members. The researchers had read the original materials over and over again and extracted various key words. Also The extracted key words were categorized into concepts based on similarities and relevancies. Finally the meanings of classified subcategories were interpreted and analyzed within contexts.

The results of this study can be summarized as follows. First, the members of the learning community had chances to realize what ‘professional’ really means. We had tried our best to be a constant learner. Second, we had chances to become aware that learning is fun. Since our main topic was ‘play’ we had experiences of ‘playing out’ our ideas during meetings. All the relationships, cooperations, and sharings made our learning fun. Third, we had chances to notice that our community could be easily broken. We had experienced that a small misunderstanding or a little argument could be the cause of group collapsing. So it is very important for community members to bear in mind that every member should try their best to maintain community active.

Paper Session 3, Room 101

15:45~17:00, Saturday, July 13, 2019

Chair: Yu-Wei Lin

Teacher Preparation for Tomorrow's Early Childhood Education

Learning Media Using Water Shadow Loaded with Story Pictures to Teach Moral in Early Childhood Education

Titi Chandrawati
Universitas Terbuka,
Indonesia

Enhancing Mathematics Competency Through Dancing

Richmond Zito Maguigad
Philippine Normal University
North Luzon Campus,
Philippines

Preparing Pre-Service Teachers as Mentors to Support Parents Having Children with Autism Spectrum Disorders

Qing Liu
The University of Hong Kong,
Hong Kong

Developing Social Skills for Anxiety Disorder Children with Visual Thinking Strategies

Suhartono Suhartono
Universitas Terbuka,
Indonesia

Innovative Strategies in Professional Development for Teachers of Preschool: Learning Communities

Fu Mei Tang
Season Arts Children Education
Institution,
Taiwan

Learning Media Using Water Shadow Loaded with Story Pictures to Teach Moral in Early Childhood Education

Titi Chandrawati
Universitas Terbuka

Cici Murniasih
PAUD CAB-Bogor

Suhartono Suhartono
Universitas Terbuka

Abstract

The activities program for early childhood education should pay attention to various characteristics, one of which is moral. Moral education shapes the individual to constantly improve their character and practice self-ability in order to lead to a better life. Through the implementation of the learning media using water shadow that contains pictures to teach moral become one of innovations that can be applied in Early Childhood Education. This paper examines the experiences of early childhood education teachers in Bogor whose use water shadow as their learning media to teach students from 2016 until 2018. These two teachers acknowledged the water shadow which based on play activities has been succeeded not only teach the characters but also as initial learning in knowing the letters/reading. The observation result showed that students can enjoy the learning process without being burdened with complicated theoretical concepts.

Enhancing Mathematics Competency Through Dancing

Richmond Zito Maguigad

Philippine Normal University North Luzon Campus

Eng Tek Ong

Sultan Idris Education University

Abstract

This study showed the effect of dancing on the math competency of children as measured by a validated teacher-made test. Its main objective was to determine the effectiveness of integrating movement-based learning activity prior to the actual teaching of mathematics in the classroom. The research used a quasi-experimental pre- and post-test design having two experimental groups and one control group. The participants were 77 kindergarten students from 2 rural public schools in the municipality of Alicia, province of Isabela, Philippines. In the experimental phase of the program, treatment groups, namely E1 and E2, integrated the use of dance movements prior to the actual teaching of mathematics. The first experimental group (E1) did the movements at the beginning of their 3 hour class while the second experimental group (E2) integrated the movements at the middle of their class. Meanwhile, the control group (C) just did their regular class schedule without the integration. The dance activity in E1 and E2 lasted for 4 minutes and was done daily for 10 weeks. Pretest and posttest were administered before and after the intervention respectively. Although there was no significant difference between the two experimental groups, scores of control group showed significantly higher in the pre-test. While the results from the posttest revealed that E1 (adjusted mean = 85.526), E2 (adjusted mean = 86.005) and C (adjusted mean = 85.288) shows no significance difference using Analysis of Covariance (ANCOVA). It was concluded that gaps between the 3 groups were eliminated after the dance intervention. Hence, using such movement-based intervention was encouraged to be used in the kindergarten classroom as a way of enhancing the mathematics competency of the children.

Preparing Pre-Service Teachers as Mentors to Support Parents Having Children with Autism Spectrum Disorders

Qing Liu

The University of Hong Kong

Wu-Ying Hsieh

University of Northern Iowa

Jie Zhu

The University of Hong Kong

Kit Chan

The University of Hong Kong

Abstract

The Necessity, Purpose, and Research Questions of the Study

In the field of teacher education, voices have been made recently that assert the importance of experiential learning (EL) in promoting pre-service teachers' application of pedagogy and reflective practices (NCATE, 2010). One essential recommended practice for early childhood special educators is the collaboration with families (Rupiper & Marvin, 2004). However, pre-service special education teachers often regard working with families as intimidating (Rodriguez, Hartman, & Walker, 2012). Appropriate field experience with families may serve as an effective approach to improving pre-service teachers' knowledge and skills as well as self-efficacy in working with families with diverse needs (Hampshire, Havercroft, Luy, & Call, 2015).

The current study adopted the train-the-trainer approach in an EL project to prepare pre-service teachers as mentors to support parents of children with Autism Spectrum Disorders (ASD) in Hong Kong. Research questions include (1) How do pre-service teachers perceive the mentoring experience in fostering their pedagogical learning and application of strategies in supporting parents of children with ASD? and

(2) To what extent does the mentoring program impact parents to build positive behaviors for their children with ASD?

Methods

Participants were 15 pre-service teachers from a postgraduate teacher preparation program and 14 parents from 12 families with children aged 3-6 years old diagnosed with ASD. Pre-service teachers paired with parents based primarily on their skills and background. The program used a “train-the-trainer” approach, where pre-service teachers served as both the trainee to receive training from the program leader and as the trainer to mentor parents. The program included one training workshop for pre-service teachers, four weekly mentoring sessions and one follow-up session for parents and pre-service teachers. Each mentoring session included a combination of group workshop provided by the program leader and a one-on-one-mentoring between the pre-service teacher and parent pairs.

Research question 1 was investigated through qualitative analysis of pre-service teachers’ self-reflection essays after the program. Research question 2 regarding the program outcomes was explored using a parent focus group and satisfaction surveys after the program. Grounded theory procedures (Corbin & Strauss, 2015) and content analysis were used to generate and summarize participants’ various perceptions and experiences about the program.

Findings and Implications

Findings of the study revealed that incorporating meaningful fieldwork experience with families into teacher preparation programs encouraged pre-service teachers to think flexibly about teaching children with special needs while improving their confidence and competence to interact and support the families effectively. Evidences such as improvement in parent’s use of behavioral management strategies, decrease in parental stress, and more compliance and motivation of children demonstrated the impact of mentoring through the ongoing support of the paired mentor-parent interaction.

The “train-the-trainer” mentoring model developed in the study provides a valuable example for personnel preparation programs to prepare future special education teachers with sound knowledge and skills in supporting families with children with diverse learning needs. With the structured program content and systematic procedures, the mentoring model has the potential of further implementation and dissemination in the Chinese societies.

Developing Social Skills for Anxiety Disorder Children with Visual Thinking Strategies

Suhartono Suhartono

Universitas Terbuka

Sriyanto Sriyanto

Muhammadiyah University Purwokerto-Indonesia

Cici Murniasih

PAUD CAB Bogor-Indonesia

Abstract

This study aims to develop the social skills of early childhood students through learning models of visual thinking strategies. It is hoped that this research will become a foothold in facilitating teaching materials for Children with Special Needs for early age students. The study design used experiments with the student population disorder research population (Children with Special Needs) in the district. Baturaden, Banyumas Regency and Lembang and Cimahi, West Bandung-Indonesia Regency. The sample is taken based on students who are anxiety disorder. The research instruments were in the form of tests and non-tests through observation. Based on data analysis and discussion of the results of the research that has been carried out, it can be concluded that there are influences of Visual Thinking Strategies on Social Skills development for Social Anxiety Disorder students, based on the SPSS calculation results obtained $t\text{-count} = 2.659$, when compared with $t\text{-table} = 2,020$, the $t\text{-count}$ value is greater than $t\text{-table}$ or $2,659 > 2,020$. Students using visual methods in solving learning problems are influenced by two factors, namely the renewal of the problem, and the perception of students from their teacher in problem solving preferences. The results show that students prefer to use visual methods for story matter problems and non-visual methods for questions they are more familiar with.

Innovative Strategies in Professional Development for Teachers of Preschool: Learning Communities

Fu Mei Tang

Season Arts Children Education Institution

Chia Hsiu Wu

Season Arts Children Education Institution

Abstract

In this era of rapid information flow, knowledge management and sharing has become a critical point in organizations for responding to the changes and challenges of helping their staff sustain professional growth.

Teachers working in the place where education is occurring especially need the team cooperation and sharing experiences, so that teachers can achieve collaborative teaching and efficiency, also achieve multidisciplinary integration for children's learning. Therefore, this study aims to explore the professional growth and innovation strategies of preschool teachers who are conducting project approach, and provide teaching practice institutions and teachers as a reference.

This study analyzes the "Teacher Learning Communities" of the preschool where the researchers work through a case study. Collect relevant information by field observation, document analysis, actual participation, etc., to understand the connotation and practice of the teacher's learning community, and to examine the results of the strategy for the professional development of teachers.

In order to unite the coherence, cultivate teachers' professional attitudes, and achieve the effect of cooperation and mutual support. The "Teacher learning Community" continuously revise implementation through carrying out the project from first, middle and last part to propose community learning activities. The content is as follows:

1. Preparation before the project: Preschool supervisors and senior teachers will first drafted the "program predictable working instruction" and help the teachers

understand the meaning of the theme through the “predictable reading guide meeting”. After that, through the group discussion and co- preparation for lessons, collecting diverse resources, idea exchanging and experience sharing, which helps teachers to make the class's inquiry and clear teaching/learning objectives.

2. Community operation during the project development period: After the class enters the project, it will extend the “planning plan” of each class, construct more detailed concepts, objectives and activities, and form a blueprint for the class. With the development of the course, regular meetings will be held in groups, so that classes and classes can communicate. In addition to the class, the supervisors and professors will also be instructed on a regular basis. During the semester, teaching and class decoration observations will be held to keep the teacher's teaching status at all times, and each teacher can learn from each other.
3. The reflection and knowledge diffusion after the project: After the project is finished, the “course sharing meeting” will be held across the campus to share the excellent progress of the project. In addition, an online platform has been set up to share course videos, PowerPoint, etc., so that teachers can self-learning online through technology to approach convenient and flexible efficacy.

With the teacher group as the main body, a systematic learning community operation mode is adopted, so that teachers can be led by experienced teachers under the school-driven learning organization group system, and the work of preparing for the lesson can be dispersed through dialogue and cooperation. The volume also allows the support and stimulation of the community to drive the professional growth of teachers.

Paper Session 4, Room 101

10:45~12:00, Sunday, July 14, 2019

Chair: Susan Shu-Chin Chen

Curriculum and Teaching

- A Study on the Impact of Hand Signals with Music in Improving Classroom Management of a Daycare Center **Mary Edelyn Tomias**
De La Salle University Manila,
Philippines
- Development of E-Module Based on Local Function in Sentra Area Group and Classical Learning Materials in Kindergarten **Hendra Sofyan**
Jambi University,
Indonesia
- Professional Coaching: A Two Layered Approach with the Use of ECERS-R and ECERS-E Scales in Early Childhood Classrooms in Hong Kong **Anna Hui**
City University of Hong Kong,
Hong Kong
- A Study on Outdoor Activities of a Preschool in Taiwan **Susan Shu-Chin Chen**
National Taichung University of Education,
Taiwan
-

A Study on the Impact of Hand Signals with Music in Improving Classroom Management of a Daycare Center

Mary Edelyn Tomias

De La Salle University Manila

Patricia Isabel del Rosario

De La Salle University Manila

Maricar De Ocampo

De La Salle University Manila

Abstract

The purpose of this action research was to analyze the effect of the use of hand signals with music in improving classroom management. The aim of the study is to investigate on how the intervention affected the teacher as a classroom manager and how the level of student compliance changed. The study was conducted for 5 weeks in Bahay Bulilit Barangay 704 in Manila. There were a total of twenty (20) participants whose age ranges from 4 years old to 4 years old and 11 months. The research method used for this study was a mixed method research design which consist of both qualitative and quantitative data. After collecting the data, the researchers analyzed the frequency and duration of teacher instruction and the average of student compliance. Results show that there was a significant difference between pre-intervention and post-intervention. Through the use of hand signal with music, the researchers found out that it was an effective approach for both teacher and students. Thus, making it a great tool for classroom management.

For this action research project, the researchers aimed to answer the following questions:

- What is the level of compliance before and after the intervention (hand signals with music)?
- How did the use of the 2 strategies affect the classroom management of the teacher?

Development of E-Module Based on Local Function in Sentra Area Group and Classical Learning Materials in Kindergarten

Hendra Sofyan

Jambi University

Nyimas Muazzomi

Jambi University

Abstract

Learning in kindergarten throughout Indonesia uses Area model learning, Sentra model learning, and Group model learning, as well as Classical model learning. In fact, the fourth guide to this learning model specifically and completely does not yet exist, while PAUD lecturers, kindergarten teachers and students find it difficult to find reference books for area model learning, center model learning, and group model learning, as well as learning the classical model. This researchers found when researchers conducted research for a dissertation on kindergarten teachers in Jakarta, Jambi; while teaching PAUD students (Conversions that have 5-10 years experience), then when carrying out teacher training and certification, national seminars in Padang, Bandung, all had difficulties in implementing the Sentra, Area, and Group learning models, as well as classics. Various forms were found in compiling and preparing the learning.

The purpose of this development research is to produce learning e-modules in the area, center, and group models, as well as the same classics as instructions and guidelines for PAUD lecturers, PAUD teachers, and PAUD students. The research method used in the development of local wisdom-based e-modules in learning materials in area centers and groups and classics is R and D research (Research and Development) is a research method used in producing products in the form of electronic modules, and testing the effectiveness of these products.

Data analysis in this study refers to the ADDIE model (Analysis, Design, Develop, Implementation, and Evaluation). Data analysis on e-modules were obtained from

several stages of analysis, first the material questionnaire validation was two people, the design questionnaire validation was two people, the analysis of teacher responses was 20 people and students 80 people. The results of the material validation were done twice. The results of the material validation in the first stage got a score of 86 with a percentage of 70.59% in the criteria of "good" then in the second stage got a score of 105 with the percentage of 87.50% in the criteria of "very good". Design validation was done twice, namely in the first stage, the score was 63 with a percentage of 71.59% in the criteria of "good". The second validation obtained a score of 82 with a percentage of 93.18% in the criteria of "very good".

Professional Coaching: A Two Layered Approach with the Use of ECERS-R and ECERS-E Scales in Early Childhood Classrooms in Hong Kong

Anna Hui

City University of Hong Kong

Maria Lee

PECERA-HK

Sanly Kam

PECERA-HK

Abstract

The current paper discusses how a professional coaching approach is developed, adopted and implemented in early childhood classrooms in Hong Kong by PECERA-HK in collaboration with the KeySteps@JC project since 2019. Professional coaching is an effective practice-based professional development approach (Gallucci, Van Lare, Yoon, & Boatright, 2010). The project operates on an integrated model involving medical, education and welfare sectors as to provide critical support for children from disadvantaged backgrounds to build stronger foundations by enhancing school environment and enriching professional development in 32 kindergartens located in two pilot districts among 6000 children from less advantaged background. PECERA-HK provides a team of 14 professional coaches to support teachers in building their capacity in enhancing environmental, program and teaching quality in early childhood settings. These professional coaches are experienced early childhood educators and administrators and have content expertise in establishing a quality school environment but with a non-supervisory role serving as the first layer of professional coaching. In each kindergarten, two to five seed teachers serve as the second layer of professional coach to their peer teachers. One professional coach is matched with seed teachers in a school and they will observe and evaluate the classroom environment using the Early

Childhood Environment Rating Scale –Revised (ECERS-R) and Early Childhood Environment Rating Scale –Extension (ECERS-E) as formative tools. The coaching cycle involves training on concepts and usage of the tools, pre- and post-observation conferences with foci on identifying strengths, weaknesses, and improvement areas through continued on-site professional support. The effectiveness of the two-layered professional coaching approach will be measured by satisfaction level and teacher self-efficacy. Implications will also be discussed.

A Study on Outdoor Activities of a Preschool in Taiwan

Susan Shu-Chin Chen

National Taichung University of Education

Abstract

In Taiwan, 《*the Early Childhood Education & Care Act*》 was promulgated in 2011, the kindergarten and nursery school integration was implemented in 2012. The institutions that recruit 2-6 years old children are uniformly named as preschools. And also 《*the Curriculum Guidelines of Preschool Edu-care Activities*》 was published in the same year. In 2013, a five-year basic evaluation program was launched for all preschools. In both of the above documents, psycho motor activities on a daily basis are given prime attention. In the said evaluation program, at least 30 minutes of sweating big muscle activities is listed as a mandatory item of evaluation. All of these suggest the importance of big muscle activities for preschoolers.

As a matter of fact, outdoor playground and play activities are a major issue of concern. In outdoor playgrounds, young children are engaged in not only psycho motor activities, but also various types of free plays and natural ecological exploration. This case study is done at a rural preschool in Central Taiwan to examine the development of the outdoor playground and the play activities there. The eight-class preschool has spacious area with rich biological and geological resources. But outdoor activities were not encouraged and children's daily activities were largely restricted in small classrooms. As an advisor to the preschool, the researcher persuaded the teachers to break through the classroom boundaries and develop more outdoor activities. As the result of three years of effort, the teachers now are keen in designing outdoor activities by providing various materials and encouraging the children to pursue independent learning and active exploration.

The methods of study include: on-site observation, interviews, and document analysis. The researcher collected data through multiple channels and analyzed by triangulation to increase the truthfulness of the findings, which are presented below:

1. The development of outdoor play activities in the preschool has gone through three stages: founding, operation, and relection.
2. The outdoor playground of the preschool has six areas: sand pool, risk play area at grove, loose parts area at prairie, planting area, exercise area in the parent-child center, and Kapla construction area in the parent-child center.
3. In addition to properly planning the exploration environment and providing a variety of materials in the playground, extending exploration time on a regular basis helps enriching the outdoor inquiry activities.
4. Teachers in the preschool reports that the practice of outdoor activities helps realize the ideal of learning in a whole school, even community.
5. Expansion of the space of learning activities clearly boosts more active and independent exploration behavior of young children.

Paper Session 1, Room 103

13:00~14:15, Saturday, July 13, 2019

Chair: Chiung-Hui Chiu

Curriculum and Teaching

Performing 'Fulfilling Our Wishes' Play as a Child-Initiated-Play

Soyeon Kim

Korea National University of Education
South Korea

Developing an Assessment Tool Based on Games for Mapping the Mathematical Abilities of Preschool Children

Connie Ompok

Universiti Malaysia Sabah,
Malaysia

Prototype Development of Game-Based Learning Activities for Undergraduate Students in Early Childhood Education Program

Phornchulee Lungka,

Suan Dusit University
Thailand

Using Open-Source Software to Manage Teaching Materials: An Example of Integrating Technology into Curriculum for Preservice Teachers of Early Childhood Education

Chiung-Hui Chiu,

National Taipei University of Nursing and Health Science,
Taiwan

Performing ‘Fulfilling Our Wishes’ Play as a Child-Initiated-Play

Soyeon Kim

Korea National University of Education

Younchul Choi

Korea National University of Education

Abstract

The educators for young children have recognized the importance of play and made various attempts to improve the quality of play for young children. In line with this trend, Nuri-curriculum, national level curriculum for 3-5 years old children in Korea will be revised next year based on ‘children’s play.’ However there might be various barriers for teachers to implement revised curriculum. Accordingly it is necessary to discuss about how to educate young children with the idea of ‘play.’ In this study, the researcher had planned ‘Fulfilling our wishes’ play as a child-initiated-play to explore the ways to make play as a learning experience

Twenty young children aged 4 years old (10 girls and 10 boys) at H kindergarten were participated in this study. This study was conducted a total of 30 times, 5 times a week, one hour a day, for six weeks from March 18, 2019 to April 26, 2019. (This study will be extended until 31 May. The results of this study mentioned below are tentative results as of April 26.). The various data such as researcher's journals, researchers’ meeting journals, voice records and photographs were collected and used for qualitative analysis. In this study young children wrote their wishes, put them in a ‘wish box’ and then randomly picked one wish at a time. After discussing ways regarding achieving wish with friends, children were playing games of making a wish come true. The results of this study are as follows.

First, young children were accustomed to children-initiated-play gradually. At first they were at a loss. They were only interested in picking wishes rather than

achieving them. However pretty soon they enjoyed their own play and solved problems democratically, made creative ideas, sympathized with his friend's thoughts and do on.

Second, young children learned how to express their wishes. At first some children hesitated to express their wishes, like saying "I don't have any wish." However with the help of regular teacher and parents, children came to express their wishes fluently.

Third, young children helped each other and came to learn how to praise their friends. At first researcher introduced token system to encourage children's participation. However as children had learned how to help each other, token system became useless.

Based on the results of this study, it is expected that child-initiated-play alone can make young children learn by themselves. Also the idea of child-initiated-play can be used in the revised 'play-oriented curriculum'.

Developing an Assessment Tool Based on Games for Mapping the Mathematical Abilities of Preschool Children

Connie Ompok

Universiti Malaysia Sabah

Abstract

Early education is required for the development of mathematical skills and a good start in Mathematics is a determinant of success in primary, secondary or tertiary. However, culturally appropriate tools for assessing (teaching, learning and assess) children's informal mathematical abilities, and tracking their development, are not readily found. In developing such measures, assessments should be able to provide direct benefits to the student, improve the quality of educational programming, be designed for a specific purpose, provide reliable and valid data for its purpose, be age appropriate in both content and the method of data collection, cover a wide variety of areas, recognize that children with limited exposure to other languages; and utilize a variety of sources of information. The present study is designed to explore the viability of games as a valid and useful approach to assessment of young children which involved important early mathematics items identified in the literature. The research questions for this research were : 1. What are the possible innovative games for assessing preschool child mathematical abilities and progress? 2. What can we learn about the preschool child's mathematical abilities using the games developed? Preschoolers responses while playing the game were recorded, and we report the range of successful responses to the game.

Prototype Development of Game-Based Learning Activities for Undergraduate Students in Early Childhood Education Program

Phornchulee Lungka
Suan Dusit University

Poonyawee Chiropasworrapong
Suan Dusit University

Nisarat Issaramanorose
Suan Dusit University

Nattapon Yamchim
Suan Dusit University

Wilailak Langka
Srinakharinwirot University

Abstract

The objectives of this research were 1) to develop the prototype of game-based learning activities for undergraduate students in Early Childhood Education Program and 2) to evaluate satisfactions of students to the prototype of game based learning activities. The sample for this research were 35 students of the second year students in Early Childhood Education Program, Suan Dusit University who participated in game-based learning activities. Data-gathering instruments used were the board game, card game and questionnaires. Mean and standard deviation were adopted for the data analysis. The results of the research showed that this game make the students get fun and understand more about early childhood education theory. Moreover, they can offer feedback and share their ideas on theories with their friends. This activity creates an exotic learning environment and makes the course more interesting. For satisfactions of students, they were satisfied with the prototype at a high level in overall.

Using Open-Source Software to Manage Teaching Materials: An Example of Integrating Technology into Curriculum for Preservice Teachers of Early Childhood Education

Chiung-Hui Chiu

National Taipei University of Nursing and Health Science

Abstract

Picture books are essential for Children's Literature, and are indispensable for early childhood education. For a Children's Literature class with more than 30 preservice early childhood teachers, there are more than 1,500 picture books on the preferred list per semester. Therefore, how to sort out these picture books effectively for teaching use is the main theme for this course.

To design and build a teaching material archive with indexing function is a new practice for the course. In general, students are not familiar with such technologies. Therefore, how to integrate technologies into the curriculum to help students systematically organize teaching materials for future teaching becomes a task for this course.

This paper characterizes the process and experience of running such a college course for students for Early Childhood Education in last three semesters. The process includes, first, inviting faculties from other fields of expertise, such as College of Health Technology and IT industry, to prepare course outline; second, identifying free open-source software, such as R and Power BI, which are appropriate for students without IT background; and third, helping students to learn the software and to incorporate what they knew about children's literature and picture books into the design of picture book archive with indexing function.

In addition to get familiar with open-source software, students who took the course are required to build better understanding about how to select picture books, and have complete command on picture books, so that they can systematically sort out their collection of picture books. As expected, most students found the task could be easily done when the above required elements are well prepared. The practical problems, especially those repeatedly occurred in the class for children's literature are solved when using an archive composed by the software.

Paper Session 2, Room 103

14:20~15:35, Saturday, July 13, 2019

Chair: Lo-Hsun Lee

Curriculum and Teaching

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| Development of a Conceptual Framework for Training Process Based on Lesson Study Approach and Peer Coaching Principles | Pawara Chusang
<i>Chulalongkorn University,</i>
Thailand |
| Children's Views on Quality Classroom Environment | Ting Wei
<i>Sichuan Normal University,</i>
China |
| Kindergarten Teacher's Reflection on Children's 'Play Making Play' Experience | Han Ji Won
<i>Korea National University of</i>
<i>Education,</i>
South Korea |
| Influence of Classroom Questioning in Preschool on Student Thinking | Hiong Michelle
<i>HELP University Malaysia,</i>
Malaysia |
| Research on the Implementation of an Experimental Theme-Based Integrated Early Childhood Curriculum in Phnom Penh, Cambodia | Wan-Chi Lin
<i>Cheng-Shiu University,</i>
Taiwan |
-

Development of a Conceptual Framework for Training Process Based on Lesson Study Approach and Peer Coaching Principles

Pawara Chusang

Chulalongkorn University

Worawan Hemchayart

Chulalongkorn University

Abstract

The purpose of this article was to represent the result of synthesis of conceptual framework of research on Development of training process based on Lesson study approach and Peer coaching principles to promote ability in organizing learning experiences of in-service caregivers. The study started with a literature review, analyzing, synthesizing and ordering data that related to Lesson study approach, Peer coaching principles and ability in organizing learning experiences of in-service caregivers and explore organizing learning experience in-service caregivers in Child Development Center. The result of this study was the conceptual framework based on Lesson study approach from Stigler and Hiebert (1999); and Peer coaching principles from National Union of Teachers (2013) to develop the training process that consisted of 4 steps; the creation of member groups, targeting the development of children together, the development of teaching, and reflection of the development results in order to enhance ability in organizing learning experiences of in-service caregivers in 3 aspects; preparation, learning activities and environment.

Children's Views on Quality Classroom Environment

Ting Wei

Sichuan Normal University

Xiaoqiong He

Sichuan Normal University

Bonnie Yim

Deakin University

Abstract

Designing and planning for classroom environment is a common role for most kindergarten teachers in China. Researchers in the West remind teachers to capture and acknowledge children's views during the design and planning process (e.g., Änggård, 2015; Einarsdottir, 2005). However, there seems to be limited research in the East. This research study aimed to investigate children's views on high quality classroom. The Mosaic approach (Clark & Moss, 2015) involves child-friendly activities to empower children to actively participate as co-researchers. Participants in this present study included 16 children aged 5-6 years in two early childhood settings in China: 1) traditional Chinese setting, and 2) American style bilingual setting. Data included children's photos, their verbal descriptions of the classrooms and their comments on others' classrooms. Data were analysed by using QSR NVivo 12. Results showed that children valued settings which support their sense of belonging and their playful activities. Also children who had access to ample materials demonstrated more advanced language skills, children who were from small-sized classroom showed closer interpersonal relationships. Moreover, findings also showed that children had strong sense of agency in sharing their views on the classroom environment. Implications for early childhood curriculum and teachers' role in designing and planning for classroom environment will be discussed.

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- Einarsdottir, J. (2005). Playschool in pictures: Children's photographs as a research method. *Early Child Development and Care*, 175(6), 523-541.

Kindergarten Teacher's Reflection on Children's 'Play Making Play' Experience

Jiwon Han

Korea National University of Education

Younchul Choi

Korea National University of Education

Abstract

Children create their own situations and new opportunities while playing. Also play provides a stage for experimenting with imaginary needs and motivations, adding new dimensions to experiences and emotions. Moreover they can fill their play full of playfulness if they are provided chances to design, implement and evaluate their own play which can be called the 'Play Making Play(PM-Play).' The PM-Play can have its own educational contents and purpose. In the process of children-initiated-play like PM-Play, the role of teachers is very important as they have to intervene and help (Wood, 2010). However teachers may experience lots of barriers while children playing the PM-Play. Therefore, the purpose of this study is to analyze teacher's experience during the children initiated PM-Play.

The twenty two five-year-old children (8 males and 14 females) at H Kindergarten were participated in this study during March 18 through May 31, 2019. (This study will be extended until 31 May. The results of this study mentioned below are tentative results as of April 26.) Various data, such as researcher's own journal, informal meeting record and children's works were collected and analyzed.

The results of this study can be summarized as follows: "Is it play or activity?" and "How can we play?" First, I had hard time to distinguish between two concepts, 'play' and 'activity.' Even though there are so many arguments regarding play and learning, theoretically speaking those two concept can be separated easily. However whenever children initiated their own PM-Play I had to struggle with so many

considerations. “What is the teacher’s role in the PM-Play”, “Is this play serious and pleasure activity as Sutton-Smith (1997) mentioned?” and so on. Eventually, I came to think that play should provide a meaningful experience for each children. That could be one of the most important principals teachers should bear in mind.

Second, I experienced lots of difficulties while implementing the PM-Play. Since children had to initiate play in the PM-Play it was obvious that I didn’t have to get involved every details in the play. Also I didn’t even have to ‘implement’ the PM-Play. However I am the kind of teacher who is accustomed to structured activity with detailed teaching plan. Accordingly I had continuously thought about “Should this play be played as a whole or small group?”, “What materials should I bring tomorrow?”, “What should I do with the children who do not want to participate in the play?” and so on. Gradually, I came to understand that the teacher’s role in the PM-Play is to empower children for them to play their own play.

Since kindergarten teachers may encounter a variety of problems while implementing play-oriented curriculum, this study purports to provide useful information regarding understanding their difficulties and also to provide guidelines for effective teaching and learning strategy to implement play based curriculum.

Influence of Classroom Questioning in Preschool on Student Thinking

Hiong Michelle
HELP University Malaysia

Abstract

Often preschool teachers do not know how to construct questions to challenge children's thinking. Many preschool teachers still use questions to test the children remembering and understanding of facts and knowledge that has been taught. To address this concern, this research will focus on the following research questions:

1. How does types of questions used by the preschool teacher impact the children's thinking?
2. How do children respond to different types of questions?
3. What is the relationship between the types of questions and children responses?

Children need to be provided with an environment where they are challenged to construct their own knowledge and thinking. Otherwise, they may nurture a disposition to just receive knowledge from the teacher.

The teacher should therefore, scaffold the children's learning by asking more constructive questions to challenge the children thinking. This research intends to study how questioning helps children to construct their thinking through project-based learning.

For this research the questions were categorized using Bloom's Taxonomy. Lesson observations were conducted to look into the ways the students responded to the various types of questions posed by the preschool teacher. Teacher interviews were also conducted to understand the teacher's perception of questioning and how they were developed as the study progressed.

The preliminary finding showed that children found the higher-order thinking questions were very challenging at the beginning. Many of them were not able to

answer the higher order thinking questions. However, after two weeks of repeating similar questions during the project-based learning lessons, the children showed improvement in responding to these higher order thinking questions.

Research on the Implementation of an Experimental Theme-Based Integrated Early Childhood Curriculum in Phnom Penh, Cambodia

Wan-Chi Lin

Cheng-Shiu University

Chih-Hung Yang

Cheng-Shiu University

Gina Pey Duo

Cheng-Shiu University

Abstract

This study aims to utilize the theme-based early childhood integrated curriculum framework in an attempt to develop a curriculum model conforming to the cultural context of Cambodia; It was conducted in an international preschool where is located in Phnom Penh, Cambodia and operated by a Taiwanese management team. It is expected to enhance their professional competences of Cambodian educators in early childhood education, particularly those relating to curriculum design and instruction.

The process of curriculum implementation comprises 3 stages: Stage one relates to the preparation: The researchers visited the Lizabell International School (LIS) in Phnom Penh, Cambodia from March 6th to 9th, 2018 to obtain general ideas about the current management situation in LIS through classroom observation and interviews with Cambodian staff and educators. Stage 2 involves curriculum design: In this stage, the researchers analyzed the data obtained from the field visit in stage one and had thorough discussions on the issues generated from the analyses. As a result, the research team decided to use “ocean” as the curriculum theme and began to produce related teaching aids and environmental layout cards as well as word cards. Stage 3 relates to the instruction: The researchers spent one-month time in Phnom Penh, Cambodia to implement this experimental curriculum. In the first week, the main task focused on arranging the learning environment. In the second week, the researchers provided the

Cambodian teachers with training in teaching. At the beginning, the Cambodian teachers were requested to observe the researchers' demonstration of how to implement the curriculum followed by a collaboration with the researchers on teaching in the third week. In the final week, the researchers withdrew from the teaching, letting the Cambodian educators work alone. The researchers conducted a seminar every day when the school time ends.

The results indicated that the children in LIS had a fast adaptability to the new model of teaching. Parents reported that children have become more willing to come to join the school life. Also, learning center-based environment design was found to be capable of improving children's learning interest and motivation so that educators could have more time to take care of individual differences among young children. In addition, it was found that Cambodian educators have been more confident in teaching after observing the researchers' demonstration, and have learned class management and the child-centered curriculum design.

The curriculum theme Ocean used in this study was only carried out in corner activities for a one-month time. A longer implementation time that lasts for an entire semester, would help plan a functional theme-based curriculum model that reflects the Cambodian culture.

Paper Session 3, Room 103

15:45~17:00, Saturday, July 13, 2019

Chair: Lo-Hsun Lee

Curriculum and Teaching

Implementing Creative Drama in the Classroom to
Increase Social Emotional Skills of 3 Year Olds

Thelma Mingoa
De La Salle University Manila,
Philippines

Concerns Regarding How a Teacher Can Make Play as
an Learning Experience

Misuk Lee
Korea National University of
Education,
South Korea

How Do Teachers Facilitate Children's Free Play?

Ka Man Carman Chiu
The Hong Kong Federation of
Youth Groups Ching Lok
Kindergarten,
Hong Kong

Curriculum Transformation: Starting from Enhancing
the Kindergarten Teachers' Professional Knowledge
and Beliefs

Lo-Hsun Lee
National Academy for
Educational Research,
Taiwan

Implementing Creative Drama in the Classroom to Increase Social Emotional Skills of 3 Year Olds

Thelma Mingo

De La Salle University Manila

Eunce Anne Magno

De La Salle University Manila

Ma. Gaile Liel Reye

De La Salle University Manila

Abstract

This study used creative drama as an intervention to improve the social-emotional skills of respect among toddlers, aged three years old. This was done in a daycare in Biñan, Laguna, Philippines. Ten out of 25 students, who were observed to be lacking respect towards adults and towards their own classmates, were the focus of the study, although the intervention was applied to the whole class. This research aimed to specifically answer the following questions (1) What is the level of respect of the students in a) using terms of respect like “po” and “opo” in their sentences b) sharing toys with others, c) waiting for one’s turn, and d) asking permission, before and after the intervention? and (2) Is there a significant difference in this level of respect before and after the intervention? This teacher-administered action research gathered qualitative and quantitative data through observation, anecdotal records, questionnaire, photo documentation and the use of the checklist based on the social-emotional domain of the Philippine Early Childhood Care & Development (ECCD) Checklist. Due to limited time, the research lasted for only 6 weeks, with the first and last weeks as pre-test and post-test accordingly. The intervention consisted of improvised skits, teacher-created songs and activities targeting the behaviors being studied. Results show that the use of creative drama, specially improvised skits, was significantly effective on improving the socio-emotional skills of the participants.

Concerns Regarding How a Teacher Can Make Play as an Learning Experience

Misuk Lee

Korea National University of Education

Yunchul Choi

Korea National University of Education

Abstract

Recently, the early childhood educators in Korea have been more interested in children's right to play. Accordingly Nuri-curriculum, national level curriculum for 3-5 years old children in Korea will be revised next year based on 'children's play.' The play has its own purpose (Huizinga, 2018) whereas education is a purposeful activity with a goal to achieve (Dewey, 2018). Thus there might be various problems occurred if play-based-curriculum is implemented. The play-based-activity can be misunderstood as an activity in which teachers neglect their educational role. The play has the immersive characteristics of losing self (Quarrick, 1997). However children may not concentrate their own play if teachers try to intervene their play with educational purpose. On the other hand, if children do not understand the relationship between their actions in play and what has happened, those are just accidental events (Dewey, 2018). Therefore, it is necessary to study how play can be a learning experience by harmonizing education and play even though there are lots of difficulties to overcome.

Twenty children aged 5 years old at K-Kindergarten were invited in this study during 18 March through 18 April 2019 period. Various data such as participation observations records, field journals, research journals, photography, voice recording, and video filming were collected and analyzed based on phenomenological research procedures.

The results of the study are as follows. I experienced lots of limitations while managing play-based-activities. As I organized and led the play, children struggled to

meet my standards of expectation. Since all children could not be given a chance, children competed for the opportunity to be selected. Also, I find myself often limited children's choices, since I had my own educational purpose to implement. However I also experienced the feelings of success. The children were actively participated and enjoyed themselves in the play frameworks which I provided. I took a play host role and asked children various questions such as how to get what they wanted, whether they were doing well and so on. The shared experience with teacher and children, and with children and children allowed me to identify the meanings of children's play experiences and to give them appropriate educational supports.

From those experiences, I found that play doesn't have to be always fun to make it a leaning experience. Also since each child have different criteria for satisfaction it is very difficult to meet the needs of all children. Instead it is necessary for teachers to try their best to accommodate children's needs as much as possible.

How Do Teachers Facilitate Children's Free Play?

Ka Man Carman Chiu

The Hong Kong Federation of Youth Groups Ching Lok Kindergarten

Man Wai William Cheung

Hong Kong Baptist University

Kit Mei Betty Wong

The Education University of Hong Kong

Abstract

Learning through play and free exploration are emphasized in the recent curriculum review in Hong Kong. This experimental project aims to investigate how children play with and without teachers' direction instruction. Thirty-one children aged 4-5 (15 boys and 16 girls) attending a typical Hong Kong preschool participated in this study. The children are randomly divided into the control group and experimental group. The study consists of three phases: (1) Pre-test: Play without instructions for 30 minutes. A set of block play newly bought by the preschool is presented to children. Children are free to play and explore with the block as they like. (2) Treatment: Play with teachers' instructions. In two-week period, the teachers will provide the experimental group with various instructions like picture book, puppet or probing whereas the control group will keep playing with the block set on their own. (3) Post-test: Play without instructions for 30-minutes for both groups. All block playing sessions will be videotaped. Behaviours of the children will be coded and analyzed based on the nature of play, content of play and complexity of ideas to delineate how teachers' input may influence the quality of play and free exploration.

Curriculum Transformation: Starting from Enhancing the Kindergarten Teachers' Professional Knowledge and Beliefs

Lo-Hsun Lee

National Academy for Educational Research

Abstract

Kindergarten teachers attempt to change their curriculum mode from traditional, teacher-directed instruction to more open, child-centered learning. They turn to invite the researcher as their collaboration partner and discusses this issue together. We get to a common view on enhancing the teachers' professional knowledge and beliefs first because teachers are the key to quality education. The purpose of this study is to explore the transformation of teachers' beliefs and their classroom practice.

The study spanned one year with five teachers and three mixed age groups of children in a suburban kindergarten. Data collecting methods included classroom observation, interviews, focus discussions, and document analysis. Moreover, through video watching and articles reading, we had extra discussions on curriculum models, arrangement of learning centers, children's learning and play, and class management.

The results showed that at the first three months, teachers had strong willingness and motivation but low self-confidence in what they had done in the classroom. They spent too much time to teach and left little time and opportunity for children to think and explore. Children were still as passive learners. Later on, with focus discussions on teaching plans, teachers' reflections and interviews as well as classroom observations, teachers began to develop and try several teaching strategies with the researcher's suggestions and encouragement. The picture of children's learning became more clearly. Children's voice became louder and heard, and they were led to deep thinking on the thematic learning. Play-based activities replaced group table work. In accordance with the thematic approach curriculum, teachers planned fieldtrips to broaden children's vision and life experience. Besides, teachers rearranged the learning centers for emerging children's curiosity, creativity and problem solving. At last, teachers stated when their professional knowledge

increased, their beliefs changed, their classroom climate and practice changed too. They found that children became active learners as well.

In conclusion, on the way to curriculum transformation, there are much more to make good progress; teachers' willingness and motivation is significant to conquer the difficulties. The researcher as a collaboration partner that keeps raising questions to challenge the teachers' thinking and doing evokes more sharings, discussions and reflections. Finally, emotional support to the teachers makes the change more possible.

Paper Session 4, Room 103

10:45~12:00, Sunday, July 14, 2019

Chair: Chiung-Hui Chiu

Curriculum and Teaching

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|--|---|
| Kindergarten Teachers' Beliefs About Chinese Early Literacy Instruction | Chunrong Sun
<i>University of Saint Joseph,
Macao</i> |
| Reinforcing Children's Language Performance Through Visual Media | Sri Slamet
<i>Sebelas Maret University,
Indonesia</i> |
| The Data, Knowledge, Action Research Programme: Developing and Using Authentic Data-Systems to Understand and Enhance Children's Experiences of Curriculum in New Zealand Early Childhood Education Settings | Sue Cherrington
<i>Victoria University of Wellington,
New Zealand</i> |
| Learning Stories in Early Childhood Education: Educational Assessment for Facilitating Parent-Educator Communication | Chao-Ming Lee
<i>University of Taipei,
Taiwan</i> |
| Early Childhood Teachers' Views and Teaching Practices in Outdoor Play with Young Children in Singapore | Bonnie Yim
<i>Deakin University,
Australia</i> |
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Kindergarten Teachers' Beliefs About Chinese Early Literacy Instruction

Chunrong Sun

University of Saint Joseph

Hunping Rebecca Cheung

The Education University of Hong Kong

Meilee Ng

The Education University of Hong Kong

Jinxin Zhu

The Education University of Hong Kong

Abstract

Early literacy is now internationally recognized as an essential part of early childhood education curricula as numerous studies have documented its importance and long-term effects on children's future literacy learning. Teachers play very important roles in children's learning as a large number of studies have revealed that teachers' beliefs may influence their pedagogical decision making and classroom practices. Many studies on early literacy field have also documented that teachers' beliefs about early literacy are positively related to their pedagogical practices in early literacy instruction. Consequently, it is essential to gain a better understanding of teachers' beliefs about early literacy.

This study aims to investigate kindergarten teachers' beliefs about Chinese early literacy instruction using a self-constructed questionnaire. A quantitative survey design is employed to examine teachers' beliefs about skills-based approach and whole language approach in Chinese early literacy instruction. The psychometric properties of the self-constructed instrument are evaluated. Moreover, the extent of teachers' beliefs supporting skills-based approach and whole language approach in Chinese early literacy instruction is examined.

This study collects data from 888 kindergarten teachers in Kunming. Data analysis using a Rasch rating scale model has found that the two subscales have good psychometric properties, each of them showing uni-dimensionality; all items fit the Rasch measurement model with a good fit index; items in the two subscales show acceptable degrees of representativeness; and the reliability of the two subscales is acceptable.

The results of descriptive analysis demonstrate that most teachers support a whole language approach in domains of environment, instructional principles, assessment, and teacher's role in early literacy instruction; however, majority of teachers do not agree with some of the items in the conception of literacy domain from the whole language approach. Nonetheless, many viewpoints from the skills-based approach are also strongly supported by teachers, such as the importance of maturation, systematic literacy teaching, and teachers' roles in correcting mistakes and providing demonstrations in early literacy instruction. These results indicate that most of kindergarten teachers believe in whole language approach on how to teach in early literacy, while they cannot fully understand the conception of literacy in whole language philosophy, which provides some implications and recommendations for policy makers and early childhood.

Reinforcing Children's Language Performance Through Visual Media

Sri Slamet

Sebelas Maret University

Abstract

The objective of the research was to find out the language performance improvement of Group B students of Mardisiwi Islamic Kindergarten in Surakarta, Indonesia. This was a classroom action research (CAR). The subject of the research was the students of Group B aged 5-6 years old in the academic year of 2016/2017. This research was carried out in two cycles for four meetings. It was done through four stages, namely: planning the action, implementing the action, observing the action, analyzing and reflecting the results. The data about the students' language performance and the teaching and learning process by using visual media were collected through observation, interview, and field note. This research applied triangulation method by searching for the data from various sources. Based on the results of the completed actions in Cycle I and Cycle II, the language performance of Group B students of Mardisiwi Islamic Kindergarten Surakarta improved. The data showed that before the implementation of the action only 40% of the students developing as expected and beyond (BSH), but there were 73.3% and 86.6% of them in that category in Cycle I and II in respectively. In this research it could be concluded that the use of visual media could improve the language performance of Group B students of Mardisiwi Islamic Kindergarten Surakarta, Indonesia.

**The Data, Knowledge, Action Research Programme:
Developing and Using Authentic Data-Systems to Understand and
Enhance Children's Experiences of Curriculum in New Zealand
Early Childhood Education Settings**

Sue Cherrington

Victoria University of Wellington

Tara McLaughlin

Massey University

Lynda Hunt

Ruahine Kindergarten Association

Claire McLachlan

Federation University

Karyn Aspden

Massey University

Abstract

In this paper, we describe our Data, Knowledge, Action research programme that is investigating the development and use of innovative and authentic data systems to help New Zealand ECE teachers examine young children's curriculum experiences and strengthen their teaching practice. To date the programme comprises a) a pilot study undertaken in 2017 to develop and pilot innovative and authentic data systems to investigate children's experiences of curriculum, b) a current 18-month project funded by the New Zealand government's Teacher Led Innovation Fund (TLIF) involving teacher-led inquiry into data-informed teaching in ECE, and c) a current Teaching and Learning Research Initiative (TLRI)-funded project exploring sustained shared thinking to deepen young children's learning.

The research programme is a partnership among a multi-university research team and a local kindergarten association. The research has been guided by the premise that effective data can lead to knowledge thus leading to action for improved curriculum implementation (cf. Earl & Timperley, 2008; Gunmer & Mandinach, 2015).

In the pilot, multiple data systems and tools were developed to capture and analyse children's experiences using live observation recorded on a tablet, video recordings from cameras affixed to children's clothing, and a teacher-completed child profile to document children's characteristics. Collected data were analysed with structured coding systems using observational software and entered into report templates that generated graphed data for teachers to review. Tools included reflection and discussion guides and video analysis protocols completed by teachers to gain deeper insights into specific children.

In the TLIF project, these data systems are being used to support teachers' inquiries into questions of curriculum provision and children's learning; in the TLRI project, the focus is on investigating the frequency and nature of sustained shared thinking episodes between teachers and children and with the use of the Sustained Shared Thinking and Emotional Wellbeing (SSTEWE) scale (Siraj, Kingston & Melhuish, 2015) and the Language Environment Analysis (LENA) system as additional data system tools.

In this presentation we provide an overview of the Data, Knowledge, Action research programme, explain the data system tools developed and present examples of the types of data collected and reports generated for use by teachers in the pilot project. We discuss the feasibility of these data systems for use in ECE settings and highlight some of the successes and challenges emerging as we have implemented use of these data systems tools with teachers.

Learning Stories in Early Childhood Education: Educational Assessment for Facilitating Parent-Educator Communication

Chao-Ming Lee
University of Taipei

Abstract

The government enacted “Early Childhood Education and Care Curriculum Framework (EECECF)” in Taiwan in 2017. The contents of EECECF based on the children’s ages and curriculum domains marked hundreds of “Learning Indicators” for ECEC educators planning curriculum. ECEC educators can choose proper learning indicators to plan a variety of teaching activities ideas and steps in their classes, which provided learning opportunities for the children of appropriate ages and abilities, and then put the teaching plans into practice to develop children’s “Key Competencies” gradually.

Even the government promoted the EECECF to preschools so hard, but parents having 2 to 6-year-old children still didn’t understand the meanings of the EECECF and the big changes in ECEC philosophy and policies in Taiwan. “How to pass children’s learning performances to their parents, and make parents recognize and accept new ECEC perspectives” was an old and troubled ECEC educators in Taiwan.

In order to improve the predicament, the study focused on parents’ concern—children’s performances. If preschool educators integrated children’s performances and the contents of the EECECF into children’s portfolios and documentation, parents would realize educators’ efforts and the core value of children’s learning.

Carr (2001) proposed the concept “Learning Story” for educational assessment in early childhood settings and considered “Learning Story” could improve parent-educator communication and relationship. The purpose of the study was to understand how “learning story” merging into children’s portfolios and documentation could

improve parent-educator communication and transmit the ideas of the EECECF to parents.

The method of the study was quasi-experimental design. The subjects were 5 educators in different preschools in Taipei by intentional sampling. Each educator needed to revise the forms of teaching records, the structure of children's portfolios and documentation for parents. The new version of the document for parents named "Children's Learning Performances Records" and it included 5 parts—the important investigating issues in classes recently, the learning story of the child with photos, key competencies analyzing, "next learning direction" for the child and "Parent's feedbacks". Each educator implemented the new "Children's Learning Performances Records" to parents twice a month in his/her class from November in 2018 to March in 2019. All documents were also analyzed by 4 aspects, including the arrangements and practices of the curriculum, the quality and completeness of the learning story, children's performances related to key competencies in ECECCF, and the thoughts and changes of the parents.

The findings of the study were as follows: 1. Preschool educators could reflect on their teaching through the records and made appropriate adjustments for next classes; 2. Preschool educators got advanced observation ability and understood clearly their students' needs; 3. Parents appreciated preschool educators' efforts and concerns for their children; 4. Parents increased communication with educators and liked to share children's lives at home. According to the findings, "Children's Learning Performances Records" with learning stories would facilitate the relationship between parents and educators and even it helped the connection and collaboration among children, preschools and families.

Early Childhood Teachers' Views and Teaching Practices in Outdoor Play with Young Children in Singapore

Bonnie Yim

Deakin University

Marjory Ebbeck

University of South Australia

Sheela Warriar

NTUC First Campus

Mandy Goh

National Institute of Early Childhood Development

Abstract

A large amount of research has been conducted on play and in recent years the disappearance of play has been questioned (e.g., Brown, 2016; Ebbeck & Waniganayake, 2016). Researchers and practitioners alike have expressed serious concerns that academic pressures on the curriculum have reduced the amount of time given over to play (Nicolopoulou, 2010). This paper raises some important issues in relation to outdoor play and presents a research study conducted in Singapore — a highly urbanised country. The research examined 432 early childhood teachers' views on the value of outdoor play and their teaching practices in outdoor play with young children. A questionnaire was developed that gave opportunities for open ended questions that provided qualitative data and closed questions which were analysed using quantitative forms of data. Findings showed that most teachers enjoyed conducting outdoor activities; however, they were concerned about the lack of physical and human resources. At a follow up sharing of the research results, teachers were able to suggest some ideas to cope with the challenges identified in the study findings. Implications are drawn for practitioners, education policymakers, and for town planners working in urbanised countries like Singapore.

Paper Session 1, Room 201

13:00~14:15, Saturday, July 13, 2019

Chair: Tung-Hsing Hsiung

Aesthetic Education for Early Childhood

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| In Search of Aesthetic Education: Student Teachers' Perspective and Practice with Sensory-Based Approach in Infant Education | Ka Lee Carrie Ho,
<i>University of Saint Joseph,</i>
Macao |
| Encouraging Children's Self-Help Skills by Using a Puppet as a Model | Rachelle Grace Gonzales,
<i>De La Salle University,</i>
Philippines |
| Children's Participation in Arts in University Museums: A Case Study on the Activities of Children's Art Education at the Yo-Chang Art Museum in National Taiwan University of Arts | Yi-Chen Yang,
<i>Yo-Chang Art Museum, NTUA,</i>
Taiwan |
| The Research of "Earth Painting" Activity in Ren-Zhi-Chu Kindergarten | Suping Tseng,
<i>National Taiwan Normal</i>
<i>University,</i>
Taiwan |
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In Search of Aesthetic Education: Student Teachers' Perspective and Practice with Sensory-Based Approach in Infant Education

Ka Lee Carrie Ho

University of Saint Joseph

Abstract

Aesthetic education is often an essential element of most official curricula worldwide (Benavot, 2004; Amadio, Truong & Tschurennev, 2006) because it stimulates children's creative and imaginative powers (Einstein, 2006). Macau as a Chinese city also shares the five fundamental concepts of educational goal like Hong Kong, which are 'ethics, intellect, physique, social skills and aesthetics' (Curriculum Development Council, 1996, 2006, 2017). As aesthetic experience can be conveyed through five senses (visual, audio, smell, taste and touch), this study proposes using sensory-based approach to convey aesthetic education across-disciplines in infant education.

The aim of the proposed project is to investigate the student teachers' perspective and practice in planning and conveying aesthetic education to young children. Qualitative inquiry is proposed as the methodology to observe four student teachers' perspective and practice in four different infant education classrooms to conduct two 30-minute subject teaching with a sensory-based approach. Data is generated by using voice recordings during teaching, pre- and post-teaching discussion, related lesson plans and assessments, field notes, and the teacher's reflective journals. Thematic analysis is used for data analysis and results into three themes: students' learning through sensory-based approach; supporting SEN children with sensory-based approach; and acquired teacher training. The study contributes to widen the understanding of aesthetic education by adding new pedagogical knowledge for infant education and teacher training.

Encouraging Children's Self-Help Skills by Using a Puppet as a Model

Rachelle Grace Gonzales

De La Salle University

Ailyn Ung

De La Salle University

Jasper Vincent Alontaga

De La Salle University

Abstract

The study aimed to investigate the effectiveness of puppet in terms of encouraging children's self-help skills. This was implemented in a daycare setting with a total of 8 participating students (4 girls, 4 boys; all Filipino), ages four to five-years old. The researchers utilized a puppet that served as a model and motivation for young learners to exercise self-help skills that they do not usually practice in the classroom. The puppet was accompanied with the Learning Model Script that functioned as guides in efficiently utilizing the puppet during class sessions. During the pre-implementation, the researchers discovered that the top three self-help skills that the children needed to improve on were opening snacks, opening/drinking liquids, and washing hands properly. All of these target skills shifted from skills that the children can do with difficulty and minimal assistance, to skills that they can do alone with ease. The participants have also been observed to pay more attention when the puppet is used for talking or giving out instructions in the class. Some still need minimal assistance like the creation of indentation in snacks or the use of scissors, as well as prompting or giving clues to some participants regarding the next step of action that they had to do. Therefore, the study believes that the use of puppet in the classroom does not only create a friendly and cooperative atmosphere among children, but it also serves as a motivation and an effective modelling tool in terms of encouraging children's self-help skills.

**Children's Participation in Arts in University Museums:
A Case Study on the Activities of Children's Art Education at
the Yo-Chang Art Museum in National Taiwan University of Arts**

Yi-Chen Yang

Yo-Chang Art Museum, NTUA

Abstract

Yo-Chang Art Museum of National Taiwan University is located in the Dagan Art Education Park, next to a kindergarten, elementary school, junior high school and a high school. The Museum provides its diverse services to not only the teachers and students of the University, but also to the neighboring schools, professional art community as well as the local residence and general public.

As an University Museum administrator, a mother and someone who has just started to tap into the realm of studying and researching of children's literature, the question of 'How can an university utilize its own profound characteristics and academic resources to share the resources of art education in response to the studying needs of young children' often came across my mind.

This research will set off from my personal work experience, sharing cases that the museum planned and executed in promoting art education for the younger audience from 2014 to 2018. Through the experience of interaction between the museum and children, explore the university museum's role and its relationship in the process of children's participation in art.

In terms of research methodology, this study will analyse the participants in different sessions, utilizing the methods of participant observation, semi-structured interview and questionnaire survey. The subject of the observation and research will include: pre-school and school children, adolescents, university students, post-graduates as well as teachers who has participated in the activities of promoting art education carried out by the Yo-Chang Art Museum.

The results of this study will present the benefits and impacts of Yo-Chang Art Museum's planning and execution for promoting art education, which can be set as a reference for other university museums and/or educators to promote children's participation in art and to design innovative curriculum for children's art education in the future.

The Research of "Earth Painting" Activity in Ren-Zhi-Chu Kindergarten

Suping Tseng

National Taiwan Normal University

Abstract

The research is all about to analyze the implication of education through the annual activities "Earth Painting" in Ren-Zhi-Chu Kindergarten. From the experiences through "Earth Painting" provides variety aspects of creative learning for children. Especially for the body awareness, visual dimensions, chromatology and art co-creation. This is the core of this research.

From 2004 till now, Ren-Zhi-Chu kindergarten maintains the activity "Earth Painting" every year. The activity is 2 hours in the morning in summer. The children wear long-sleeved shirts and pants with a shower cap. Painting with water-based pigments on the floor. After completing "Earth Painting" activity. The teacher will assist the child to clean their body. And keep "Earth Painting" work as the outdoor activity space for the rest of the year. This study mainly records the activity. To analyze and interprets the meaning of "Earth Painting" in early childhood education.

This research is the combination of children's body and artistic experience from the activities of "Earth Painting". And expanding from the fixed-size paper paintings into 3-dimensions spatial art activities for children. Such providing children a huge canvas and allow their body move, paint and create freely. The children's limbs and whole body became the brushes. They walk and play in the space. During the process, they create the relationships between themselves and the others. At the same time, they continuously experiment the mixing of different colors. The children modified and overlapped different pigments. They walk, run, sit, lie down, jump, play on the floor with full of colors on their body. In the end, their body also become a part of the painting.

From this study, we suggest that the art activities of the kindergarten should include such as body awareness, visual space, Chromatology, and art co-creation.

Paper Session 2, Room 201

14:20~15:35, Saturday, July 13, 2019

Chair: Tung-Hsing Hsiung

Environmental Education for Early Childhood

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| The Application of 3D Concrete Letters to Improve Pre Literacy Skills of Young Children | Aisyah Ali,
<i>Universiti Kebangsaan
Malaysia, Malaysia</i> |
| Promoting Dialogue to Increase Early Children Awareness of Their Environment | Titi Chandrawati,
<i>Universitas Terbuka,
Indonesia</i> |
| The Responses of Teachers and Young Children to Support for Reading Picture Books | Khin Lay Phyu,
<i>Preschool Teacher,
Myanmar</i> |
| Making a Democratic Space in Preschools: A Case Study of a Government Preschool in a Rural Area in Japan | Tomoyuki Chaya
<i>Matsumoto Junior College,
Japan</i> |
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The Application of 3D Concrete Letters to Improve Pre Literacy Skills of Young Children

Aisyah Ali

Universiti Kebangsaan Malaysia

Faridah Yunus

Universiti Kebangsaan Malaysia

Abstract

This study aims to help identify the problems with letters name and to symbology syllabus among preschoolers. The use of tangible materials and concrete activity is ideal for pre-school learning. 7 children aged 6 years involved as subjects have been through several intervention sessions with the researcher. Each session is combined with 3D concrete letters and the appropriate teaching and learning techniques. Direct observation is conducted before and after each intervention session to determine the capability of achieving pre-literacy skills. Pre-literacy skills checklist is used to record data. The data were analyzed descriptively. Overall, there has been an increase in pre-literacy skills of children after the intervention. But there are also children who do not show significant improvement. This is explained with future demographic study data for future studies to be implemented using the module resulting from this action study on larger children samples.

Promoting Dialogue to Increase Early Children Awareness of Their Environment

Titi Chandrawati
Universitas Terbuka

Abstract

The need of saving the environment has to be learned by people since they early years. This descriptive study addressed the role of dialogue in increasing early children awareness of their environment. Early children have to be aware of and love their environment. This attitude should be taught to early children in order to be the children habit. This study was an effort to introduce and to help the early children to learn how to protect and to be aware of their environment. The researchers approached and got help from the kindergarten teachers to teach their early students about environment education since there is a need to introduce the early students about taking care and putting more attention on environment. In this study, under the researcher's guidance the kindergarten teachers explained and did some discussion with the students about environment such as planting trees, plants and keeping the environment green and clean. In this dialogue approach the teachers let the children observed, learned, planted, and did dialogue about trees and environment. The early students were also got involved in a dialogue with the teachers and their peers to tell what did their learn about their environment. The researchers observed and recorded how the behavior and words spoken by children when they were dialoging with their teachers and their peers. Results indicated that both the kindergarten teachers and their early students gain more knowledge and more awareness about environment education by dialoging.

The Responses of Teachers and Young Children to Support for Reading Picture Books

Khin Lay Phyu

Preschool Teacher

Abstract

Today in Myanmar, children aged 4-5 years begin learning how to read and are expected to learn a lot of content. Since children who reach age 5 have to go to elementary school, they are prepared to be educated from kindergarten. Therefore, early childhood education in Myanmar tends to focus more on the literacy education of simply reading and writing rather than having young children learn from playing or experience with picture books (Phyu, 2016). It is very important to provide rich literacy environment in early childhood; today in Myanmar, however, the literacy environment including high-quality books for children is not abundant, and foreign books are being randomly exposed to young children and teachers. Accordingly, it is necessary for educators and parents to be aware of the necessity of utilizing language education contents and methods suitable for the development of young children.

In this regard, the purpose of this study is to select high-quality foreign books, translate them into Burmese, provide them to young children and teachers and observe their responses.

For this, the researcher selected 11 high-quality Korean personality-building books for children, translated them and has been utilizing books reading strategy on social media (Facebook page) and in a class with 12 young children since December 2018. In addition, the researcher has been supporting 4 teachers who participated in this research with the teaching strategy for picture book reading.

As a result, this research is expected to help young children enjoy the beauty of the pictures and the content of the stories in the quality picture books, which will lead to further fostering of character building and language development. It is also expected for teachers to be able to understand the importance of teaching methods and experience positive effects of the diversity of the literacy environment on young children through the activity of reading picture books.

Making a Democratic Space in Preschools: A Case Study of a Government Preschool in a Rural Area in Japan

Tomoyuki Chaya

Matsumoto Junior College

Abstract

Early childhood education (ECE) is receiving increased attention, especially from the viewpoint of economic interest in the 21st century. Accordingly, many countries have tried to standardize the contents of ECE through national curricula and to regulate it by developing high quality assessments. In addition, ECE institutes and their teachers are required to provide “good education” from the perspective of administrative control. With this in mind, children in these institutes tend to be restricted in their activities. How do we create a democratic space for children in ECE institutions? Although children’s interests are recognized to be important all over the world, according to previous studies, they have difficulty making their voices heard through agencies such as non-governmental organizations or to their parents. Therefore, the research question of this study is focused on the importance of finding alternative ways for children to raise their voices in daily interactions in ECE institutions. The purpose of this presentation is to clarify how children (3-year-olds) in a government preschool can choose their activities freely. I conducted participatory observations and interviews in a rural area in Hokkaido, Japan, during one month in 2019. To gain familiarity with the children and teachers in the preschool, I engaged in play and ate lunch with them. I then started to observe the interactions between the teachers, the principal, the children, and their parents. I collected and analyzed data using the pedagogical documentation method. The findings are as follows. First, the preschool principal created an atmosphere conducive to consultations. Teachers are able to easily ask questions about the contents and appearance of ECE as well express their attitudes. Second, teachers avoid instructing children, instead asking for their ideas and thoughts with the words

“when” and “how.” Thus, democratic space has been created through these interactions in the preschool. This study suggests that we need to pay attention to words interacted between principal, teachers and children to make democratic spaces in ECE institutes.

Paper Session 3, Room 201

15:45~17:00, Saturday, July 13, 2019

Chair: Ishien Li

Early Childhood Edu-care Programs and Institutes

- | | |
|---|---|
| Interrelation of Body Movement and Interpersonal Intelligence in Early Childhood | Angela Lee,
<i>TransWorld University,</i>
Taiwan |
| A Study of Teachers' Practical Knowledge of Guiding Children's Emotional Well-Being | Nozomi Kato,
<i>Aichi Mizuho Junior College,</i>
Japan |
| The Impact of Existing Early Childhood Care and Education Policies on the Quality of ECCE in Malaysia | Lydia Foong,
<i>SEGi University,</i>
Malaysia |
| Professional Competence and Needs of Early Childhood Educators Related to Establishing a Health Promotion Preschool in Taiwan | Chi-Chieh Tang
<i>National Pingtung University,</i>
Taiwan |
| Challenges and Solutions: Community Support Promoting Healthy Families at Shalu Parent-Child Center in Taichung | Ishien Li,
<i>Hungkuang University,</i>
Taiwan |
-

Interrelation of Body Movement and Interpersonal Intelligence in Early Childhood

Angela Lee

TransWorld University

Abstract

In early childhood education body movement is usually considered to be confined within the domain of drama education and physical education. A consideration of children's use of movement can enhance teachers' understanding in many subjects. Body movement has been a focus of attention for some time in various areas such as the refinement of social skills and developing interpersonal intelligence. There are limited discussion and research regarding the use of body movement based on stories within preschools and in particular the ways in which it can foster children's interpersonal intelligence. A total of thirty school-based preschool-aged children participated in this quasi-experimental study. Students were divided into two groups. The first group was the experimental group where a program with creative body movement was implemented in storytelling. The second group was the control group in which storybooks with pictures were read to the children and intentionally, no actions were used. Both groups were told the same story by the same researcher. Data were gathered using a checklist developed by the researcher and based on current research: "creative body movement and interpersonal intelligence checklist" (the observational criteria sheet). The results show that for the experimental group, there was a significant difference between the first implementation (agreement contained 25.50%) and final implementation (agreement contained 62.75%). This indicates that using creative body movement during storytelling enhances children's interpersonal intelligence over time. The results of this study suggest that increasing children's understanding of creative body movement develops their awareness when interacting with others, which can improve interpersonal relationships.

A Study of Teachers' Practical Knowledge of Guiding Children's Emotional Well-Being

Nozomi Kato

Aichi Mizuho Junior College

Abstract

Japan has a multifaceted domestic system to support childcare, one of which is the temporary childcare system. In temporary childcare, any child typically cared for at home may attend a nursery school temporarily as a respite for his or her caregiver. As their use is limited to no more than 14 times monthly, temporary facilities do not use the approach to daycare that daily-attendeed facilities do. Further, different children use the system each day. As a result, children's emotions are often unstable, and teachers need the skills to stabilize them. However, according to Japan's national nursery guideline for early childhood education and care, children's care needs fall "under emotional stability" when they are at a daycare.

In this study, we created a visual ethnography of the daycare workers employed in the temporary childcare system. Videos of the temporary childcare facilities and the events taking place there were made. Then, we interviewed the childcare teachers who observed the temporary childcare system. When reviewing the video, we asked them what they felt and intended for childcare. Next, we aimed to create a narrative of the research data. We used Steps for Coding and Theorization for data analysis. The study was subject to an ethics review at our research institute, and we secured the permission of parents who use the temporary childcare system to make videotapes of the children involved.

Our analysis clarifies what childcare teachers actively do to stabilize their students' emotional well-being. By clarifying this, we can make recommendations for enhancing children's emotional stability, even in a fluctuating and unstable environment. It is useful to know what kinds of practical knowledge childcare givers have acquired to

guide children toward an emotionally stable state. The results of this study can contribute to temporary childcare workers' approaches to daycare provision and the practices of childcare that bring emotional well-being to the students of all daycare workers.

The Impact of Existing Early Childhood Care and Education Policies on the Quality of ECCE in Malaysia

Lydia Foong

SEGi University

Soo Boon Ng

Ministry of Education

Mogana Dhamotharan

SEGi University

Bahbibinti Rahmatullah

Sultan Idris University of Education

Abstract

All children have the right to a safe and nurturing environment that promote their physical, social, emotional, and intellectual development. Many countries are increasingly aware of the opportunities and outcomes accorded by early childhood care and education. Policies created and adopted by the government should make a significant difference to the way practitioners work, which will have a considerable impact on the quality of ECCE in the country. The Malaysian government has instituted national policies, procedures and regulations that govern the establishment and growth of the early childhood care and education sector. This paper reports on a research study that examines the impact of the existing early childhood care and education (ECCE) policies on the quality of ECCE in Malaysia. As part of a larger research project, this study employs a qualitative research methodology that used a purposive sampling method. Twenty five participants consisting government official and leaders of non-government agencies related to early childhood care and education in Malaysia were involved in this study. Eight individual interviews and seven focus group interviews were conducted by a team of researchers using validated instruments developed by the research team. Data collected were transcribed verbatim and analysed using inductive thematic analysis method

involving three cycles of rigorous analytic coding and review processes. The findings of this study indicated that the participants, who were policy makers or leaders of non-government agencies, were aware of the policy documents that they used directly in the execution of their tasks. In that, they understood the importance of the policies and expressed their support of these policy objectives, particularly in relation to accessibility, sustainability, inclusivity and social justice, as well as professionalism in early child care and education. The findings also included some weaknesses and gaps that need to be addressed. The challenges for quality ECCE in Malaysia is related to issues of governance, implementation and operational procedures, pointing to the urgent need for an integrated and comprehensive framework for early childhood care and education in Malaysia.

Professional Competence and Needs of Early Childhood Educators Related to Establishing a Health Promotion Preschool in Taiwan

Chi-Chieh Tang

National Pingtung University

Yen-Hsuan Jean

Pingtung Christian Hospital, Pingtung

Yi-Kai Lin

National Pingtung University

Abstract

Background

Health is the responsibility of individuals and society. Effective health promotion strategies must combine two core factors of health and human development, especially the young children and vulnerable groups. The World Health Organization (WHO) has proposed the following main steps for health promotion: (1) Prerequisites: Awareness and commitment to health, (2) Program management, (3) Health needs assessment, (4) Decision on major health issues and sequence, (5) Development strategy, (6) Drafting of the proposed plan, and (7) Monitoring and evaluation. After the enactment of the "School Health Act" in 2002, the Ministry of Health and Welfare was established the National School Health Association. R.O.C. to prepare the Guidelines for Health Promotion Schools. Health promotion schools should include six major domains such as school health policy, health services, healthy education, school physical and social environment, and community relations. Through these six levels of action, the educare institutions for young children can become not only a place for imparting knowledge, but also a place for health promotion.

Purpose

This study aimed to understand the action competence and needs of early childhood educators to implement the health promotion program and to comprehend the influencing factors.

Methodology

A cross-sectional study based on 540 preschools in Taiwan was conducted, and 2,119 early childhood educators were enrolled (response rate: 64.6%). A valid and reliable quantitative questionnaire was used to obtain the relevant demographic information, action competence, and needs related to health promotion preschool of early childhood educators. Differences in scores were analyzed using Student's t tests and one-way ANOVA was conducted using multiple linear regression.

Results

The research results were as follows:

(1) The action competence related to “Children's Accidental Injury Prevention” was the highest in the implementation of early childhood educators, followed by competencies related to “Eye Health Care competence” and “Infectious Disease Prevention”. (4.14 ± 0.02 , 4.11 ± 0.02 , 4.06 ± 0.02 , respectively/full = 5 points). The scores for the action competencies related to “Physical Environment”, “Ideal Body Weight” (including physical activities), and “Oral Health Care” ranged between 3.92 to 3.98 (full = 5 points). “Healthy Diet” competence received the lowest score (3.64 ± 0.02 respectively/full = 5 points).

(2) The action competence and needs related to health promotion preschool of early childhood educators were influenced by their sex, age, administrative duties, working years of the young children with special needs, and school and class characteristics. ($p < 0.05$)

(3) It was also found that the “Health Promotion Implementation Experience” of early childhood educators had greater predictive power for “action competence and needs related to health promotion preschool” and accounted for 62.0% of the total variance. ($p < 0.05$)

Conclusion

“Safety management” is the most important health promotion competence for early childhood educators. Providing a healthy diet curriculum is the most needed learning content for early childhood educators. The best strategy for meeting the health

needs of the young children is to implement a health promotion program in preschool through a professional team.

Acknowledgement

The authors are grateful to the Health Promotion Administration of the Ministry of Health and Welfare for funding this study. (No. DOH100-1209)

Challenges and Solutions: Community Support Promoting Healthy Families at Shalu Parent-Child Center in Taichung

Ishien Li

Hungkuang University

Gloria Shu Mei Chwo

Hungkuang University

Abstract

Creating a friendly parenting environment to support families has become a global concern and a priority for the city governments of Taiwan. In fact, Twain Government officials have spared no efforts to expand and establish parent-child centers (PCC). Through years, the new system has provided services to young children and their parents and/or grandparents. Though PCC has created new job opportunities in childcare and education business, it also produced challenges for educators.

Being the only PCC center across five districts, Shalu PCC has extended service to a substantial number of families. Thus adapting new ways to supply the needs of the families with diverse backgrounds has become an urgent issue. Challenges at the Shalu parent-child centers (SPCC) program include: improving the relationship between parents and grandparent on co-parenting issues, the pressure of parenting/grandparenting, support isolation (lack of support), unfamiliarity with age-appropriate practices on child-raising, and lack of child-raising resources (including toys, picture books, and social supports). With limited manpower at the SPCC, it has become increasingly difficult not only to cope with but also to address the needs of each family.

The purpose of our project is to implement an empowering parenting/grandparenting approach to expand parents'/grandparents' capacity and resilience in raising their children. SPCC staff has collaborated with different specialists at Hungkuang University to provide guidance for parents to meet their needs on daily basis. The SPCC also initiated family-support groups to share their talents and

experiences with one another. The results showed that the strategies described below have had significant benefits for the SPCC cohort:

1. Advise parents/grandparents how to utilize SPCC resources
2. Survey and navigate needs of parenting/grandparenting, together with the support to mental health of mothers, fathers, and grandparents.
3. Provide educational activities on parenting, including courses, group counseling, and individual consultation.
4. Provide parent-child activities that stimulate sensory-motor, language, cognition, and creativity abilities.

Our presentation will discuss the progress at SPCC as well as the outlines of our future directions.

Paper Session 4, Room 201

10:45~12:00, Sunday, July 14, 2019

Chair: Yu, Pei-Yun

Children's Literature

Efforts to Improve English Learning Motivation
Through Jigsaw Puzzle Media

Sriyanti Rahmatunnisa
Universitas Muhammadiyah
Jakarta, Indonesia

Support for the Literacy Environment of Myanmar
Through Social Network Service

Yu Jung Ro,
Chadwick International,
South Korea

Establishing Picture Book Criticism in Postwar Japan:
Historical Research on the Articles of Nihon-
JidōBungaku (Japanese Children's Literature)

Yoko Wakabayashi,
The University of Tokyo,
Japan

Images of the Outcast in Korean Picture Books on
Bullying

Won-Ho Jang,
Chung-ang university,
South Korea

The Posthuman Ethical Education of Children's
Literature

Jung-Chun Roslyn Ko,
The Graduate Institute of
Children's Literature,
Taiwan

Efforts to Improve English Learning Motivation Through Jigsaw Puzzle Media

Sriyanti Rahmatunnisa
Universitas Muhammadiyah Jakarta

Abstract

This research is motivated by the lack of motivation to learn English vocabulary. This is because English is still considered difficult and lack of learning media so students only copy, record and memorize vocabulary. In fact, English is an important lesson, because it will continue to be studied to a higher level. On the basis of this background, the author was moved to examine how to improve the motivation to learn English and propose solutions by implementing media jigsaw puzzles. The purpose of this study was to improve the motivation to learn English vocabulary in a fun way, namely by playing jigsaw puzzle media. The method used is using classroom action research consisting of 2 cycles with 3 meetings in each cycle, with hypotheses through jigsaw puzzle media can increase motivation to learn English class 2 vocabulary at Rorotan 01 Public Elementary School in Jakarta. The results of research on increasing motivation to learn English vocabulary have reached indicators of success. In the pre cycle of 44.64%, the first cycle was 71.68% and the second cycle was 85.24%, in the pre cycle to the first cycle there was an increase of 27%, and the first cycle to the second cycle increased by 13.56% Based on all classroom action research activities, it can be concluded that through the application of media jigsaw puzzles can improve the motivation to learn English vocabulary for 2nd grade students at Rorotan 01 Public Elementary School in Jakarta.

Support for the Literacy Environment of Myanmar Through Social Network Service

Yu Jung Ro

Chadwick International

Abstract

In Myanmar today, young children, ages four and five, start to write and learn a lot of content. Myanmar began its reform and opening policies in 2010. In downtown areas, both young children and grown-ups are living in a society where interactions with various media are inevitable. Interactions with media based on television, computers, videos, and smartphones have a huge impact on the linguistic development of young children. Therefore, this research aims to target young children and their parents in Myanmar by translating character education books published in South Korean into Myanmar and English, providing an interactive reading process via various medium such as Facebook and Youtube; thus, exposing Myanmar's young children and their parents to a literacy environment for higher quality through diverse pictures and stories in overseas books in hopes of helping with their linguistic development.

This research has been in progress since November 2018. The researchers participating in the research selected six character education books fit for the development of young children and received permission for their translation and utilization in social media from their publishers. The videos were then produced to cover the interactive process of reading a book in Myanmar and English and distributed through different types of media. It is expected that the research will benefit both young children and their parents in Myanmar by providing easier access to a wider audience. By exposing to character education books, parents may change their perceptions of educational content and methods for the development of young children, and young children will not only gain creativity and imagination but also build individual characteristics and self-identity.

**Establishing Picture Book Criticism in Postwar Japan:
Historical Research on the Articles of Nihon-JidōBungaku
(Japanese Children's Literature)**

Yoko Wakabayashi

The University of Tokyo, Graduate School of Education

Abstract

This study clarifies the discussion of children's picture books in postwar Japan, focusing on the articles of the specialized journal, Nihon-Jidōbungaku (Japanese Children's Literature).

Unlike Europe and America, magazines were the dominant form of publication for children in prewar Japan. It was not until the 1950s that the current style of picture books began to be published. The dawn of the picture book in Japan was largely due to published translations by Iwanami-Shoten, a progressive publisher that learned from American picture books. This commercial movement of the publication of picture books remained independent of mainstream Japanese children's literature (Kami, 2004). The novelty of these picture books made them a target for children's literary criticism in Japan.

Though some studies focus on children's literary criticism by analyzing American journals, such as *The Hornbook* (e.g. Eddy, 2006; Fujino, 2013), few studies examine Japanese journals. The history of Japanese children's literature has recently attracted worldwide attention (e.g. Kilpatrick, 2012; Choi, 2017). This study illustrates how picture books were discussed in postwar Japan from the viewpoint of children's literature and contributes to a better understanding of the development of children's literary criticism.

The importance of this study is supported by studies of the history of the book, which derive from the historiography of the Annales school. Historical research into

the controversial documents about books or reading is one significant approach toward uncovering the social construction of the meaning of books and reading (Darnton, 2001).

This study examines the articles of *Nihon-Jidōbungaku*, a monthly journal published by *Nihon-Jidōbungaku-Kyokai* (Japanese Children's Literature Association). *Nihon-Jidōbungaku-Kyokai* was founded shortly after World War II, and is the largest children's literature association in Japan. This study extracts all mentions of picture books from the articles published up until the early 1970s.

This study demonstrates the following:

- 1) Most of the mentions of picture books before the mid-1960s introduced picture books published outside of Japan. The authors found those books curious and marvelous.
- 2) Although publishing of Japanese picture books began in the mid-1950s, it was not until the late 1960s that the journal articles constantly featured picture books.
- 3) Beginning with a few articles which declared the importance of picture book criticism, the focus on picture books increased after the end of the 1960s. The articles consist of various types of essays, and generally evaluate the quality and meaning of contemporary picture books.

Clearly, *Nihon-Jidōbungaku* attempted to establish picture book criticism by the late 1960s to early 1970s. This attempt was more than ten years after the publication of picture books began. These facts suggest that picture books were not widely considered a primary topic for discussions of Japanese children's literature, possibly because the dawn of picture books in Japan occurred as a result of published translations. The attempt to establish criticism of picture books in postwar Japanese children's literature has mixed results due to the contrast between the new picture books and the established children's literature. This study implies how this criticism contrasted from mainstream children's literature in Japan.

Images of the Outcast in Korean Picture Books on Bullying

Won-Ho Jang

Chung-Ang University

Min-Jin Kim

Chung-Ang University

Abstract

Bullying in preschool is a major educational issue in South Korea. Picture books can become an educational medium to prevent the bullying problem in preschool-aged children, because the children can gain indirect experience of bullying through a character in the book who is the subject of bullying. Image means that the phenomenon acquired through sensation is reproduced in the mind. The image of the main character in the picture book is formed in the children's mind through the text and pictorial illustrations depicting appearance, personality and behavior. Furthermore, the image in the children's mind can affect their behavior towards actual bullying situations. Therefore, it is necessary to analyze the images of bullied main characters that are portrayed in these picture books.

The present study aims to investigate the images of the bullied main characters based on the characteristics and the response methods depicting appearance, personality, and behavior in the picture book. The research topics of this study are as follows. Research topic 1-1: what are characteristics of bullied main characters appearing in the picture books? 1-2: how are the main characters of picture books responding to bullying? The targets of the analysis were ten children's picture books published in South Korea with the theme of bullying. Based on the texts and illustrations, the images of bullied main characters were analyzed. First, the characteristics of the bullied main character were identified around appearance, personality and so on. Second, the response methods of the bullied main characters were explored based on their behavior and final strategy in the situation of being bullied. Two experts in early childhood education read

the ten selected picture books repeatedly and categorized the images of bullied main characters portrayed in the texts and illustrations. This study ensured reliability and validity of the research procedure through the thorough review on the overall analysis process by a professor who is an expert in preschool literature.

The results of this study are as follows. First, the characteristics of bullied main characters were portrayed as “a distinctive body that is different from that of peers,” “introverted personality characterized by agonizing over the problem alone,” and “low self-esteem due to reasonless peer rejection.” Second, the response methods of bullied main characters were portrayed as “proving one’s value on his/her own,” “resolving the peer rejection through help of another person,” and “ignoring the peer rejection situation.”

The implications of this study are as follows. First, this suggests that the unique characteristics of the protagonist in the picture books published in South Korea are being emphasized as the cause of bullying. Second, this shows that the picture books depict the response methods as relatively passive, compared to the overseas picture books that present proactive response methods such as “prosocial strategy” and “revenge strategy.”

The Posthuman Ethical Education of Children's Literature

Jung-Chun Roslyn Ko
National Taitung University

Abstract

Adults and children alike now live in the posthuman era, with technological products and their multifarious uses abound. Even so, there is no neglect of children's literary education on the one hand, and on the other sci-fi stories involve or center on more child characters than ever. Still, in the reading practices of early childhood education, the use of cultural myths and popular fairy tales prevail over that of sci-fi materials.

This paper is thus devoted to two concerns: first, the paper explores the hidden anxieties and warnings of modern and contemporary sci-fi stories, especially those that write about the triangular power relations among children, adults and technology, as well as the relationship between child characters and the posthuman Other; this part of discussion includes the role of children in relation to gene engineering. Second, the paper argues for a more extensive use of sci-fi stories in the reading practices of early childhood education, with an aim to further children's understanding of and reflections on their relationship with the technological or so-called posthuman Other, together with the complex power relationship between adults and children. For the sake of a more well-rounded discussion, this paper examines selected literary sci-fi works from the Western and Mandarin-speaking worlds.

Childhood tomorrow cannot do with paying enough attention to the immersion of technology in our lives, and, most importantly, the ethical values of its uses. Sci-fi stories provide just this need of attention and deserve an even more widely-spread use in the literary education of early childhood.

Paper Session 1, Room 202

13:00~14:15, Saturday, July 13, 2019

Chair: Shu-Hui Lee

Multicultural and Early Childhood Education / Others

Holistic Education and Spirituality: What Has Children's Spirituality to Offer Emotional Well-Being and Self Awareness?

Hye Won Kim,
Lingnan University,
Hong Kong

An Investigation of the Children Companion Project (CCP) in Supporting Left-Behind Children in a Selected Rural Area in China

Jingsi Mao,
Deakin University,
Australia

How Should Foreign-Background Children Be Taken in Account in the Transition Process? -An Example from Malmö Municipality in Sweden-

Keiichiro Yazaki,
The University of Tokyo,
Japan

Cross-Cultural Adaptation of an Emergent Approach: Creating a Reflective Practice

Masayu Dzainudin,
Universiti Pendidikan Sultan
Idris,
Malaysia

An Action Research Using the Photo Projective Method to Improve the Environment in a Kindergarten

Gota Matsui,
Kagawa University,
Japan

Holistic Education and Spirituality: What Has Children's Spirituality to Offer Emotional Well-Being and Self Awareness?

Hye Won Kim
Lingnan University

Abstract

Holistic education is a major change early years programme aimed at integrating all learning areas for children. It seeks to enable a new approach to children's care and to improve a number of outcomes for children, thus improving their overall well-being. This article discusses the absence of any specific reference to children's spirituality in holistic education, and asks whether its holistic approach to be sufficient to address children's spirituality in the light of children's well-being and self awareness. This article seeks to connect the story of 4-6 years old children's perceptions of spirituality in relation to emotional well-being and self awareness. 6 children were selected to offer their voices of spirituality and how spirituality offers their perceptions of emotional well-being and self-awareness. Visual methods were used for participants to describe how spirituality has connection to their self awareness and thus has an impact on their emotional well-being. Research has yielded the important implication that has spirituality being an important part to understand the children holistically, overall holistic education.

An Investigation of the Children Companion Project (CCP) in Supporting Left-Behind Children in a Selected Rural Area in China

Jingsi Mao

Deakin University

Louise Paatsch

Deakin University

Bonnie Yim

Deakin University

Abstract

Left-behind children in China refers to children who are under age of 16 years old and stay at their original residence while one or both their parents go to other cities for work (Ministry of Civil Affairs of P.R. China 2016). In 2018, there are approximately 7 million left-behind children in rural China (MCA 2018). Research shows that these children may experience developmental and learning challenges, such as social emotion, health, and academic performance (All China Women's Federation 2013). In 2015, the Chinese government introduced the Children Companion Project (CCP) which aims to address such a social issue. The CCP involves three support mechanisms: 1) 'Companion Mother' (i.e., woman who hired by the government to provide on-site visits and support to left-behind children); 2) Activity Center (i.e., a physical setting where Companion Mother can arrange activities and provide companions to left-behind children); and 3) Children Welfare Services Network (i.e., government departments which provide welfare assistance and support to left-behind children).

This present research aimed to examine how the Children Companion Project (CCP) supports left-behind children in selected rural area in Sichuan Province, China. Specifically, the research investigated the impacts of the aforementioned three supporting mechanisms on left-behind children's holistic development, safety, well-being and rights, and relationships with parents. Nine Companion Mothers from the

CCP implemented villages and one Administrator from the Children Welfare Services Network were invited to participate in the research. A qualitative approach was adopted. Semi-structured interview, on-site observation, reflective journals and government documentations were employed as research instruments.

The findings revealed that the Children Companion Project (CCP) firstly supported the left-behind children's social emotional, physical and academic development. Secondly, the CCP facilitated parents-child relationships by increasing parents' awareness of their roles and responsibilities. Thirdly, the CCP positively impacted on left-behind children's safety by providing them with child-friendly play spaces. Finally, the CCP promoted left-behind children's well-being and rights by establishing a network which focuses on their welfare and developmental needs. Such positive outcomes may support the future development and implementation of the CCP in China.

**How Should Foreign-Background Children
Be Taken in Account in the Transition Process?
-An Example from Malmö Municipality in Sweden-**

Keiichiro Yazaki

The University of Tokyo

Abstract

The purpose of this study is to explore how local government policy in Sweden contributes to child's transition from early childhood education and care (ECEC) to primary education. This study takes an example from Malmö municipality, where the number of foreign-background people has been increasing over recent decades. The research question is, therefore, how Malmö municipality considers these children and makes policies for them in the transition process. Previously, many studies have shown how this transition has taken place from the perspectives of children, teachers, and parents (e.g., Ackesjö, 2013, 2017; Alatalo, Meier, & Frank, 2016). It is true that these studies may describe the "Swedish" case, but it is also possible that there is diversity within the decentralized Swedish educational system. In order to shed light on local diversity on transition, this study focuses on local government in line with the framework of "included middle" (Prout, 2005), which provides possibility to avoid dualistic thinking between national government and educational institution. Within a paradigm of international and comparative education, this study adopts a qualitative methodology to investigate local contexts in detail. The method is to analyze the guidelines and social backgrounds in Malmö municipality. The data was anonymously provided by the staff at Malmö municipality and confidentially stored. There is also documented permission to publish the outcomes of this study. Three findings became clear: i) Malmö municipality respects child's background and diversity such as her/his experience and need; ii) Malmö municipality values the opportunities to listen to children and parents in transition process; and iii) Malmö municipality defines foreign-

background children in difficult social circumstances as children in need of special support and pays an extra attention to them. These findings, which are likely to be related to the international context in Malmö, imply that it is important for local government to take local contexts into account when accepting transition policy issued by national government.

Cross-Cultural Adaptation of an Emergent Approach: Creating a Reflective Practice

Masayu Dzainudin

Universiti Pendidikan Sultan Idris

Faridah Yunus

The National University of Malaysia

Abstract

This article discusses the process of transforming early childhood educational practice towards a more responsive environment. It was carried out as collaborative work between researchers and practitioners via action research. The aim of the collaboration was to have an in-depth understanding of the socio-cultural practice of early years' center. Through local-culture viewpoint, young people were taught to obey adults but as activities evolved, the setting became more child-centered in approach. The Project Approach was applied as a teaching and learning practice during the transformation for it offers more opportunity for adult-children interactions. Through a reflexive approach, the practitioners were able to gradually move away from their culture-influenced approach. The practitioner became more responsive towards children's needs than previously observed. As a conclusion, although culture poses a challenge to change but with the right methods and tools during the processes, a certain practice can be altered to enhance children's learning.

An Action Research Using the Photo Projective Method to Improve the Environment in a Kindergarten

Gota Matsui

Kagawa University

Motoko Kataoka

Kagawa University

Nobuko Yoshikawa

Kagawa University

Abstract

The necessity of the study

The approach including children's perspectives has been developed from Reggio Emilia's approach in Italy (Malaguzzi, 1994). The conceptual framework is that young children are experts in their own lives, with young children as skillful communicators, young children as right holders and young children as meaning makers (Clark and Moss, 2005). The mosaic approach also has been inspired from it and developed through some research projects (Clark and Moss, 2011). The reason the mosaic approach has attracted attention in Japan is that it uses children's own photographs to gain an understanding of children's play (Miyamoto et al., 2016). This study examines teachers' understanding of children's play through the use of the Photo Projective Method.

Purpose(s) and research question(s) of the study

The purpose of this presentation is to discuss findings from an action research using the Photo Projective Method for 5-year-old children in a kindergarten. A brief description of the method including participants, tool or measure, and data analysis. Participants are 30 children in a kindergarten class of 5-year-old class in Japan. Firstly, each child took pictures of their favorite places in the kindergarten with a polaroid camera. Secondly, their teacher asked each child why they took the photos. Thirdly, teachers discussed the environment of the kindergarten based on the reasons the child

talked about. Fourth, as a result of improving the environment of the kindergarten, teachers examined how children's play has changed. We examined the characteristics of photos taken by the children, and the case of children's play after the Photo Projective Method.

Summary of findings or conclusions and implications

The main finding is that teachers could understand in detail each child's reasons for their behavior in play. The pictures taken by the children were about 40% different from what the teachers had expected before using the Photo Projective Method. The children took photos not only of the places they liked, but also the places they played at with their favorite friends. As a result of changes in the sandbox and toy-play corner, children's play has developed beyond the boundaries of the play corner. Each child's pictures are very helpful for teachers to improve the environment based on evidence.

Paper Session 2, Room 202

14:20~15:35, Saturday, July 13, 2019

Chair: Shu-Hui Lee

Philosophy for Children / Others

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| Assessment vs. Documentation: Finding a Better Way to Assess Young Children in a Kindergarten Classroom | Ae Young Annie Choi,
<i>University of Saint Joseph, Macao</i> |
| Improved of Application Values Family to Early Childhood Through Integrated Learning (Action Research in Kindergarten Group B 'Aisyiyah Bustanul Atfhal 21 Rawamangun in East Jakarta) | Rohimi Zamzam
<i>University of Muhammadiyah
Jakarta,
Indonesia</i> |
| Determining the Effectiveness of Sensory Play and Exploration in Early Childhood - a Quasi-Experimental Study | Nair Cardoso,
<i>University Saint Joseph of Macao,
Macao</i> |
| Guided by Mime Performance, Hearing Impairment Is Not an Obstacle: Discussion on the Practice of Taiwan's "Friendly Children's Art Museum Touring Project" | Hsi Ju Chen,
<i>National University of Tainan,
Taiwan</i> |
-

Assessment vs. Documentation: Finding a Better Way to Assess Young Children in a Kindergarten Classroom

Ae Young Annie Choi
University of Saint Joseph

Ka Lee Carrie Ho
University of Saint Joseph

Abstract

There's a Korean proverb says that 'A child born one day earlier plays differently.' When we know that early childhood institutions and kindergartens divide children into different grades by one the year difference, the children in the same class are composed of the children who have huge differences in developmental areas. Many kindergartens in Hong Kong and Macau still measure the students' development by semester based examination (Berry, 2008; Pong and Chow, 2002) such as term-based checklists or performance-based assessments. What if a child in the class is not developed enough for the assessment area, or doesn't feel confident to perform in front of the teacher on the day? What if the child forgot to perform the area of assessment that he was able to do before or cannot express his idea into the language that school use (Rinaldi, 2005)? Children's learning becomes reinforced by revisiting and reviewing the same procedures (Malaguzzi, 1993). Teachers need to have more evidence before we evaluate young children's progress and development. Since I work in a Reggio inspired kindergarten in Macau, I start to realize why Reggio pedagogical documentation works more effective than periodical/semester exam-based assessments. Through systematic textual analysis, 17 books, 2 dissertations, and 24 journal articles are examined and five similarities and eight differences between exam-based assessment and documentation in the Reggio Emilia approach are found. Five suggestions are made for further research in integrating Reggio documentation in general kindergartens.

Improved of Application Values Family to Early Childhood Through Integrated Learning (Action Research in Kingdergarten Group B ‘Aisyiyah Bustanul Atfhal 21 Rawamangun in East Jakarta)

Rohimi Zamzam

University of Muhammadiyah Jakarta

Abstract

The purpose of this research is to get a way to improve the application of family values, namely the value of caring, respect for others and sharing with early childhood, through integrated learning. Also knowing how much the role of integrated learning can improve the application of the values of family B groups TK Aisyiyah Busthanul Atfhal. It takes efforts to develop the family values of ABA 21 kindergarten children Rawamangun can be done optimally through Integrated learning, this can be compared family values between before intervention and after intervention; So the family values of children are well developed. It is necessary to increase the family values of children through integrated learning to be effective because they see the direct application of family values by children. This can be done very well through assignments, family Values training, strengthening with habituation and good examples (uswah hasanah).

Determining the Effectiveness of Sensory Play and Exploration in Early Childhood - a Quasi-Experimental Study

Nair Cardoso

University Saint Joseph of Macao

Abstract

The sensory play covers a vast area of free activities, such as free sensory play in a structured setting, sensory table or bin, treasure baskets, and heuristic play (Gascoyne, 2012). It also includes children's engagement with loose parts manipulation and activities of arts and crafts, painting, dancing, outdoor playing and exploration of light (Cadwell, 1997). The aim of the present study is to understand the importance and benefits of sensory play and exploration in early childhood through classroom practices with Piaget's (1959) Theory of Cognitive Development. A quasi-experimental study was implemented in a private kindergarten in Macao. A program of Sensory Play and Exploration was implemented in a study group (N=19) in a Macao kindergarten classroom. The results of the participants in different developmental measures were compared with a control group (N=20), both in pre and post-test. The results in this study seem to confirm the developmental benefits of the implementation of a Sensory Play and Exploration program. The results were discussed taking into account the literature and the reality of Macao. It is possible to conclude that educators can guide and extend student curiosity and interest through sensory experiences with open-ended activities and hands-on exploration. Children interact with the environment through their senses. That is when their learning process starts. Through Sensory Play and Exploration, educators can guarantee meaningful early learning for children, and observe the students' growth in numerous areas of development.

Discussion on the Practice of Taiwan's "Friendly Children's Art Museum Tour Project": Taking the "Guided Tour with Mime Performance for Those with Hearing Impairment: Look! Tamsui Fairy Is Telling Stories" as the Example

Hsi Ju Chen

National University of Tainan

Abstract

This study aims to examine the interactive guided tour in the "Guided tour with mime performance for those with hearing impairment: Look! Tamsui Fairy is telling stories" promoted by Taiwan National Museum of Fine Arts in response to the policy of the Ministry of Culture, "Cultural Equality: Friendly Children's Art Museum Tour Project." The guided tour involved three steps by using both sign language and lip language in combination with the connotations of mime performance, interactive guided tour and drama education: (Step 1) Introduction to the work /guided commentary; (Step 2) scenario simulation /role play; (Step 3) appreciation and speculation/ interactive Q&A; and the guided tour proceeded step by step. In addition to guiding hearing-impaired children to enter the learning space of drama scenarios to improve their interests in observing and understanding the meaning of each piece of work, and enhancing their personal aesthetic perception experiences, it was also hoped that children without hearing impairment would understand the way of learning and special cultures of those with hearing-impairment, so that a type of art tour for both people with or without hearing impairment could be created. This is the first cross-disciplinary art education case specially designed for children with hearing-impairment in Taiwan's museums of arts. Therefore, this study raised three research questions based on the motives of its design:

- (1) Is the interactive guided tour different from the traditional descriptive tour? Which of the three steps is the most attractive one?

- (2) What is the effect for children with/without hearing impairment in terms of understanding works of art through “mime”?
- (3) What are the benefits of children's recognition of multiple cultures through the artistic expression of enjoyment by people with and without hearing impairment at the same time?

In addition, through the research methods of questionnaire analysis and in-depth interviews, this study explored the significance of practices of hearing-impaired children's art education, policies of access to the culture, and the promotion of art education of the museum and their inspiration.

The results of the study show that: (1) the preference order of the three steps of the interactive guided tour for children with/without hearing impairment was the (Step2) the (Step3), and the (Step1). Most children showed a high degree of interest in this kind of interactive participation because they could directly express their own ideas, talk to the guides/actors, and express their feelings about the art work. (2) The design of the mime performance was able to promote the interactive relationship of "viewing/guiding" through drama, and the non-verbal way of communication gave the guided text more space for imagination and interpretation. (3) This type of cross-disciplinary art education activity, in combination with mime, interactive touring and drama education, could not only promote the expression of alternative language when hearing-impaired children wished to communicate with the audience in the group, but also reduced the centralized and simplified mindset of hearing-impaired children. Through the regeneration of the empowerment of children with hearing impairment, diverse and rich vocabularies for appreciation could be stimulated.

Paper Session 3, Room 202

15:45~17:00, Saturday, July 13, 2019

Chair: Yin-kun Chang

STEAM and Early Childhood Education

Multi-Group Interaction and Learning Platform for Kids: A Supplemental Teaching Learning Tool to Meet the Learning Needs of Young Children in the 21st Century, Delivering New Teaching Capabilities

Sherilyn Sia,
Learning Vision,
Singapore

Development of Teaching Process Based on Stem Education and Communicative Approaches to Enhance Communication Abilities of Kindergarteners

Kanjana Silpakityan,
Chulalongkorn University,
Thailand

Cognitive and Developmental Changes in 1-Year-Old Young Child's Exploration During Scientific Activities, "Kagaku": Evidence from the Scientific Activity of "Making Sound"

Takuya Kotani,
Osaka Ohtani University,
Japan

Cooperative Board Games as an Impetus for Kindergarten's Peer Interaction

Yi Man Lin
*Chang Gung University of
Science and Technology,*
Taiwan

What Do Teachers Need to Do to Facilitate Young Children's Exploration in Science Activities?

Hiromi Tsuji,
Osaka Shoin Women's University,
Japan

**Multi-Group Interaction and Learning Platform for Kids:
A Supplemental Teaching Learning Tool to Meet
the Learning Needs of Young Children in the 21st Century,
Delivering New Teaching Capabilities**

Sherilyn Sia
Learning Vision

Abstract

This study investigated the use of multi-screen computers (with open source educational software) in a lockable castors to revolutionize the design of existing computer setup in an early childhood classroom. It was observed that the existing information technology platforms in a kindergarten in Singapore were limited. The location and physical access to the computers as well as the small number of educational software were a limiting factor in using technology in enhancing children's development. In addition, the smaller screen size and limited viewing angles prevented group use; thus, not maximizing children's learning. This research aims to answer three questions: (1) How do the early childhood educators use the learning platform in the classroom setting?; (2) How can the learning platform assist in children's holistic development?; and, (3) What are the perspectives of the parents towards the use of the learning platform in the classroom? This mixed-method study was measured through conducting an observation, interview, survey and checklist. Forty children, twenty-four parents and seven teachers participated in this research. The children were observed how they interacted with the platform and with their peers. Also, informal interview was conducted with them to find out their most favorite and their least favorite educational applications. A survey was given to the parents to know how the platform helped their child in learning and if they were in favor of integrating its use in the classroom. Finally, a checklist was given to seven teachers to determine how they used the platform as a teaching resource for the children. Results showed that the learning

platform is a good teaching tool that helps teachers to do their job efficiently. It assisted them in delivering lessons and in assessing children's learning and furthering their skills. Additionally, the learning platform helped children not only to hone academic skills, but also developed necessary values such as turn-taking, sharing and celebrating peers' achievements. Finally, the parents have positive response towards the use of learning platform in school. Though the integration of the learning platform in the classroom has a good outcome, there were also challenges that were encountered during its use such as software reliability and lack of Language and Literacy applications that match the skills of 6-year old children.

Development of Teaching Process Based on Stem Education and Communicative Approaches to Enhance Communication Abilities of Kindergarteners

Kanjana Silpakityan
Chulalongkorn University

Worawan Hemchayart
Chulalongkorn University

Abstract

The purposes of this research were 1) to develop a teaching process based on STEM Education and Communicative Approaches to enhance communication abilities of kindergarteners and 2) to study the effectiveness of the developed teaching process. The samples were 32 kindergarteners studying at Cholpratansongkroh School, Office of the Basic Education Commission during the second semester of academic year 2017. The research procedure was divided into three steps: 1) developing the teaching process, 2) doing a pilot study, and 3) field testing. Research instruments were a test and anecdotes. Arithmetic mean, standard deviation, repeated measures ANOVA included a content analysis were applied.

The research finding were as follows :

1. The components of teaching process based on STEM Education and Communicative Approaches were principles, objectives, contents, steps of instruction, duration, and evaluation. The process of the instruction started with proposed problem presentation, inquiry process, knowledge related, and learning outcome conclusion.
2. The result of teaching process regardless of the quantitative data revealed that, after experiment, the average scores of communication abilities were higher than those of before and between experiments with statistically significant difference at .05 level. The highest score was the storytelling, the symbolic creation, and the conversational

interaction, respectively. For qualitative data, it was revealed that the use of concrete materials, providing various techniques, and group activities made children enthusiastic about interacting within the conversation. Practicing hands-on activities regularly helped children collect details of events to complete a better storytelling. Furthermore, children got better at symbolic usage. At first, their drawing reflected what they had learned and then more details, contexts, and symbolic elements were added.

**Cognitive and Developmental Changes in 1-Year-Old Young Child's
Exploration During Scientific Activities, "Kagaku":
Evidence from the Scientific Activity of "Making Sound"**

Takuya Kotani

Osaka Ohtani University

Hiromi Tuji

Osaka Shoin Women's University

Mizuyo Koide

Sakuranbo Nursery School

Yumi Yamada

Sakuranbo Nursery School

Chieko Yamada

Miyuki Preschool

Abstract

Cognitive developmental psychology indicates that the development of young children's learning and thought has several stages, but the existence of the cognitive developmental stages during the explorations is unknown. In previous study (Kotani et.al,2018), we identified the developmental changes in three aspects: (a) exploration, (b) play and (c) communication. Most of their "exploration" have three phases of (1) just looking at objects (the stage Est.0), (2) messing around with them by one hand or both hands (the stage Est.1) and (3) making novel play, using the objects as tools of playing (the stage Est.2). Most of their "play" have also three phases of (1) never playing with objects(the stage Pst.0), (2) playing them freely, following preschool teacher guidance or their own ideas (the stage Pst.1) and (3) making novel play with objects as tools (the stage Pst.2). Most of their "communication" have three phases of (1) communication with no one, just looking how a teacher play with materials (the stage Cst.0), (2) no communication or sometimes talking to themselves while exploring

object (the stage Cst.1) and (3) sharing their own discoveries with their teacher by gazing at her face, pointing to objects and utterances during their exploration (the stage Cst.2).

The purpose of our study is (1) to analyze the time-dependent change of each stage during the scientific activity of "Making Sound" in 1-year-old child, and (2) to generate some hypotheses about the characteristics of these three cognitive developmental aspects; exploration, play and communication.

We used a microgenetic method to measure the 1-year-old child's time-dependent changes in three aspects during the scientific activity of "Making Sound". In this activity, five kinds of sheets which make sound easily and four sheets which do not were given to a boy. His teacher was introduced to support his exploration without direct instructions of how to play. He rubbed each of sheets with a short stick freely and enjoyed the difference of sound which occurred from the sheets. We recorded his exploration by using two video cameras. A total of 3 video data for him were collected within three months.

From these data, we generated the following hypotheses about the characteristics of 1-year-old children's exploration, play and communication. These hypotheses will be tested with new sets of data that would be collected using a microgenetic method.

(1) Young children aged 1 have tendency to use only one hand during their exploratory activities. We found no difference in exploration levels between the repeated sessions of "Making Sound": Fisher's exact test ($p = 0.39$).

(2) Their ways of play with materials changed. At first, they never played with objects. However, they gradually started to play with objects freely, following teacher's guidance, and at last to play with them, following their own ideas. We found significant differences in the occurrences of these phases between the repeated sessions: Fisher's exact test ($p < 0.001$).

(3) They tended to communicate with no one while exploring objects. We found no difference in communication levels between the repeated sessions of "Making Sound": Fisher's exact test ($p = 0.39$).

Cooperative Board Games as an Impetus for Kindergarten's Peer Interaction

Yi Man Lin

Chang Gung University of Science and Technology

Wen-Chi Liao

Chang Gung University of Science and Technology

Ching-Hsuan Chuang

Chang Gung University of Science and Technology

Abstract

Although board games are designed for recreation, children learn understanding, thinking, synthesizing and applying by hands-on experiences to enhance knowledge on all subjects. Board games have been used in cooperation settings which provide a playful and non-threatening environment for children to discuss and solve problems with fellow team members. The cooperative board games are usually with the aim of improving interaction between team members. The purposes of the study were to focus on the social behaviors of peer interactions in playing cooperative board games and to compare the differences of peer interaction before and after playing cooperative board games. Six children had been observed during the center time for three months. The Observation Form of Peer Interaction was used for data collection by researchers and the classroom teacher. The quantitative data was coded and analyzed by using frequencies.

The results showed that children followed the rules and would not disturb others in play. They encouraged and helped each other when they knew the rules well. Peers did a lot of communication and interactions, such as talking with peers, discussing and sharing ideas. They were able to show their disagreements, and presented suggestions and strategies to continue the game. The other finding was that the peer interaction was effected by the genre of the board game. Children did a lot problem solving when they

played The Great Cheese Chase, but very few in Stone Soup. They also did a lot of cooperation and communication while playing Stone Soup and Hoot Owl Hoot.

The research findings provided practical information for teachers and parents to select board games for children. Additionally, the findings presented a guideline for teachers and educators to create a collaborative environment. For future studies, the researcher should investigate how social interaction and learning are affected by the diverse genres of board games.

What Do Teachers Need to Do to Facilitate Young Children's Exploration in Science Activities?

Hiromi Tsuji

Osaka Shoin Women's University

Takuya Kotani

Osaka Ohtani University

Chieko Yamada

Miyuki Kindergarten

Abstract

Rationale of the study

Children's exploration of STEAM (Science, Technology, Engineering, Art and Math) has received increased attention in recent years. Playful activities have been designed in these areas to enable children to gain experience and to be motivated to explore the environment actively. However, just providing STEAM content for areas such as the ECE (Early Childhood Education) environment is not sufficient to encourage children's exploration. The present study focused on social interactions and guided play that supports young children's exploration in relation to scientific activities.

Purpose of the study

The aim was to construct a guideline for teachers that included suggestions for guided scientific play. As some ECE teachers may feel less confident in supporting young children's exploration of STEAM, then a guideline may prove to be useful. Before constructing such a guideline, empirically evidence of the teachers' perceptions of children's exploration in science activities was assessed. The teachers' perception of children's behaviours during science activities and how teachers interpret the children's inner states and needs was addressed. This evidence further facilitates discussions as to what should be included in the initial working versions of the guidelines.

Method

10 ECE teachers participated in the initial part of this study. They viewed three videos of young children experiencing science activities. These videos were recorded previously by the authors of this study, and included the following scenarios: 1) a child spontaneously plays with the material provided for science activities; 2) a child stops showing interest in the science activities; and 3) a child starts to make a fuss and shows emotional distress. The teachers viewed these videos without audio and gave written responses to the questions: 1) what is this child thinking and feeling; and 2) what kind of support do you think the child needs. The teachers' responses were analysed and coded for the categories of inner states and the support that they think they would provide for that child.

Summary of findings

The analyses indicated that the teachers were good at interpreting the child's inner states. When the child's interest was not directed at the science activities, the teachers described the child's inner state as negative and felt they needed to accommodate the child's emotions. However, their written responses did not include any concrete strategies. More surprisingly, when the child showed no interest, then some teachers suggested terminating the science activities and switching to something else that the child may be more interested in. When the child engaged with the science activities, teachers described the child as curious about what s/he experiences and used more language to elaborate the on-going activities. The preliminary data suggest that teachers' perception of the child's inner states were excellent, but teachers need help with strategies to accommodate suitable guided play. Future directions for the construction of the guidelines for guided science activities will be discussed.

Paper Session 4, Room 202

10:45~12:00, Sunday, July 14, 2019

Chair: Fu-Mei Chen

STEAM and Early Childhood Education

How Do the Taiwanese Teachers Recognize the "Class Competition" in Japanese ECEC?: Focusing on the Teachers' Involvement

Fuminori Nakatsubo,
Hiroshima University,
Japan

A Case Study of Children's Game Behaviors

Ya Qian Zhang
Northeast Normal University,
China

Little Detectives at Work: Promoting Science Process Skills in Pre-Kindergarten Through an Investigative Mystery Case

Thelma Mingo,
De La Salle University Manila,
Philippines

Light and Shadow Wonderland - STEAM in Children Education

Kuo Tzu Pei
Season Arts Children Education
Institute.
Taiwan

How Do the Taiwanese Teachers Recognize the "Class Competition" in Japanese ECEC?: Focusing on the Teachers' Involvement

Fuminori Nakatsubo
Hiroshima University

Wen-Huei Hsieh
Chang-Gung University of Science and Technology

Abstract

What you seek for the importance of ECEC depends on the social and cultural background. For example, in Japan, annual events like a Sports Day is held at almost ECEC facilities. Through the Sports Day, young children can learn the importance of keeping the rules, and the enjoyment of cooperating or collaborating. On the other hand, in US, there is a negative image against competition in ECEC. For example, like a "Competition" or "Class Competition" is inappropriate practice because it has a not good influences on the self esteem of young children. This is also noted in the NAEYC position statement. The purpose of this study is to examine implicit values about ECEC in Taiwanese teachers through the "class competition" in Sports Day at a Japanese kindergarten. In this study, participants comprise 8 Taiwanese teachers. In order to approaching the purpose of this study, we used Multi-vocal Visual Ethnography developed by Joseph Tobin (1989). The participants watched a video clip, and to be interviewed by us. The participants' practical knowledge in their narratives based on their different cultural viewpoint were collected as data and analyzed. Using these data, I tried to generate multi vocal text as if they are discussing together. As the result, the Taiwanese teachers did not have a negative image for "Class Competition". On the other hand, it became clear that they were talking reflectively about their involvement with young children.

A Case Study of Children's Game Behaviors

Ya Qian Zhang

Northeast Normal University

Abstract

Game is the favorite activity of the children, and also the most basic activity type in kindergarten. Game opens the door to the unknown world for the growth of the children, and plays an important role in the development of children's body, cognition, emotion and sociality. Four to five years old is an important period of children's game development, so this study takes children in this age group as the research object.

The study mainly uses the observation, interview, bibliography and the case analysis method to conduct the case study to children's game performance. By observation, this article generalizes the characteristics of the behavior in the children's game; and by interview, it analyzes the main influencing factors of behavior in children's game, which could improve the effectiveness of the guidance and quality of the game for children, and promote the improvement of children's game level.

The study summarizes the characteristics of symbolic behavior, cooperative behavior, regular behavior and structure behavior in children's game activities, and points out the problems in the current game development. In view of the present situation, the corresponding educational suggestions are put forward: teachers should set up the correct view of game, and conduct scientific game guidance; teachers should rationally plan the space and time of game, and put appropriate materials into game; teachers should formulate scientific and rational rules of game and strengthen the self-management of young children; teachers should encourage the flexible grouping of children and enhance positive emotional experience; teachers should strengthen home-garden cooperation and build a good game environment together.

Little Detectives at Work: Promoting Science Process Skills in Pre-Kindergarten Through an Investigative Mystery Case

Thelma Mingoa

De La Salle University Manila

Lillian Louise Tang

De La Salle University Manila

Mary Antoinette Perez

De La Salle University Manila

Anne Marie Ramos

De La Salle University Manila

Abstract

The researchers have found the need to create an intervention that will promote necessary skills for the whole being of an individual. Through various studies, the use of inquiry-based learning approach has been found to be effective, wherein science is taught through naturally seeking the world around them through means of exploration and discovery. This action research focuses on the promotion of observation and communication science process skills through an inquiry-based investigative mystery case. After receiving parental consent from the students' respective guardians, the researchers implemented an 8-session intervention, guided by a pedagogical cyclic model framework of the 4Es (Engage, Explore, Explain, Extend), wherein the seven 4 year-old students were to participate in an investigative case to help solve the mystery through interacting with the evidences. To determine the observation and communication science process skills of the students before and after the intervention, the researchers collected the anecdotal records and photo documentations of the children's activities. The researchers then analyzed the data using the researcher-made observation and communication checklist and anecdotal records for the science process skills. Based on the results, it can be concluded that the implementation of inquiry-

based learning through the investigative mystery approach has effectively promoted the use of observation and communication process skills, alongside other emergent skills such as classifying, sorting, inferring and predicting, as well as social behaviors such as concern for others and social etiquette. However, it is recommended that the Observation and Communication Checklist provided in this research can be further improved by changing the indicators to “novice”, “apprentice” and “master” instead of “evident” and “none-evident” to provide a more consistent and accurate record of data since students can demonstrate certain skills once or twice in a session, but not consistently. To add, more pre-planned scaffolding questions can be prepared by the teacher beforehand to improve and maximize the flow of the session, as well as extending the time frame beyond 8 sessions to observe the consistent progression of the children.

Light and Shadow Wonderland - STEAM in Children Education

Tzu Pei Kuo

Season Arts Children Education Inst.

Meng Rong Lin

Season Arts Children Education Inst.

Hsiao Ju Ha

Season Arts Children Education Inst.

Fu Mei Tang

Season Arts Children Education Inst.

Abstract

The teaching tenet for STEAM (Science, Technology, Engineering, Art and Mathematics) is scientific exploration of technical problem solving for the purpose of design and exploration, and the implementation of teaching through discipline integration/cross-disciplinary approach.

The project-based curriculum (hands-on, problem-solving & project-based) advocates the teaching of integrity, so that the subject of child exploration is derived from real problems, through repeated experience, communication and cyclical verification hypothesis. Finally, it will be used in life.

The researcher working in the preschool, uses art as the medium for children's exploration and integration of experience, and combines the spirit of makers to form a creative program teaching model. Both STEAM and education emphasize that young children should gradually explore real and interesting topics in life in specific operations and enhance their knowledge in various fields.

This study is for two class teachers who want to learn about the Middle-Senior the class program through action research, and whether they can develop the connotation of STEAM. The teachers are inspired by teaching practice through continuous review of the curriculum, teacher's teaching planning and reflection.

The study was conducted in a preschool Middle-Senior class. Two preschool teachers and a resident artist led 26 children aged 4-6 years to discover the changes in natural light and shadow in the classroom during the nearly five-month period through games, exploration, construction, and diverse concept development.

Light and shadow connect all things. Young children with sensory experience, gain more opportunities to explore via light and shadow changes. Combining with environmentally-friendly recyclables and multi-media materials, young children can create their own creativity and discover the characteristics of light and shadow (transparency, distance and size, reflection, etc.) through a free combination of materials. They also try to develop a variety of interesting light and shadow experiments by using the power found when disassembling toys. Children encountered many difficulties in the process, but they improved the child's ability to solve real problems.

In this program, the teacher is the provider of the classroom situational scaffolding and aesthetic experience, so that the children can represent and integrate the experience through the art medium to achieve the connotation of STEAM education. We hope to provide a reference direction for early childhood educators who are interested in STEAM education in the future.

Poster Session 1, Room 203

13:00~14:15, Saturday, July 13, 2019

Chair: Su-Tan Cheng

Curriculum and Teaching

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| 1. The Effectiveness of Play-Based Approach as Compare to Didactic-Based Approach Among Preschool Children | Sharmila Devi Manogaran,
<i>Unikidsity International,</i>
Malaysia |
| 2. A Study on a Mixed-Age Class Preschool Children's Sexual Concepts and Behaviors | Ying-Hui Hsieh,
<i>National Taichung University of Education,</i> Taiwan |
| 3. Analysis of the Development Process of Kindergarten Thematic Teaching | Chien Chihfeng,
<i>New Taipei City Private Preschool Affiliated in Fu Jen Catholic University,</i> Taiwan |
| 4. How Caregivers Determine Whether Young Children Are Experiencing Enjoyment | Yuko Suzuki,
<i>Aichi University of Education,</i> Japan |
| 5. Analysis of the Implementation of Kindergarten Children's Theatre | Chien Chihfeng,
<i>New Taipei City Private Preschool Affiliated in Fu Jen Catholic University,</i> Taiwan |
| 6. How Does the German ECEC Teachers Understand the National Curriculum? | Shohei Uchida,
<i>Nagoya City University,</i> Japan |
| 7. Educational Beliefs of Three Mothers Whose Children Study at Waldorf Schools | Yang-Jie Xu,
<i>Shu-Te University,</i> Taiwan |
| 8. The Effectiveness of Big Muscle Activities on Improving Kindergarten Children's Attention | Chen-Ya Juan,
<i>Hsin Sheng College of Medical Care and Management,</i> Taiwan |
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| 9. Mandarin Chinese as a Foreign Language Instructional Model Using Narrative Format Approach and Audio Lingual Method. | Pornnapha Amnuaiphaisan,
<i>Chulalongkorn University,</i>
Thailand |
| 10. An Action Research on Developing Food and Agricultural Education Curriculum in Kindergarten: In the Case of Tien Yuan Kindergarten | Chien-Yu Hu,
<i>Hsin Sheng Junior College of Medical Care and Management,</i>
Taiwan |
| 11. Dialectical in the Taiwan Curriculum Guideline for Preschool and Montessori Teaching Approach: Theory and Practice | Su-Chen Chang,
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Indonesia |
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The Effectiveness of Play-Based Approach as Compare to Didactic-Based Approach Among Preschool Children

Sharmila Devi Manogaran
Unikidsity International

Abstract

According to the National Preschool Curriculum Standard (NPCS) which was introduced by Ministry of Education Malaysia (2010) it is mandatory that all the learning and teaching process must include the element of learning through play-based approach. However, Puteh & Ali (2013) have argued that teachers are resort to teach based on a didactic-based approach due to reasons such as lack of time allocation for play activities, limited and unsuitable space for play and lack of knowledge and skills required to implement developmentally appropriate teaching including play. It is proven that children who are exposed to play-based curriculum acquire higher development in the areas such physical, cognitive, social and emotional compared to students who are exposed to didactic-based curriculum and thus this study is to compare the effectiveness of play-based approach versus didactic-based approach among preschool students aged five (5) years old in a private preschool in Kuala Lumpur, Malaysia. This study aims to improve the current practice in our curriculum which emphasizes more on didactic-based approach as compare to play-based approach and as well as to enrich teachers' perspective on the concepts of students' engagement, sustaining students' attention and focus and finally on students' comprehension level via using play-based approach in their teaching. This study had used a checklist as an assessment tool to gather data on the effectiveness of both play-based approach and didactic-based approach in teaching preschool children. It covered two main areas to cage the effectiveness of the approach namely as the level of engagement of students and the learning ability among students. It was conducted among students were five (5) years old with two (2) independent variable such as the age of students and fixed lesson plan

based on play based approach conducted three (3) lessons in a week. The findings from this research questions set out proved that play-based approach was proven way more effective teaching method that one should adapt in order to get students full engagement in the process of teaching and learning. As a conclusion, the students were positively responded from their whole developmental areas when they were exposed to play-based approach as compared to the didactic- based approach. Students engagement, comprehension and assimilation skills were highly commendable through the use of play- based approach. Suggestions that can be adapted by teachers to enhance the effectiveness of their teaching can be done through exposing and training themselves in professional development which focuses on Developmentally Appropriate Practices (DAP); engaging children in material-rich learning environment which provide children the room to learn through exploration; and designing learning activities that includes open-ended activities where it allows children to focus more on the process than the end product of an activity.

A Study on a Mixed-Age Class Preschool Children's Sexual Concepts and Behaviors

Ying-Hui Hsieh

National Taichung University of Education

Yung-Yi Chen

Affiliated Preschool of Da Peng Elementary School

Abstract

The purpose of this study is to explore and explain children's sexual concepts and behaviors in a four- and five-year-old mixed-age class in a public preschool affiliated with an elementary school. In addition, the sex education curriculum in this classroom is also examined in order to understand how the teachers respond to children's sexual development. This study employed qualitative research method, and the data were collected through classroom observations, interviews, and analysis of children's works and curriculum documents.

The major findings are: (1) Children in this classroom held gender stereotypes. Their perceptions about how babies are made correspond to Piaget's theory of children's cognitive development. Most children knew that babies grow in their mother's tummy and receive food through the umbilical cord, but they have meager knowledge of the length of pregnancy. They understood the concept of body privacy, but still needed to be equipped with body safety skills. (2) Children were curious about their and others' body and adults' intimate interaction, they were giggly and embarrassed about body parts discussion and seeing naked pictures. Some of them explored their own private parts and attempted to see others in the bathroom, and some rubbed their genitals during nap time. Many children enjoyed playing doctors and nurses and/or mommies and daddies. (3) The teachers in this classroom integrated sex education into daily routines, learning centers and thematic curriculum. They strongly believed that early childhood sex curriculum should go beyond the physical to include

the psychological, emotional and social aspects. In addition, they need to have an open and positive attitude toward the implementation of sex education and educating children with sexual issues, as in the case of using the proper terms to discuss the body parts with young children.

Analysis of the Development Process of Kindergarten Thematic Teaching

Chihfeng Chien

New Taipei City Private Preschool Affiliated in Fu Jen Catholic University

Fangyi Liao

New Taipei City Private Preschool Affiliated in Fu Jen Catholic University

Jingting Zeng

New Taipei City Private Preschool Affiliated in Fu Jen Catholic University

Abstract

For the past few years, the Ministry of Education has been promoting and practicing the implementation and application of kindergarten thematic curriculum, and it has starting to be practice by many domestic kindergartens. This research documenting Fu Jen Catholic University preschool 4-6 mix grad class's implementation of thematic curriculum "flower" and its development process. By Analyzing the process of curriculum development, kindergarten teacher are able to have a better understand of the practical cases of thematic teaching curriculum and to provide a guideline for future thematic curriculum planning.

By analyzing observation and process documents of Fu Jen Catholic University preschool's 4-6 mix grade class and its thematic curriculum "Flower", then compare with relevant literature researchers found that thematic curriculum can be categorized into three stages: curriculum planning stage, curriculum developing stage, and curriculum consolidating stage.

The lesson can start with creating a thematic atmosphere, for instance, a series of artistic creation of flower, to attract children's motivation. Children not only can learn to express their love and feeling for others, but they also get to learn the life cycle of flowers. The lesson also include children's most interesting experiments floral cuisine and floral paint. Lastly, gather the entire class's creations and records into a small book

that documents children's lesson experience, and ask the class to choose their most unforgettable parts. By the result of voting, we presume that children are more interested in activity with sensory play.

The contents can be simplified into four parts: application of flower, science of flower, creation of art, and expression of love. Especially in the part where children are exploring the science of flower, they get to understand how to discover and solve the problem in a scientific process.

According to result analysis of this research, thematic teaching curriculum can be categorized into three stages, curriculum planning, curriculum development, and curriculum integration. Its contents should center and focus around children, and allow children to learn through observation, group discussion, implementation, and sharing of their interests. Integrate multiple fields children can interact meaningfully with the surrounding people, events, and objects, to actuate children to construct their own knowledge and understanding.

How Caregivers Determine Whether Young Children Are Experiencing Enjoyment

Yuko Suzuki

Aichi University of Education

Abstract

Self-initiated play forms a vital foundation for child development. The nature of play is enjoyment, and it is because of this enjoyment that learning arises. This learning is correlated with the acquisition of non-cognitive skills. To that end, it is necessary to cultivate in children the ability to enjoy play on their own; however, evidence on how to nurture this ability remains scarce. Though caregivers often propose activities with the goal of enjoyment, the factors that explain the success of these activities are often left to the individual judgment of the caregivers, with no clear objective standards.

The purpose of this study is to analyze how caregivers determine whether a child is experiencing enjoyment, and thereby define in concrete terms the characteristics of the enjoyment children derive from play.

An open-ended survey of 66 caregivers from across 23 kindergartens and daycare centers was conducted. Subjects were asked to give episodic descriptions of occasions on which they thought the children enjoyed an activity they had planned for the purpose of enjoyment, and what situation and behaviors led them to draw that conclusion. We then analyzed these descriptions using the Steps for Coding and Theorization (SCAT) method of data analysis. This data analysis method is suited for small-scale qualitative data such as open-ended surveys, and its unification of logical coding and qualitative data analysis is effective for this study. Next, the concepts derived were classified into categories and named after discussion by the 3 researchers based on the Kawakita Jiro method (also known as the KJ method, or affinity diagram). These surveys were conducted under the Aichi University of Education Code of Ethics.

Upon SCAT analysis, 3 stages of enjoyment emerged from the narratives provided. The 3 sequential stages found were the beginning of play, the middle of play, and after play. These 3 stages were used as the basis for categorization when determining the points in time at which caregivers assess the children's enjoyment. Seven concepts condensed into three categories were derived from the beginning of play stage: Anticipation, Security and Adaptation. For the middle of play period, we derived 20 concepts summed up into 9 categories as follows: Action, Captivation, World-view, Focus and Engrossment, Cooperation, Interaction, Progression, Repetition, and Sustainment. From the after play stage, we derived 6 concepts condensed into 4 categories: Satisfaction, Achievement, Sharing, and Continuation. Regardless of the type of play, children's play activities shift and change. It was demonstrated that they derive different types of enjoyment from the changing play.

Even within a single play activity, there are qualitative changes in the enjoyment that children experience. As such, it was made clear that, when enjoyment is the goal, caregivers must be aware of how the children's enjoyment of an activity changes over time. Furthermore, it was suggested that nurturing in children the ability to create this enjoyment on their own during play is involved in the development of non-cognitive skills.

Analysis of the Implementation of Kindergarten Children's Theatre

Chihfeng Chien

New Taipei City Private Preschool Affiliated in Fu Jen Catholic University

Huimei Yang

New Taipei City Private Preschool Affiliated in Fu Jen Catholic University

Jingting Pan

New Taipei City Private Preschool Affiliated in Fu Jen Catholic University

Abstract

The Fu Jen Catholic University children's theatre was founded in 1986, and since then it has been one of the few children's theatres in the country, that has years of experience in practising and running children's theatre. As a result, the purpose of this research is to document and record details and forms Fu Jen Catholic University preschool children's theatre and analyze its implementation to conduct a guideline for kindergarten and teachers when programming a children's theatre.

Through the documentations and field researches of Fu Jen Catholic University preschool's 2017 Mung Bean Street Theatre and analyze with relevant literature, researchers pointed out the connection between the story and children's experience in life. Researchers found that the stories of the Mung Bean Street Theatre are related to children's daily events, behaviours or issues that face, for instance, how to get along with other classmates. These stories are around children's life experience or cultural and festive stories, so children are more likely to merge into the story while watching the play.

According to the study, Fu Jen Catholic University preschool children's theatre's performance style can be categorized into three types: stage drama, puppetry and mime. Among them, stage drama has been performed the most since preschool teachers are heavily loaded with teaching, there isn't much time for rehearsing and script writing. As a result, the ability to "improvise" has become very important, a stage drama with

real actors is the easiest way to create interaction and between the actor and audience, and more likely for the teacher to handle any sudden situations.

In conclusion, stage drama is the best style for preschool children's theatre, the stories relate to children's life experience such as the adaptability for school, the concept of sharing, the concept of oneself, problem solving...etc. Through theatre performance, children get to understand others behaviour and feeling, enhance the understanding of cultural and festive holidays, and find out other ability to encourage empathy development for the characters. These can improve children's behavior issues, teach them to how to release their emotion, and how to get along with classmates.

How Does the German ECEC Teachers Understand the National Curriculum?

Shohei Uchida

Nagoya City University

Abstract

In recent years, Early childhood education and care reform have become government policy issues, and childcare reform is rapidly advancing(cf. Izumi,2017).

In Germany, a large-scale reform of early childhood education has been carried out in response to the poor results of the International Achievement Survey conducted after the late 1990s (cf. Kodama,2008). And the early childhood education reform centered on the concept of competencies has been carried out for about 20 years.

However, on the other hand, when viewed from the point of view of an individual ECEC teacher, there is a divergence between the curriculum and the ECEC teacher because the administrative side's intention is not properly transmitted to the ECEC teacher side(cf. Honig/Schreiber/Netzer,2007).

The purpose of this study is to determine what kind of competencies the ECEC teacher has with the child, and how the ECEC teacher receives the national curriculum in the process of developing the child's competencies. We will clarify this through interview, and explore the diversity of what the national curriculum means to the ECEC teacher.

A-D ECEC teachers (25 to 30 years old) who works as a childcare worker at a public childcare facility in NRW(North Rhine-Westphalia) was selected as a research collaborator. The survey method conducted a semi-structured interview. The research ethics committee of Nagoya City University Graduate School received the approval of this research (ID 18007). The analysis method used Steps for Coding and Theorization (SCAT, Otani, 2007; Otani,2011).

The view of competencies that ECEC teachers had in mind for early childhood children was similar to the description content of the National Curriculum in terms of their ability to encompass cognitive and non-cognitive abilities.

Nevertheless, it became clear that there was a diversity in the reference and utilization status of the national curriculum of ECEC teachers in the process of childcare children trying to develop their children's competencies.

The findings in this research are suggestive of the global national curriculum, which is not limited to Germany, but in which the early childhood curriculum is becoming “quality and ability” -oriented, and it can be said that there is much debate.

Educational Beliefs of Three Mothers Whose Children Study at Waldorf Schools

Yang-Jie Xu

Shu-Te University

Yu-Jun Chen

Shu-Te University

Abstract

With the opening of society, parents need more choices, differ from mainstream education, for their children. Waldorf, an alternative education program, provides parents another choice for their children. However, currently there are only three elementary schools and thirteen preschools have been certified in Taiwan. Waldorf schools aim to create a nurturing and home-like environment to enhance children's creative learning. The purpose of this study was to explore the educational beliefs of three mothers who have children studied at Waldorf schools and their future educational plan for their children. In-depth interviews were conducted by the first author.

The main findings of this study are as follows:

1. All three mothers expressed their dissatisfaction toward current mainstream education and did not want their children to repeat their unpleasant educational experiences. Therefore, they chose Waldorf schools for their children.
2. Mothers indicated that at Waldorf schools, their children are happy and emotionally stable because the environment is naturally harmonious. Children are curious and eager to explore.
3. All three mothers said that they want their children to continue to grow at Waldorf schools. Although parents appreciate the curriculum of Waldorf schools and would like to continue their children's learning at Waldorf programs, the limited numbers of the Waldorf schools are one of their concerns.

In conclusion, parents seem to have different beliefs about how to educate their children. The provision of alternative education programs from preschool to high schools are needed for them.

The Effectiveness of Big Muscle Activities on Improving Kindergarten Children's Attention

Chen-Ya Juan

Hsin Sheng College of Medical Care and Management

Yu-Ying Sun

Tainan University of Technology

Hsu-Hua Yang

Tainan University of Technology

Yin-Shuang Hung

Tainan University of Technology

Abstract

Attention is the basic skill of learning. With intensive concentration, some children obtain better performance in many areas than those who do not, especially academically. Nowadays, many kindergarten teachers found more and more children lacked attention while they were in class. Some research indicated that children who practiced big muscle activities for more than 30 minutes would improve their attention in class. However, few evidence-based research in Taiwan discussed the influence of big muscle activities on kindergarten children's attention.

The purpose of this study is to discuss the effectiveness of big muscle activities on kindergarten children's attention. More specifically, the purpose of this study is to compare the attention tests before and after the intervention of big muscle activities for those kindergarten children. Research questions include the following:

1. Will the 30-minute big muscle activities improve children's attention?
2. Will the 30-minute big muscle activities improve the attention of children with special needs?

Participants

A total of 17 six-year-old kindergarten children in a private preschool, which located in the northern part of Taiwan. This study last for three weeks, 15 days. Participants had to complete 30-minute big muscle activities every morning. Those 17 children include 13 regular children and 4 children with special needs (2 children with Developmental Delay, 1 child with ADHD, and 1 child with Asperger)

Measurement

The authors used dots paste worksheets with a variety of graphs as pre- and post-tests for children's attention. The authors used the percentage to present the correctness as children's attention. Children with more correctness percentage present higher attention.

Data Analysis

The authors recorded each pre- and post-test scores for every child, average the pre- and post scores, and compared the differences.

According to the study results, the average pre-tests on children's attention is 58% and the average post-tests on children's attention is 66%, which indicated that big muscle activities are effective on improving children's attention. The average pre- and post-tests on boys' attention is 51% and 63% separately; the average pre- and post-tests on girl's attention is 69% and 75% separately, which indicated that girls' attention is better than boys' in the kindergarten age. The study results also indicated big muscle activities benefited the attention of children with special needs. Two children with Developmental Delay had increased their attention by 9% and 13% separately. The child with ADHD increased by 10% attention, and the child with Asperger increased by 11% attention. This study indicated the effectiveness of big muscle activities on children's attention.

Mandarin Chinese as a Foreign Language Instructional Model Using Narrative Format Approach and Audio Lingual Method

Pornnapha Amnuaiphaisan
Chulalongkorn University

Worawan Hemchayart
Chulalongkorn University

Abstract

This pilot study is a quasi-experiment which is a part of the research, a development of Mandarin Chinese as a foreign language instructional model using Narrative format approach and Audio lingual method to enhance listening and speaking ability for kindergarteners. The study was involved 20 kindergarteners from Banwanfun kindergarten under Office of the Private Education Commission during the summer course of the academic year 2018. The study was continuously last long for four weeks. The research instrument was in a test form of Chinese speaking and listening abilities. The data was statistically analyzed by using mean and standard deviation. The Mandarin Chinese as a foreign language instruction was divided into three steps: (1) exposing new experience, (2) practicing and expanding experience and (3) meaning checking. The finding results was that after the experiment, the mean scores on speaking and listening ability in overall picture was higher than those of before at .01 level of significance. According to sub-area of speaking and listening ability, the result showed that the sub-area which had the highest mean scores was the comprehensive behaviors. ($t = 23.01$). For qualitative data, the study brought new perspectives and techniques to improving the development of Mandarin Chinese instructional model.

An Action Research on Developing Food and Agricultural Education Curriculum in Kindergarten: In the Case of Tien Yuan Kindergarten

Chien-Yu Hu

Hsin Sheng Junior College of Medical Care and Management

Chun-I Hsieh

Tien Yuan Kindergarten

Abstract

The aim of this research was to explore the development of food and agricultural education curriculum in kindergarten by blending the four core elements of food and agricultural education, “food and agricultural experience”, “balanced-diet”, “local production for local consumption”, and “green product reengineering”, with implementing theme curriculum “Rice”, including curriculum framework and preparation, implementation of the curriculum, the major issues encountered during the implementation and the suggestions for improvements. This research is an action research with 30 participants (Senior Class) in Tien Yuan Kindergarten, and data collected during January 30th, 2018 to June 30th, 2018.

The major findings and results of this research are as follows:

- A. Essential preparations of implementing the curriculum.
 - a. Environment and resources surrounding the kindergarten are required to be evaluated. (including paddy field, and accessibility for the seed farm).
 - b. Supports from administrative department in kindergarten (hardware and software supports)
 - c. Background knowledge from teacher (understanding of the theme, and preparation).
 - d. Classroom preparation (including learning area and related resources setting)

- B. Implementing the curriculum by interacting with participants
- a. Growing of rice: providing the opportunities for children to observe the growing of the rice and experience different perspective of growing rice.
 - b. Rice festival: to establish concept of balanced-diet by introducing background of Chinese rice festival and invited the professionals to lead children.
 - c. Exploring rice: measured, recorded and repeatedly to experiment with rice to produce rice products to conduct buying and selling activities to achieve the element of “local production for local consumption”.
 - d. Art of rice: using loose part as straw and rice bag to lead the children to conduct art activities in order to achieve the elements of “green product reengineering”.
- C. Major issues and suggestions for improvements
- a. Farmer providing helps to solve the issues when planting and growing the rice.
 - b. Weekly teacher group meeting could elevate the ability of leading class and to reduce the chances of losing direction during the class.
 - c. Teacher could achieve efficient communication through lesson plan to reduce the panic and concerns from parents.
 - d. The team need to revise the teaching plan to ensure the curriculum is cover the core elements of food and agricultural education.

According to the conclusions of this study, teachers and participants achieved the elements of food and agricultural education, also leading the parent to participant to promote the notion of balanced-diet, moreover, established earth-friendly and grateful concepts for children.

Dialectical in the Taiwan Curriculum Guideline for Preschool and Montessori Teaching Approach: Theory and Practice

Su-Chen Chang

Minghsin University of Science and Technology

Shu-Chen Chien

National Taiwan Normal University

Abstract

In Taiwan, the drafting of the began in 2006, and the draft was announced in the form of provisional guideline in 2012. To enable preschool educators to understand the content of and practice guideline in the draft, the Ministry of Education included the draft in a preschool counseling program in 2013. The new guideline draft was tested in preschools with distinct curricula; however, in the counseling and practice fields, preschools of Montessori curriculum approach held reservations, adopted wait-and-see attitudes, and occasionally had misunderstandings. During a counseling process, the researcher found that although distinct theoretical discourses and educational practices exist between the Montessori education and new curriculum guideline, their theory and practice still share similar arguments and topics of common concern; thus, a systematic analysis of theory and practice is necessary.

Specifically, the purposes of this study are guided as follows:

- (1) to understand the current status of integrating the new curriculum guideline into preschools of Montessori curriculum approach;
- (2) explore the commonalities and differences between the Montessori curriculum and the theories in the new curriculum guideline.

This study conducted a qualitative method. They are involving the analysis and integration of theories. The possible means of integrating theories will be determined through theoretical and document analyses, interviews, and focus group discussions. In line with the official announcement of the new curriculum guideline in August 2017,

this study will be favorable for promoting and implementing the new curriculum guideline, and it will also open up a new possibility for implementing a twenty-first-century Montessori education system that is exclusive to Taiwan.

Case Study of Athletic Playing for Acquiring the Skill of Box Vaulting in Early Childhood

Junya Takase

Obihiro Otani Junior College

Toshihiro Nakajima

Hokkaido University of Education

Abstract

In Japan, there are six areas in elementary school physical education, one of which is apparatus gymnastics. The apparatus gymnastics basically consists of "mat exercise", "horizontal bar exercise" and "box vaulting exercise". However, even in the third or fourth grade, some children may not have acquired sufficient basic motor skills for apparatus gymnastics due to the decrease in the amount of physical activity and/or the deterioration of the content of playing with physical movement. In general, early childhood is considered to be an important period to acquire basic motor skills. At this period, children acquire basic motor skills by experiencing various and broad movements. The purpose of this study was to examine the effect of the box vaulting exercise on skill acquisition by experiencing sequential exercise play from hand to foot for children in early childhood.

Participants were 8 kindergarten children (4 boys and 4 girls, 5-year-class) in Hokkaido, Japan. This case study was conducted in two days on February 2019. In one-hour-exercise time, the children performed 4 kinds of specific playing aimed at learning of sequential skills of hands and feet for the box vaulting. Two teachers led the children's exercises. Children's exercises were recorded by video camera. We analyzed children's performance of bunny-hopping and skill changes in box vaulting exercise.

In this case study, children conducted 4 specific exercise, 1) alternate jump of hands and feet (bunny-hopping) , 2) pull jump forward hands (measuring worm) , 3) jump onto the 30cm stage with hands (bunny-hopping), and 4) bunny hopping from

sitting position on the vaulting box. At first, it was observed that all four children jumped limbs at the same time, but finally, three children became able to exchange limbs. In the box vaulting exercise, two children became able to jump over through exercise. One of two children who could not jump over could to push the box vaulting by both hands. The remaining one child was afraid of the box and could not jump over, but was able to learn the sequential movement of the limbs. Thus, it was suggested that the four types of exercise have a certain effect on learning of the sequential limbs movement and help to acquire the skills of the box vaulting. On the other hand, there was not much difference in the four exercises, and children could not maintain their concentration in the second exercise. Furthermore, some children behaved differently from the task. We have to think to make children feel fun and attractive.

In this study, we planned four exercise playing aimed at acquiring the sequential skills of hands and feet for the box vaulting, and examined the effects. As a result, it was suggested that it was possible to learn the sequential skills of limbs through the four exercises and also effective for the box vaulting. On the other hand, we have to other plans to urge children's enthusiasm.

The Effect of Story Structure Instruction on Children's Language Expression Ability

Ya-Lun Tsao

National Tsing-Hua University

Yu-Hsuan Lu

National Tsing-Hua University

Abstract

When young children face adults or their peers, dialogue and communication happen at any time. Under the circumstance, the children need to have good expression ability in order to achieve effective communication and interaction, and giving a good environment and guidance also has multiple effect on young children's language development. Yet different from the past research, where the story structure instruction mostly aimed at children with special needs, this study was targeting ordinary young children and assessing the effectiveness with standardized measurements. The primary concern of this research was to understand whether story structure instruction improves the effectiveness of "semantic" and "syntax" in children's language expression ability, and the research was designed through experimental teaching methods by using story structure instruction as independent variable, and "semantic" and "syntax" in children's language expression ability as dependent variables. Total 25 5-year-old children in a public kindergarten in Taoyuan City were recruited and 13 boys and 12 girls among them. In addition, the researcher selected 10 picture books based on a self-edited story structure analysis table. There are distinctly five elements of story grammar such as main character, situation, start event, event development, and result. In this story structure instruction, the picture books were taught for 10 weeks, 3 times a week, and 30 minutes each time. The teaching process was to guide one picture book each week and then give story structure instruction to help children build up the story grammar and the story structure sequence when telling stories.

The result of the study was carried out by using the Computerized Language Ability Measure for Preschoolers (CLAMP) (online version) compiled by Ciou, Shu-Hui to assess the difference on children's progress in semantic and syntax at both the pretest and post-test time periods after the instruction applied. The data was analyzed with software SPSS using paired sample t-test.

The result of the study shows that,

1. Story structure instruction has a positive impact on children's language expression ability, that is, the differences are significant after pretest and post-test time periods with the CLAMP, and it can be seen that the story structure instruction helps children's language expression.
2. After story structure instruction, it has a positive impact on the performance of "semantic" and "syntax" in children's language expression. That is, the differences are significant after the pretest and post-test time periods with the CLAMP; thus, the integration of story structure instruction into the picture book has immediate effect on improving the "semantic" and "syntax" in 5-year-old children's spoken language ability.
3. The result of this study was that the story structure instruction has a positive impact on the language development of the children in the kindergarten, and supportive evidence was submitted. In addition to improving the researcher's understanding of story structure instruction, early childhood educators or parents who want to improve children's spoken language ability may be encouraged to join story grammar into story reading.

Discussion on the Application of Drama Toolbox: Leaving the Mainland for Taiwan in Elementary Gifted Education

Yiyun Chen
Elementary School

Abstract

The lesson plan “Drama Toolbox: Leaving the Mainland for Taiwan” is considered not only an extension of museum education but an alternative learning resource for gifted students outside the museum. A host of instructors have integrated the lesson plan into the field of social studies.

The current elementary gifted education adopting the new curriculum of special education will emphasize “inter-disciplinary courses” with the upcoming implementation of 12-year Basic Education. “Drama Toolbox: Leaving the Mainland for Taiwan” aptly conforms to the concept of being cross-disciplinary with its teaching materials and lesson plan ranging from social studies, performance arts to language arts and can be suitably conducted in elementary gifted education.

The research subjects are 29 gifted students of Kaohsiung Municipal Sih-Wei Primary School. The discussion will focus on the application of “Drama Toolbox: Leaving the Mainland for Taiwan” and will examine whether the lesson plan is suitable as an extension of museum educational resource. In addition, the research will also conduct an investigation into the instructor’s teaching methods, styles and see if the teaching efficiency is thus influenced.

The findings of the research will reveal that “The Drama Toolbox: Leaving the Mainland for Taiwan” will greatly motivate the gifted students to explore this particular historical period of Taiwan in a highly interactive way. On the other hand, the lesson plan is limited as an alternative exhibition resource of museum education and the lesson plan is historically-narrowed as Han-people-centered.

The researcher suggests that more interactive dramatic techniques can be integrated into the instruction, such as using exhibition pictures as “still images” presentation so as to strengthen the linkage to the museum resources. In addition, geography-centered historiography can help break down the constraints of Han-people-centered way of thinking. Last but not the least, the instructor’s teaching methods and style does influence the teaching efficiency and thus the instructor should be more cautious in conducting the lesson plan.

Comparisons of Different Interpretations of the Implications of a "Child-Centered" Perspective and Instructional Processes

Ming Kun Hsieh

National Taichung University of Education

Abstract

The goal of this study was to compare different interpretations of the implications of a child-centered perspective and instructional processes. The comparative research method was used, and the research subjects consisted of the Ministry of Education's curriculum outline research team (group A) and scholars assisting kindergartens to implement community-integrated educare activities (group B). This study compared the interpretations of the implications of a child-centered perspective among groups A and B on the basis of the literature, investigated differences in interpretation, and compared the implementation of instructional activities by groups A and B, while also examining differences.

This study discovered that with regard to interpretations of the implications of a child-centered perspective, the subjects in group A defined this perspective as "taking young children as their subject, and providing instruction with a purpose," while those in group B defined this as "care and educational activities meeting young children's living habit needs and their learning habit needs." A comparison of the two groups revealed that teacher intentionality encompassed declaration of the children's subjectivity in the eyes of group A, which begs the question of who can verify whether instructional activities manifesting the teacher's intentions are consistent with each child's interests. In contrast, in the eyes of group B, with regard to the implications of a child-centered perspective, teachers should adopt activities meeting needs, and rely on the elicitation method to guide the children's growth.

The study found that, in instructional activities, the educare activity implementation model of group A consisted of five steps: A: selection of a topic in

accordance with the situation → B: Brainstorming to develop various ideas → C: Use of network diagram to organize thoughts → D1: Design of possible activities ←→ D2: Integration of possible activities and definition of learning directions → E: Go back to compare concepts and learning indicators. The educare implementation model of group B consisted of five steps based on three stages and daily instructional activities: Stage 1 consisted of the implementation of community intuitive exploration activities. Stage 2 consisted of five cyclical steps involving the implementation of daily instructional activities: A: Experience sharing a (linked from intuitive exploration activities and free games) → B: Generation of creative activities → C: Experience sharing b → D: Deepening and broadening instruction → E: free games. Stage 3 consisted of a multifaceted assessment. When comparing the two models, we discovered that group A's curriculum model was guided by the teacher, and the teacher began leading starting in stage D. This approach could not satisfy the interests and needs of each young child. In the case of group B's curriculum model, however, the educare activities were able to completely satisfy every young child's interests and needs, and in spite of the deepening and broadening of instructional activities, specific activities were still able to satisfy the children's cognitive experience needs, and could be performed when the children needed them.

This study recommends that the community-integrated curriculum model of group B be implemented.

Discourses of "Quality Teaching Media" in Early Childhood Education Settings

Borim Kim

Sungshin Women's University

Hong-Ju Jun

Sungshin Women's University

Abstract

The purpose of this study is to provide an insight into the discourses of “quality teaching media” in early childhood education. In order to understand what “quality teaching media” means in early childhood education settings, this study explored the perceptions of the directors and teachers of early childhood institutions in Korea. Six directors and six teachers were interviewed and the data were analyzed utilizing content analysis. The study found that the directors and teachers shared a common view of efficiency, suitability and diversity as the key aspects of quality teaching media. However, the intrinsic meaning of these terms has been shown to be different. In other words, both groups recognized time efficiency as a common element of a quality teaching media, but the directors considered functional efficiency and the teachers' group valued efficiency in utilization. Conformity was also important for both groups, but the directors pursued developmental fitness while the teachers pursued conformity to the types of activity. Finally, although both groups pursued diversity of teaching media in common, the directors pursued analogic diversity while the teachers pursued digital variety. The significance of this study is that the complex meanings surrounding teaching media was discussed from the perspectives of directors and teachers who are responsible for the selection and utilization of teaching media.

The Tentative Exploration on the Integration of Thematic Teaching into the Curriculum of Infant Center

Shu-Jung Ho

Shu-Zen Junior College of Medicine and Management

Kuei-Yao Ho

Jey-Kang Infant Center

Abstract

Because of the social trend, the curriculum in infant center has been paid more and more attention. According to that, the purpose of this study is to explore the relevance of the integration of thematic teaching into the curriculum of infant center. Moreover, this study also explores the difficulties encountered by the caregiver in the curriculum planning. The researchers adopt the qualitative research approach in the private infant center in Kaohsiung City in Taiwan. Eight children, age from one and half to two, and two caregivers and the researchers participate in this study for one month. Set the thematic of the month as “Emotion”, design the curriculum framework with the them, from social emotions, cognitive exploration, language communication, body movement, aesthetics and self-care and guide infants through interaction, experience, construction of knowledge, learning and skills. In the teaching process, the researchers generalize the results by critical self-reflection, observation records, infant's works and photos. The results of the study found that: (1) the theme integration into the curriculum can increase the infants' life experience, learning and the knowledge construction; (2) unfamiliar background knowledge of the theme will limit the caregivers' curriculum planning; (3) The observations on infants pay more attention to the reaction after the activities, and often lack the observation and discussion of the response to the chain theme.

The Study of Developing a School-Based Preschool Curriculum

Yi-Ru Lin

Gueiren Elementary School

Su-Tan Cheng

Shu-Te University

Abstract

The so-called "school-based curriculum development" refers to the curriculum development process in which schools solve the problem of school education in order to achieve educational goals. The school is the main body, and the curriculum development process is carried out by school members such as principals, administrators, teachers, students, parents and community members. The New Curriculum guideline for preschool (2001) allows schools to have more autonomy in the content of the course content. Schools can develop local and distinctive curriculum content based on the characteristics of the local community and the needs of the school.

The purpose of this study was to explore how the school-based preschool curriculum was developed, what challenges were encountered during curriculum implementation and the solutions. The qualitative method was adopted and data was collected from meeting records, observations during the activity, children works, parents' feedback and teachers' reflections while the teachers conducted a theme named "Big Trees Are Our Good Friends" in a classroom with 29 pupils. Conclusions drawn from this study were described as follows:

1. For promoting the implement of school-based curriculum, the most important key was to reach a preschool-wide agreement. Through discussing and clarifying the "scenario analysis", school vision and curriculum development among members of the school, every member reached an agreement which helped to have guidance on the future development.
2. In this study, the challenges for promoting school-based curriculum were heavy loading of teaching work, interpersonal communication with colleagues,

connecting the resources between community and school administration. Those factors influenced the effective of the program.

3. In spite of facing challenges described above, teachers played a key role in school-based curriculum development. Teachers needed to apply their expertise in curriculum planning and implementation, agreed with and had the willingness to take an action in the developing curriculum, and had the ability to allocate their time and workloads, exerted their interpersonal coordination and communication skills, and connected administrative and community resources etc...

A Narrative Inquiry About the Experience of a Teacher of All-Day Class to Conduct Unstructured Free Play

Younhee Kim
JEI University

Seungsuk Lee
JEI University

Abstract

The purpose of this study is to analyze in depth the experience of a teacher of full-day class acquired while conducting unstructured free play and the implications of the experience using narrative inquiry method. For such purposes, an in-depth interview was done with a teacher of full-day class who has the experience of conducting unstructured free play for one year in the full-day class of a kindergarten, and the data was collected and analyzed after the interview. The following are the results of the research. First of all, the teacher was experiencing difficulties in the process of conducting unstructured free play in the full-day class due to the mixed age class. As the teacher has to supervise the activities of children separately for each age group after class, there is not enough time to observe the free play of the preschoolers, and the children who leave the kindergarten early do not play sufficiently. However, the free play was done better when the ages were mixed as the younger children imitate the action of the relatively older children. Second, the teacher was confused while conducting unstructured free play in the full-day class as there were limitations that she faced while actually conducting the unstructured free play differently from what she had thought of. That is, she experienced difficulties while conducting unstructured free play of children due to limited time and space of play. Third, the teacher said that there was much limitation in conducting unstructured free play in the full-day class for safety reasons. As only one teacher has to take care of many children, she said it was inevitable to restrict the play for the safety of the children. Fourth, the teacher said that it is necessary to prepare a good environment for play so that the children will be able to select unstructured toys freely for play in a wide play area as much as they like in order to activate

unstructured free play in full-day class. Reflecting the results of this study, a play area will be formed in the kindergarten and the play of the children in the play area will be observed in future studies. In doing so, practical methods will be prepared for the activation of unstructured free play of children in the institutions of early childhood education.

The Use of Balanced Teaching Approach in a Literacy Curriculum to Enhance Kindergarteners' Reading-Related Abilities

You-Syuan Chen

National Tsing Hua University

Ching-Ting Hsin

National Tsing Hua University

Abstract

Kindergarten teachers in Taiwan take different perspectives when teaching literacy. Some teachers adopt a whole language approach while some teachers use skills-based teaching. Regarding the process of reading, readers comprehend the texts through decoding the texts and using their prior knowledge to understand the meaning of the texts. In other words, readers use top-down and bottom-up strategies. Therefore, balanced teaching combines whole language and skills-based teaching is beneficial for children to learn literacy (Pressley, Rankin & Yokoi, 1996; Freppon & Dahl, 1998; Shaw & Hurst, 2012). There were few studies focusing on the effects of balanced teaching in kindergarten in Taiwan. The purpose of this study was to examine children's development of the reading-related skills in literacy curriculum using a balanced teaching approach.

This was a single case study. A kindergarten affiliated to an elementary school of the Northern Taiwan where the first author implemented this curriculum for three months. Twenty-three children whose average age was 5 years participated in this study. Qualitative data was collected to understand children's literacy development, including classroom observation, children's story reading, and learning worksheets. Pre-tests and post-tests were conducted before and after the curriculum to examine the effects of the curriculum. The tests included phonological awareness tests, phonological decoding tests (reading and recognizing phonetic symbols), story retelling tests, and preschool print awareness assessment.

The results of qualitative analysis revealed that children learned phonological decoding, phonological awareness, and reading when participating in this curriculum. Regarding phonological decoding, children recognized phonetic symbols in context,

recognized phonetic symbols without context, identified similarities and differences among phonetic symbols, made phonetic symbols with materials, and identified phonetic symbols in games. In terms of phonological awareness, children were able to identify the onset or rime of a Chinese character. Reading behavior included reading without context, functional reading, and story reading. Wilcoxon test was used to analyze the differences between pre-tests and post-tests. It revealed that children had significant higher scores in post-tests including phonological awareness, phonological decoding, story retelling and print awareness assessment. This study showed that children's reading-related skills improved after attending.

The study provides insight into the use of the balanced teaching approach in teaching literacy in kindergarten in Taiwan.

Investigating Taiwanese Kindergarten Teachers' Beliefs and Behaviors About Native Language Learning

Ching-Yuan Hsiao

National University of Tainan

Ru-Wen Wu

National University of Tainan

Abstract

The purpose of this study is to explore the current situation of the implementation of native language teaching in Taiwan and the differences in teaching beliefs and teaching behaviors of teachers with different backgrounds. In this study, 60 kindergarten teachers were surveyed by an online questionnaire. And the following results are obtained statistically:

Firstly, demographic information about the preschool teachers as gathered from their questionnaires as follows: 61.67% of preschool teachers' mother tongue is Taiwanese. 6.67% of preschool teachers' mother tongue is Hakka. 31.67% of kindergarten teachers' mother tongue is Mandarin. 18.33% of kindergarten teachers obtained the native language teaching certification; however, more than 81% of preschool teachers do not have native language teaching certification.

Secondly, regarding aspects of teaching beliefs, the teaching beliefs describe the statistical results. The average value of the teacher's teaching philosophy, teaching objectives and personal opinions are more than 3 in the middle of the five-point scale, indicating that the teachers' beliefs about the native language are highly valued. Thirdly, Regarding aspects of teaching behaviors, the average value of the teacher's teaching method, teaching content and teaching interaction is more than 3 in the middle of the five-point scale, which shows that the teacher has positive teaching behavior in the native language teaching behavior.

Thirdly, native language background and cross-analysis with or without native language teaching certification. The background of the native language is 8 people in Taiwanese dialect, accounting for 21.6%. The background of the Hakka dialect is 25%, and 2 people in the native language dialect background, accounting for 10.5%.

After the card check, it was found that there was no significant difference in the number of people with different certification in the background samples of the native language. It showed that the background of the native language and the presence or absence of the certification were not relevant.

Fourthly, analysis of the relationship between teaching belief and teaching behavior.

There is a significant positive correlation between teaching beliefs and teaching behaviors. The higher the teaching belief scores, the higher the teaching behavior scores. The highest degree of teaching beliefs and teaching behaviors are 0.562, followed by For the content of the textbook and personal opinion, the correlation coefficient is 0.554, and the teaching method is the lowest related to the teaching concept, which is 0.247. Overall, the correlation coefficient between teaching beliefs and teaching behaviors is between 0.247 and 0.562, which is moderately correlated.

A Study on the Awareness of the Self-Leadership and the Relationship Between Self-Leadership and Self-Efficacy of Pre-Service Childcare Teachers

Jung-A Lee

Kookje University

Kyeong Han An

Sunmoon University

Abstract

Social attention has recently been paid to the professional qualifications and beliefs of pre-service childcare teachers. This study is a study to find out the relation between self-leadership and self-efficacy as a teacher before pre-service childcare teachers.

The question is: 1) What is the demand for self-leadership according to the difference between the self-leadership group (high group, low group) of pre-service childcare teachers.? 2) What is the relationship between the self-leadership and self-efficacy of pre-service childcare teachers?

The subjects of this study are 234 pre-service childcare teachers and used the frequency analysis, the cross-analysis and -test, t-test analysis, pearson correlation analysis and Cronbach's α values.

The conclusions in this study are as follows:

- a) In the difference in perception between pre-service childcare teachers in low and high self-leadership group, high self-leadership group was higher than low self-leadership group in terms of department, major satisfaction, leadership education status, the need for self-leadership education, and participation in self-leadership education. Their willingness to receive education is high enough, but given that they do not have enough time to receive education, it will be effective to teach them by adding leadership or self-leadership education within the college curriculum.

- b) The difference in self-efficacy between self-leadership groups was higher in the high self-leadership group, where both the general efficacy, the social efficacy and the self-efficacy were higher overall than in the low self-leadership group. These results provide directions to explore ways to simultaneously enhance self-leadership and self-efficacy. Therefore, pre-service childcare teachers should also be encouraged to improve self-efficacy, a belief in their ability to organize and execute behavioral processes for their goals (Bandura, 1977), by enhancing self-leadership. In particular, in order to become a teacher with expertise in teaching profession from the time of a pre-service childcare teacher, we should participate in self-leadership education activities so that it can form its identity as a teacher.
- c) The relationship between self-leadership and self-efficacy of pre-service childcare teachers both showed a positive correlation. Among the subcomponents of self-efficacy, there was a positive correlation in the order of general efficacy ($r = 3.95$) and social efficacy ($r = 3.62$), and there was a positive correlation with overall self-efficacy ($r = .419$). This proves that the better self-leadership, the more self-efficacy increases. The results of this study are consistent with those of Chung Tae-hee (2005) and Cho Boo-kyung (2011) who found that groups that conducted self-leadership education activities differ significantly in the amount of change in self-efficacy. Therefore, in order for pre-service childcare teachers to go on site and grow into professional childcare teachers, programs that can enhance self-efficacy should be developed by experiencing educational activities that can enhance self-leadership (Manz, 1986; Neck, Stewart & Manz, 1995) emphasizes the power and ability to guide one's actions or thoughts in an advanced direction.

Implications

This study will be suggested as a way to train teachers who can become leaders themselves and play their role as creative yet leading leaders, not passive teachers in the past but leading to fit the latest paradigm.

A Study on the Culture of Preschool Children's Stage Performances

Hsin-I Pao

Minghsin University of Science and Technology

Ying-Hui Hsieh

National Taichung University of Education

Abstract

According to the National Curriculum Guidelines of Preschool Education and Care, informal curriculum, such as parent-child activities, is an essential part of early childhood curriculum. Children's stage performances have always been highlights of parent-child activities in a large number of preschools in Taiwan. The main purpose of this study is to understand preschool caregivers' and one preschool director's views on children's stage performances.

This study employed both quantitative and qualitative research methods. A questionnaire was distributed to 140 preschool caregivers in northern Taiwan to investigate their experiences and views about children's stage performances. In-depth interview was conducted with one preschool director to collect data regarding her thoughts and reflection about and to discuss alternative ways of the implementation of this activity.

The results of the questionnaire revealed the following findings. 80% preschools hosted children's stage performance in a school year. Preschool caregivers did not recognize children's stage performance. On a four-point Likert scale, 15% respondents extremely disapproved and 51% disapproved this activity. Respondents felt pressured to prepare this activity. 68% respondents thought it was stressful and 27% thought it was extremely stressful to plan and practice for this activity. They reported this activity interfered with the other curriculum because it usually took them one- to two-month preparation. 78% children's stage performances were planned and designed by the caregivers. Due to a lack of active involvement, only 19% children were engaged in repeated practice of this activity. However, 92% respondents observed that the majority of the parents acknowledged this activity, and

this might be the reason why children's stage performances have always been considered an important preschool activity.

With regard to the preschool's director's views on children's stage performances, she thought this activity was essential and could determine the preschool's student recruitment. This director saw "uniformity" was key to the quality of children's stage performances. Through interviews, this director reflected on and was willing to make changes about this activity. She realized her expectations might direct children's stage performances and if she put more trust in caregivers and children, children's stage performances could be presented in different ways.

This study suggest that preschools create a stage performance culture which is child-centered, connected to the preschool curriculum and full of education values.

Experimental Study on the Production of Portable Mathematical Teaching Aids by Using Loose Parts

Kai-Houng Lee

Cheng Shiu University

Wang Yi

Cheng Shiu University

Chia-Chi Lin

Cheng Shiu University

Abstract

The purpose of this study is to make portable mathematical teaching aids by using clay, animal map card, digital card, carton and artificial turf named Happy Farm, and tested the teaching results of this instructional aid.

Happy Farm is a portable teaching aids made of cartons. The teaching aid consists of the following items:

1. The graphic card of seven species of animals(horses, chickens, rhinos, pigs, pandas, hippos, tortoises, kangaroos, lions) in the iron boxes
2. Combined fence which could encircled animals
3. The farm which made of artificial turf were the teaching area where the researchers and children could interact with each other.

The researchers chooses the ABC parenting center of the young children to carry out teaching research. When the researchers specify number in English and in Chinese at the same time, children have to take the correct amount of animals into the fence.

The results are as follows:

1. we found out that the Combined fence is easy to break off, can be replaced with a straw or elastic which are stronger than catons.
2. the animal picture cards are too small which are not easy for children to carry on pictures cards should become larger for toddlers easy to play with.
3. The animal species should be more popular.

Seasonal Change of the Outdoor Play After School and Sleeping Habit During 2 Years in Japanese Preschool Children

Keiko Ueda

Minatogawa College

Shohei Kokudo

Kobe University

Abstract

Background

Acquisition of a healthy lifestyle is important in early childhood. It is affected from family lifestyle, education in kindergarten/nursery school and environment such as climate and daylight hours. Especially, it is assumed that daily physical activity after school and sleeping custom such as bed-in time or wake-up time are related to climate or parents' lifestyle. It is able to investigate the climate effect through the seasonal changes of playing time and sleeping habit of early childhood.

Purpose

The purpose of this study was to investigate the seasonal change of outdoor play after school and sleeping habit through the longitudinal data in early childhood.

Method

The total number of the subjects was 128 children, 73 children of 3 yr-old class and 55 children of 4 yr-old class in 2015. The lifestyle of children including sleeping habit and outdoor play time was answered by parents using questionnaire. The survey was starting from Dec. 2015 and it is continued every 3 months by Dec. 2017, during 2 years and 9 times survey. The average and standard deviation of Bed-in time, wake-up time, sleeping time, outdoor play time in weekday and weekend were calculated by survey age group and gender.

Results

Mean wake-up time of were distributed from 6:56 to 7:04, bed-in time were from 20:57 to 21:12, sleeping time were from 9h53m to 10h03m, outdoor play during weekdays were from 38.0min/day to 42.5min/day, and outdoor play on week end were from 71.6min/day to 83.7min/day by each gender, each grade and each year respectively. The bed-in time of 4yr-old children were earlier than that of 5 yr-old children

Regarding seasonal change, wake-up time is 7:01-7:05 in December, which is later than June (6:50-6:58), the difference was up to 15 minutes. Bed-in time had similar changing pattern for boys and girls 5 and 4 years of age except in March and June for 4 yr-old boys. The pattern showed children went to bed early(5-10 minutes) in April and June compare to in September and December. There is no seasonal change on sleeping time on both boys and girls. The play time on weekdays was higher in December and March in the first year. However, clear trend was not found in second year. The play time on week-end tended to be longer in June(about 90 minutes) and short in December(about 75 minutes). It seems that play time is long in June, short in December. Children waked up late in winter, which might make late the Bed in. It was assumed the effect of climate.

Conclusion

The play time is long during summer and wake up time become late during winter because of climate.

Exploration of Kindergarten Directors' Visionary Leadership and Kindergarten Management

Ya Ling Chang

National Taichung University of Education

Abstract

This study conducted literature review to understand the definitions, related theories, and development of visionary leadership as well as related studies on the leadership of kindergarten directors. The difficulties and prospect of kindergarten directors' leadership was investigated, and the findings can serve as a reference for future studies and for kindergarten management and vision implementation. This study investigated the development direction of kindergarten directors' leadership from the perspective of visionary leadership. By reviewing literature on kindergarten directors' leadership, this study sought to understand how kindergarten directors grasp social changes in the era of VUCA (volatility, uncertainty, complexity, and ambiguity) and adjust leadership strategies and practices flexibly to lead organizational members to establish common beliefs, value, and goals. How the directors observe social phenomena, build common expectations with organizational members, and create a constructive future blueprint was also examined.

Based on the results of literature analysis, the following conclusions were proposed: (1) Kindergarten directors building positive leadership atmosphere and meaning can enhance teachers' sense of happiness and motivate the organization to move on; (2) Kindergarten directors' personal characteristics can influence their leadership behavior; leadership behavior and style are the primary factors influencing teachers' willingness to participate in making changes; (3) Teamwork can effectively enhance the education quality in kindergarten and boost teachers' morale, stimulating teachers to participate in kindergarten development; and (4) When the directors perform leadership, the main challenges they encounter are that teachers are too busy to

cooperate with them and their interpretation and ideal regarding childhood education and care policies differ from that of the teachers. The change of population structure also impacts the operation of kindergartens.

The Roles of Kindergarten Teacher in 5-Year-Old Children's Discussions

Makiko Yokoyama

Nara University of Education

Abstract

The purpose of this study is to investigate the kindergarten teacher's roles in 5-year-olds' discussions focusing on the development of cooperatively towards smooth transitions from early childhood education and care (ECEC) to primary school.

The transition from ECEC to primary school has been a great issue (e.g., OECD, 2017). Also in Japan, revised "Course of study for Kindergarten" (2017) emphasizes a smooth transition from ECEC to primary school. In particular, from the viewpoint of the continuity of the development of human relationship, it has been emphasized to cultivate cooperativity (e.g., Research Collaborators' Meeting on the smooth transition from ECE and Elementary School Education, 2010). It is said that it will lead to primary school education to cultivate a growing group normative nature that will fulfill one's role (learning and work) while helping each other with friends. In order to foster such cooperativity, it is necessary to discuss with common purpose in whole class and to share roles for accomplishing of the common goal.

So I studied discussions in the 5-year-old kindergarten class, and by investigating the role of the teacher, I aimed to contribute to smooth transitions from ECEC to primary school.

In this study, longitudinal observations of one 5-year-olds' class were held in total 34 days for about a year from April 201X to March 201X+1, and semi-structured interviews of the teacher were conducted twice during the period. 31 activities of discussions were collected and recorded by a video camera. And they were classified from two viewpoints; (a) settings (where the whole class has gathered, the teacher and children interact in a language) and (b) teachers supports (direct/indirect approach, and

talking to children). (a) Settings were further analyzed from two perspectives of “form” (numbers of children; individual, pair, group, whole class) and “function” (purpose of activities; decision, share). The changes by the time of these activities were analyzed both quantitatively and qualitatively.

The main results were followed; (1) In this class, throughout the year the discussions of “sharing” with the whole “class” were most common. As the semester advances, the number of discussions has increased. In addition, almost all discussions aimed at making decisions were also eventually shared with the class. (2) Teachers supports were characterized by “revoicing” (utterances that tell one child's words repeatedly to other children), “asking questions”, and “presenting concrete things”. In particular, revoicings and questions caused children to get involved with classmates. The children listened to classmates' speech as their own experiences. (3) The teacher's roles in discussion were follows; First the teacher encouraged the children to acquire of the attitude of participation in discussions. The teacher guided the children to listen to the classmates' speech with interests, expectations, and predictions by connecting speech in pairs and groups to the whole class communication and presenting concrete objects. Second, through revoicing and asking questions, the teacher helped children to understand each other and to foster a sense of class unity.

Analysis of Early Grade Elementary School Learning Based on the Development of Children Aged 6-7 Years to Identify Parental Problems

Eriva Syamsiatin Nurjannah
Universitas Negeri Jakarta

Abstract

The aim of this study is to analyze the learning material of early grade elementary school adjusted to the developmental characteristics of children aged 6-7 years, in order to identify parental problems to helping to resolve children's learning difficulties. Learning material for elementary school in early grades includes subjects mathematics, Indonesian language, Sciences (IPA), Social studies (IPS), and Citizenship Education (PKn). The developmental aspects of children aged 6-7 years are moral aspects, cognitive aspects, aspects of language, social emotional aspects, and physical motor aspects. Identification of parental problems is carried out through cross-analysis between learning material and developmental characteristics of children aged 6-7 years. The crossanalysis produces items to identify parental problems. Thus, the results of the analysis can be used as a basis to assist parents in providing appropriate stimulation or addressing children's learning problems adjusted to their development.

Poster Session 2, Room 203

14:20~15:35, Saturday, July 13, 2019

Chair: Su-Tan Cheng

Others

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|----|---|---|
| 1. | Effect of Carefully Listening to Sounds on Children's First Language Acquisition | Sanae Yoshinaga,
<i>Tokyo Kasei Gakuin University, Japan</i> |
| 2. | Application and R & D of the Teaching Aids "Round and Round" Playable Book for Young Children | Li-Ching Huang,
<i>Tainan University of Technology,</i>
Taiwan |
| 3. | Relationship Between the Frequency of Social Pretend Play and Self-Regulation | Shohei Fuji,
<i>Hiroshima University, Japan</i> |
| 4. | A Study on a First-Time Mother of a Child with Special Needs | Ying Chin,
<i>Shu-Te University, Taiwan</i> |
| 5. | Learning Conceptual Subitizing Spontaneously in Play: Tangible Examples of Young Children in Japan | Aoi Nakahashi,
<i>Kobe University,</i>
Japan |
| 6. | The Current Situation of Childcare and the Recognition of Childcare Policy in Korea | Eun-Young Choi,
<i>KICCE, South Korea</i> |
| 7. | Rhythm Play of "Sakura-Sakuranbo": Focusing on the Approach of Yokohama Rhythm Workshop | Mayumi Mimura,
<i>Hiroshima University,</i>
Japan |
| 8. | Meta-Analysis on the Effect of "Nature Play" on the Development of Young Children | Kyeongyeon Lee,
<i>Konkuk University, South Korea</i> |
| 9. | The Impact of Using Monitoring Tool to Enhance the Understanding of Each Child's Development: Through Quantitative Content Analysis on Answers for Questionnaire Survey | Ryo Hasegawa,
<i>Kobe University,</i>
Japan |
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10. Research on Professional Development of Taiwanese Child-Educare University Students with One-Month Mandarin Teaching Internship in Indonesia **Chih-Sheng Chen,**
Southern Taiwan University of Science and Technology,
Taiwan
 11. Approach to the Concrete Outcomes Which Are Expected for 5 Years Old Children by the Children's Exchange Activities **Nozomi Nagasawa,**
Hiroshima Bunkyo University,
Japan
 12. Case Study on Child-Educare University Students with Eight-Week Internship at a Preschool **Chih-Sheng Chen,**
Southern Taiwan University of Science and Technology, Taiwan
 13. Qualitative Changes in the Singing Voices of Kindergarten Children **Makoto Mizusaki,**
Tokyo Gakugei University, Japan
 14. The Children's Behaviour Changing in the Child-Directed Messy Play and Parent-Guided iPad/ Tablet Play in Hong Kong **Ka Ki Ho,**
Eduhk,
Hong Kong
 15. Relationship Between Brain Sensory Functions and Preschooler's Behavioral Tendencies **Shin Tatsumoto,**
University of MIYAZAKI,
Japan
 16. Early Childhood Pre-Service Teachers' Preferences for Outdoor Environments **Shirley Wyver,**
Macquarie University, Australia
 17. HoikuCam: A Voice Recognition Camera for the Documentation of Child Development **Shigeru Owada,**
Sony Computer Science Laboratories, Inc., Japan
 18. Language Development of Nursery School Children with Japanese-Brazilian Heritage in Japan **Keiko Gondo,**
Kyoritsu Women's University,
Japan
 19. The Role of Parental Theory of Mind and Parent-Infant Attachment in Early Infant Development **Yu-Ju Chou,**
National Tsing Hua University,
Taiwan
 20. Knowledge and Executive Function to Their Observed Cooperative Play and Isolative Behavior in Preschool **Hisayo Shimizu,**
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Universitas Negeri Jakarta, Indonesia
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Effect of Carefully Listening to Sounds on Children's First Language Acquisition

Sanae Yoshinaga

Tokyo Kasei Gakuin University

Sachiko Takahashi

Okayama Prefectural University

Yoichi Sawada

Okayama Prefectural University

Masafumi Komatsu

Kyoto Seika University

Akio Shimogoori

National Institute of Technology

Abstract

Introduction

It is widely believed among researchers and the general public that a close relationship exists between listening to sounds and language acquisition. However, few studies have presented evidence of this relationship, and none have focused on the effects of collaborative discussion with and among children, which might improve their language-learning abilities. The present researchers hypothesized that children would pay attention to given stimuli and employ them to improve their language. If children can listen more carefully to sounds around them, they may be more aware of sounds that they otherwise might not have noticed; this might, in turn, lead them to construct more concepts and improve their language.

Our study aimed to clarify the relationship between listening to sounds and language acquisition.

Method

Our pilot study (one session) attempted to determine the extent to which nursery school children could expand their semantic knowledge of their first language by collaborating in a small group after listening to sounds. Twenty-four nursery school children participated in this study. They were divided into eight groups and were asked to listen carefully to two sets of previously prepared sounds, each consisting of four distinct types of sounds. After listening to all the sound sets, the children were asked to discuss and recall the order and content of each set.

In the main section of the study, we observed how second graders in elementary school could improve their reading skills in their first language by collaborating in a small group after listening to the sounds. The treatment period included eight sessions: a pretest (reading skill test), seven sound-training sessions, and a posttest (reading skill test). One hundred and twenty second graders in three classes participated in this study, where treatment was conducted without being synchronized while shifting them with time. The children were divided into small groups and were asked to listen carefully to musical pieces, each of which included a distinct feature of music (e.g., tone, loudness, tempo, tune, rendition style). In the discussion, the children were encouraged to speak freely. The same reading skill test, a commercially produced text, was used as a pre- and post-test. The class that had the first treatment was assigned as the treatment group and the other as the control group.

Results

The results show that all the groups actively discussed and then clearly distinguished the differences between the sound features and recalled the order and content of the story by working together. The children in the treatment group enjoyed the sound-training, actively participated in the discussion, and clarified the distinction between the different types of music. However, the results of the pre- and post-test did not show a significant difference between the treatment and control groups.

Implication for further study

Although the children in the treatment group showed attentiveness to the sound differences, it was not reflected in the reading test. The next step is to create a reading test which is more sensitive to the clarification of children's language competence.

Application and R&D of the Teaching Aids “Round and Round” Playable Book for Young Children

Li-Ching Huang

Tainan University of Technology

Abstract

Undoubtedly, designing courses in preschools, using appropriate teaching aids, and even developing and produce teaching materials are important abilities of the preschool teachers. After teaching in the Department of Early Childhood Educare for many years, I guided students to design teaching activities, it also stimulated specific actions for joint research and development of preschools materials. Because from the perspective of preschool employers, the innovative and creative ability of young children's teachers is very important. According to this study, “Can preschool teachers develop their own teaching materials?” 22% of the preschool teachers said that they can develop their own teaching materials, and 78% of the teachers said that they have difficulty in researching and developing themselves. This is why at present, the commercially available teaching materials are full of kindergartens or preschool. Actually, preschool teachers should not be restricted by commercial textbooks, but should be able to learn how to create courses belonging to individual class attributes with young children. At the same time, if my students have the ability to develop their own teaching aids in preschool, they will be able to understand how to obtain and use the resources of life in the future teaching curriculum and to explore the theme content in the kindergarten or preschool class.

Based on the concept of “loose parts”, I used the common life material~ caps to make associations, and then I created the idea of making hole books with the students. Finally, I used the picture book related to the circle to incorporate the operation concept of the cap inlay. Completion of the "round and round" series of four books (a total of

four), looking forward to not only become a separate picture books, but also as the main reference material related to the "Round" theme course.

After the book was produced, a test interview was conducted for 37 parents. Only 29% of the parents said they would not buy, others said they would "will" or "consider" purchasing. If it can be commercialized, the features of this playable book set can provide young children with the ability to associate and solve problems. The game accessories are no longer dependent on the manufacturer's supply, so it can be reduced the cost and the price. The consumers can just use the materials in their daily life to combine with the pictures in the book and to create different story patterns and content which can increase the diversity of use. I hope that this research and development can lead to more and more early education workers to invest in the development of teaching materials.

Relationship Between the Frequency of Social Pretend Play and Self-Regulation

Shohei Fuji

Hiroshima University

Shinichiro Sugimura

Hiroshima University

Abstract

Self-regulation is the ability to control actions, emotions, thoughts, and attention to situational demands in order to achieve important personal goals. Self-regulation is composed of two aspects: cognitive and emotional. Children's self-regulation rapidly develops in the preschool period and is influenced and developed in various contexts, one such context being social pretend play. A previous study revealed the relationship between social pretend play and self-regulation; however, while it emphasized the experience of social pretend play, the relationship between the quality of social pretend play and self-regulation was explored in a laboratory setting. This study aims to examine the relationship between self-regulation and the frequency of social pretend play during free play. Preschool teachers rated 55 preschoolers, aged 4–6 years, on the frequency of social pretend play (range: 1 – never, 5 – always), and evaluated self-regulatory behavior in classrooms using the Child Behavior Rating Scale (CBRS). We applied the five subscales of the CBRS (“Classroom Self-Regulation,” “Interpersonal Skills,” “Social Play Interaction,” “Engagement,” and “Social Problem Solving”) as put forth by Matthews, Ponitz, and Morrison (2009). We consider that “Classroom Self-Regulation” is similar to cognitive self-regulation and “Engagement” is similar to emotional self-regulation, while “Interpersonal Skills,” “Social Play Interaction,” and “Social Problem Solving” are similar to social skills. The results showed a significant correlation between the frequency of social pretend play and “Classroom Self-Regulation” ($r = .44, p < .01$), “Interpersonal Skills” ($r = .40, p < .01$), “Social Play

Interaction” ($r = .76, p < .01$), and “Social Problem Solving” ($r = .56, p < .01$), even while controlling for age and language ability. However, “Engagement” was not significantly correlated with the frequency of social pretend play ($r = .02$). The findings of this study suggest that social pretend play in free play is related to self-regulation in the classroom. Surprisingly, the frequency of social pretend play was significantly correlated with “Classroom Self-Regulation,” which assessed cognitive self-regulatory behavior in the classroom. The relationship between social pretend play and self-regulation should be explored longitudinally in a future study to clarify the directionality of causality.

A Study on a First-Time Mother of a Child with Special Needs

Ying Chin

Shu-Te University

Yu-Chun Chen

Shu-Te University

Abstract

One of the most challenging tasks for primipara is not only to face the change of multiple identities in life, but also to adapt to the psychological pressure brought by the change of life. Once the child is diagnosed as a special child, the challenge is even more difficult to imagine. As a mother of the child with special needs also, the researcher interviews a 39-year-old mother who has a stable job and ushered in her first child after 3 years of marriage. The child's vision and hearing are severely impaired at birth due to cerebral hemorrhage and are now defined as developmental delay, and he is only 9 months old. Through two times of in-depth interviews based on the method of qualitative research, the purpose of this study was to understand the experience of a first-time mother who sought for medical and social supports during the early postpartum period. The results were as follows:

1. Insufficient of medical support: as a mother of a child with vision and hearing severely impaired at the initial stage of parenthood, the most concern is the lack of information from the medical system and medical personnel lack of professionalism.
2. The change of husband and wife roles leads to disputes: adapting from wife to motherhood at the same time, the expectation of the role of father often causes couple to argue for small things or more.
3. Conflicts between work and parenting: Although the policy states that women have right to take parental leave, they actually faced with the same treatment as

resignation. Women are forced to make choice between the work they prefer and their children.

4. External and internal pressures: In addition to the constant fear of delaying for early intervention and unable to perform in the well-parent's position, social discrimination and the unknown future of the child are also the first-time mother's internal pressures.

According to the above-mentioned findings, the researcher gives suggestions as follow: appropriate medical information from hospital professionals will be the first-hand help for primiparas. Second, immediacy of parental education who has special children. Third, the accessibility of early intervention informations.

Learning Conceptual Subitizing Spontaneously in Play: Tangible Examples of Young Children in Japan

Aoi Nakahashi
Kobe University

Yasuyuki Okabe
Kobe University

Abstract

Young children often develop a spontaneous and explicit interest in mathematics, and their mathematical skills and ideas provide a foundation for later academic success. It is important to provide children with meaningful experiences with mathematics throughout their transition to elementary school, but mathematics learning in early elementary school can be challenging. To address mathematics learning during the transition to elementary school, this paper focuses on conceptual subitizing, an important sign of early mathematics learning.

Subitizing is the quick and accurate recognition of numbers without counting. However, children cannot usually subitize large numbers. Conceptual subitizing can enable them to quickly and correctly recognize large numbers by seeing number patterns as a composite of parts and as a whole. Through this process, children recognize large numbers as a set and focus on the relationship between parts and whole of the set. Conceptual subitizing should be developed through some approaches during the transition to elementary school, and most of them were conducted by the use of the specific materials for conceptual subitizing. However, in general, it is understood that more effective way to learn mathematical ideas and skills is learning through spontaneous play. Thus, the possibility of developing children's conceptual subitizing through spontaneous play needs to be further explored.

This paper illustrates how children learn conceptual subitizing spontaneously in play. This would enable teachers to concretely understand the conceptual subitizing

experience. Also, this paper suggests approaches by which teachers can encourage children to learn conceptual subitizing spontaneously in play.

We observed and videotaped four- and five-year-olds during free play without intervention. In our first example, some four-year-olds enjoy pretending to be princesses and picking flowers. A girl first picks flowers one by one; then she comes to pick two flowers at a time because she wants to pick more flowers. Through this experience, she recognizes two as a set of elements, which is one of the basic skills of conceptual subitizing. In our second example, some five-year-olds play in an accessory store. Two girls weave three pieces of string into a braid. They enjoy it repeatedly and make a lot of braids. They then conceive the idea of making another braid from the three original braids. They attempt and enjoy making a new accessory. Through this experience, they recognize three pieces of string as one set. Also, they focus on the relationship between parts and whole of the set while they make another braid. This is the key idea that is deeply related to the development of conceptual subitizing.

From the foregoing discussion, it is clear that young children have experiences related to the development of conceptual subitizing. Thus, they can probably learn conceptual subitizing through spontaneous play. We suggest that the settings have encouraged children to learn conceptual subitizing because teachers were deliberately creating the settings based on the process of children's play. It is important to consider how teachers develop children's viewpoint of relationship between parts and whole of the set through spontaneous play.

The Current Situation of Childcare and the Recognition of Childcare Policy in Korea

Eun-Young Choi

KICCE

Hyomi Choi

KICCE

Hyemin Lee

KICCE

Abstract

It is necessary to identify the problems of Korean child care that can not be changed in a short period of time and to develop policies to improve them through continuous investigation of public perceptions and attitudes on the current Korean child care policy.

Basic data were constructed and analyzed through analysis of literature and press articles about Child Care policies of the government departments (the Ministry of Education, the Ministry of Health and Welfare, and the Ministry of Gender Equality and Family), public surveys, in-depth interviews, and expert councils.

The research outcomes as follows:

First, the policies that are of high importance for the government 's low birth control policies were employment policy and residential policy for youth, and work - family balance policy. The Policies that were recognized to be highly effective were pregnancy and childbirth support policies and work-family balance policies.

Second, as a result of examining the families with infants, the items with the minimum sufficiency of the home or residential area were art museum (1.5 points on a five-point scale) and museum (1.6 points on a five-point scale). The most necessary items were the convenient walking environment (4.1 points on a five-point scale), and separation of walkways and roads (4 points on a five-point scale).

Third, father's parenting happiness was higher than mother's parenting happiness. 30.3% of the respondents answered that the parental happiness was 0 ~ 3 (out of 10) because there is no one to help with child care.

Fourth, the role of mother and father in caring for infants and toddlers was about 7: 3 for mother and father.

The direction of the child care policy based on the survey results is as follows:

First, it is needed to establish mid-term and long-term plans for the culture of happy child care. Second, it is needed to strengthen the policy to support work-family balance. Third, the keynote and direction of the current policy need to be reviewed considering the level of policy demand.

Rhythm Play of “Sakura-Sakuranbo”: Focusing on the Approach of Yokohama Rhythm Workshop

Mayumi Mimura

Hiroshima University

Miho Imoto

Okayama University of Science

Katsunobu Yoshitomi

Hiroshima University

Abstract

In early childhood education, it is important to clarify meanings of music for children and roles of music for nursing. This study aims to clarify what kind of children's development the rhythm plays of “Sakura-Sakuranbo” affect concretely by examining the activities of the rhythm plays in nursery schools which join the training sessions of Yokohama Rhythm Workshop.

Rhythm play of “Sakura-Sakuranbo” is developed by Kimiko Saito, who established Sakura-Sakuranbo Nursery School. The purpose of this play is to enhance children's development through a variety of physical activities which lead them to move through various music.

Yokohama Rhythm Workshop is a voluntary study meeting group to study a variety of plays together with childcare workers focusing on child developments, which was founded in 1989. This Workshop has introduced the rhythm play of “Sakura-Sakuranbo” and applied it in childcare practices. The aims of the group are “to improve the quality of childcare by leaning theory and practice of rhythm” and “to develop childcare workers' sensitivity through cheerful rhythm plays”.

In Yokohama Rhythm Workshop, group members try to arrange and develop its rhythm in the childcare practice based on the rhythm of “Sakura-Sakuranbo”. The childcare workers who study in the group use the same tune and movement as “Sakura-

Sakuranbo”, but in order to have children act on their own initiative childcare workers do not give instruction or direction at all. Children concentrate rhythm plays with joy for a long periods of time.

There are some studies concerning to the rhythm play of Sakura-Sakuranbo”, but hardly any of them are focusing on child development. Regarding Yokohama Rhythm Workshop, there is no research so far about the significance of their approach. In this study, we analyzed recorded activities of rhythm plays with evaluation criteria for children’s movement, children’s independence (concentration, communication with friends, self-expression, etc.), childcare workers’ words, and the way of arrangement of piano accompaniment. In the result of the study, we found that children became able to move basic beat and beat time through activity. The result also shows that the children who were difficult to assert themselves and/or had communication problem became able to work in cooperation with friends and childcare workers and freely express themselves through the rhythm play of “Sakura-Sakuranbo”.

Meta-Analysis on the Effect of “Nature Play” on the Development of Young Children

Kyeongyeon Lee
Konkuk University

Eunhee Kim
Genius Traum Child Care Center

Kyoungok Kang
Chang 4dong Child Care Center

Abstract

Studies on “Nature play” that are increasing since 2000 are mostly fragmentary studies to be reported of each study result, so there are limitations in understanding them objectively. Therefore, there is a necessity to draw an objective conclusion for systematic and comprehensive analysis of the “Nature play” for the development of young children.

Accordingly, the purpose of this study is to provide the basic data for the development and application of “Nature play” by doing meta-analysis on the effect of “Nature play” on the development of young children.

To enable this, meta-analysis was performed on the total of 48 studies and 77 data that comply with the selection criteria on the basis of the thesis for master’s and doctorate, and academic journals that were announced domestically from 2003 to August, 2018.

The results of this study are as follows:

Firstly, the total effect size of “Nature play” on the development of young children was 0.79 to be high. The effect size of “Nature play” was the highest on cognitive development, followed by emotional development and social development.

Secondly, among the several types of “Nature play”, “Nature walk play” was the highest, followed by “Outdoor nature play”, “Forest play” and “Soil & sand play”.

Thirdly, the effect size between the individual studies was different, and the control variables for explanation were shown to be the period and frequency of experimental treatment.

Through this, the effect of “Nature play was” proven quantitatively, and informations about the effective program composition for application into the early childhood education field was provided.

**The Impact of Using Monitoring Tool to Enhance the Understanding
of Each Child's Development: Through Quantitative Content
Analysis on Answers for Questionnaire Survey**

Ryo Hasegawa
Kobe University

Sachiko Kitano
Kobe University

Shohei Kokudo
Kobe University

Yasuyuki Okabe
Kobe University

Abstract

The purpose of this study is to reveal the effect of using monitoring tool to enhance the understanding of each child's development.

Recently, it is considered essential to keep and ensure the quality level of childcare through the use of assessment measures, like ECERS-R and SSTEW. These measures focus on the quality of learning environment or physical support, and they share a similar characteristic of the assessment being conducted by third-party investigator. However, by contrast with the spread of assessment measures focusing on the surroundings of children from the perspective of third-party, there are few attempts to directly monitor the development of each child by classroom teachers themselves for the improvement of childcare. Therefore, we need to verify the impact of the monitoring each child's development by classroom teachers for the purpose of effective reflection and improvement of daily childcare.

To address this issue, firstly, we developed the original scale on the basis of "10 desirable outcomes which are expected for 5 years old children", bulletined by Ministry of Education, Culture, Sports, Science and Technology. Our monitoring scale consists

of 40 question items organized into 10 subscales corresponding to “10 desirable outcomes”. Every question item is 4 point scale, and classroom teachers assess every child in the classroom with reference to this scale. This survey was conducted twice approximately six months apart, and the second result significantly exceeded first result of survey on some question items. This result shows that daily childcare at these kindergartens surely helped the children’s development, and our scale has a certain level of validity to monitor the children’s development.

After the first survey monitoring children mentioned in the above paragraph, we conducted another survey that targeted teachers belonging to kindergartens surveyed to reveal how using our scales effects on teacher’s understanding about the development of each child. Teachers answered free description questionnaire, and we analyzed these answers ($n = 36$) in the way of quantitative content analysis. Quantitative content analysis is efficient method to understand objective features of text data through the analysis on appearance frequency of each word and relationship between specific words. In this survey, we used KH Coder which is a free software for quantitative content analysis developed by Koich Higuch.

The result of quantitative content analysis, following tendencies were extracted:
As the consequence of using monitoring scale:

- 1) teacher’s perspective when monitoring the children’s development had changed from whole to individual. In addition to it, teachers recognize this change as positive one.
- 2) teachers could get the tangible idea about the “10 desirable outcomes” .
- 3) teachers became aware that they didn’t provide some kinds of experience, like “involving with social life” which is one of the item of “10 desirable outcomes”.
- 4) teacher could get appropriate vocabulary which they should use to explain the children’s development to their parents.

These findings show that using monitoring tool for each child is useful especially for specific occasion like Japan, where group size is too huge and ratio is inadequate.

Research on Professional Development of Taiwanese Child-Educare University Students with One-Month Mandarin Teaching Internship in Indonesia

Chih-Sheng Chen

Southern Taiwan University of Science and Technology

Hsin-Yi Wei

Southern Taiwan University of Science and Technology

Mei-Yi Shen

Southern Taiwan University of Science and Technology

Abstract

Having an internship in a foreign country has become popular for child-educare university students in Taiwan. However, very little research has been done to understand the processes and results of students' international internship, especially for child-educare university students. The study therefore aims at understanding: 1. the problems that child-educare university students meet during an international internship program, and 2. the relationship between child-educare university students' international internship and their professional development. The research questions will be: 1. What problems may child-educare university students meet during an international internship program? 2. What relationships will be between child-educare university students' professional development and the international internship program?

Five child-educare students of a university of science and technology in southern Taiwan participated in a one-month foreign internship program to teach Mandarin for young children in Indonesia after one-month training and preparation guided by the researchers in Taiwan. The five students included two junior students and three sophomore students. They were divided into two teams and assigned to teach Mandarin to young children in two trilingual (Bahasa Indonesian, English, and Mandarin) kindergartens in Indonesia. Each team had a junior student and the other(s) was/were

sophomores. They taught Mandarin to Indonesian young children in kindergarten based on game, musical, art, and picture book-reading activities. For the mother language of the Indonesian young children in the study, the mother language of many young children was Indonesian, and very few young children's mother language was Mandarin. In order to answer the research questions, based on the triangulation method, data were collected and analyzed from the reports of the five university students, an observation report from the researcher on spot, and interviews conducted by the main researcher.

The findings of the study were:

1. For the problems or barriers that students faced, they expressed they faced little problems for their daily lives because the local teachers took care of and assisted them friendly. However, the problems of the students faced were their beginning teachings to overcome the traditional learning behaviors of young children in kindergarten, diverse Mandarin language levels of Indonesian young children, and communication with young children even though a translator provided in each class. However, they revised their teaching activities and gradually overcame the above barriers.
2. For their professional development during the internship period, students expressed the internship helped them be more enthusiastic in learning, accumulate their teaching experiences, accommodate diverse cultures, cultivate independence, improve communication skills, enhance teaching creativity/curriculum design ability, increase adaptability to changes in class, and be better at time and classroom management.

Based on the results, the research suggests:

1. Learning local classroom language in advance may facilitate university students' teaching for Mandarin teaching international internship.
2. The results showed that the internship increased students' professional development in abundance. However, more studies in different international internship programs will be suggested for reliability and validity.

Approach to the Concrete Outcomes Which Are Expected for 5 Years Old Children by the Children's Exchange Activities

Nozomi Nagasawa

Hiroshima Bunkyo University

Hirotake Tomioka

MIHARA Primary School Attached to HIROSHIMA University

Abstract

The purpose of this study is to clarify the mutual significance of interchange activities of kindergarten children and primary school children by finding out "the concrete outcomes which are expected for 5 years old children", which is seen in children's exchange activities.

Usual exchange activities of kindergarten children and primary school children are often regarded as meaningful activities for primary school children. However, it is desirable to be meaningful activities for kindergarten children, too. It is thought that the significance of exchange activities can be more deepened by working mutually. Therefore, in this research, we focus on the outcomes of the kindergarten children.

Method of study analyzes video recording and photograph of exchange activity carried out throughout the year with primary school teacher, kindergarten teacher, research cooperater (university teacher) and analyzes to three teachers who were concerned with exchange activity We conducted an interview survey.

As a result of the research, although there is a difference in the view to the children of the primary school teacher and the kindergarten teacher, We were able to confirm the six outcomes which are expected for 5 years old children. Also, We could confirm the mutual significance of the exchange activities.

Case Study on Child-Educare University Students with Eight-Week Internship at a Preschool

Chih-Sheng Chen

Southern Taiwan University of Science and Technology

Wei Gu

Grand Valley State University

Abstract

It is a necessity for university students of Department of Child-Educare to have an internship in Taiwan. However, how the students evaluate their performance during the internship period is rarely studied. In order to improve the quality of internship, this study is designed and conducted.

In this study, five child-educare junior university students, participated in an eight-week internship at a private preschool. How the students evaluated their performance was studied, and data was collected from their self-reports to an evaluation form with 23 items on a five-point Likert scale at the end of the internship. In addition, their self-reports will be triangulated with the suggestions written by preschool guiders and their grade scores. The grade scores were evaluated, determined on a 100-point scale: 40 points by their university advisor and 60 points by their preschool guider.

The results showed: 1. Their self-reports is highly significantly related with their grade scores ($r = .924, p < .05$). 2. On their self-reports, “adjust teaching activities based on young children”, “be aware of and deal with young children’s emotional problems”, and “create an active learning environment” were evaluated with the lowest scores ($M = 3.6$). “Get well dressed for classroom” ($M = 4.8$) and “have classroom clean and well-regulated” ($M = 4.6$) were the items the interns gave themselves high rating.

Hence, the study suggests:

1. For university teacher education curriculum design, university students should be requested to have more teaching demonstrations. In addition, university teacher educators should provide more clinical experience for university students to contact young children and discuss with students the topics of how to create an active environment, how to be aware of and deal with young children's emotional problems, and adjust teaching activities for young children after clinical experience.
2. In order to help university students to understand how to create an active learning environment, preschool guiders can share basic principles/good experiences and provide examples to university students. Also, it is necessary to provide more opportunities for university students to practice how to create an active learning environment to young children.

Qualitative Changes in the Singing Voices of Kindergarten Children

Makoto Mizusaki

Tokyo Gakugei University

Abstract

The “Course of Study for Kindergartens” was revised in 2017 and the kindergarten curriculum covers five major content areas: Health, Human relationships, Environment, Language, and Expression. Singing was included as an “Expressive”. Singing songs together with classmates is the most popular activity in Japanese kindergarten. In these activities, teachers should give special consideration to how each child is singing.

In what voice is each child singing in unison? If a child is opening his or her mouth or not can be easily recorded by focusing a video camera on the target child. However, it is difficult to record the voices of individual children, even by using modern recording equipment because not only the target child but other children are also singing during singing activities. Moreover, accompanying instruments are also making sounds. Therefore, it is necessary to devise a method to clearly record just the singing voice of a particular child, while excluding other children’s voices and accompanying sounds as far as possible. Wearing a headset microphone or a tie-clip microphone and placing a small microphone near the mouth is a standard method of recording individual voices. There are specific problems with this method, such as the time taken to wear microphones, and the burden placed on the target child, among others. Nevertheless, this is one of the best measures that are currently available. Many studies have been conducted since the latter half of 2000 by using these measures.

The purpose of this study is to identify how a preschool child’s singing voice changes in dealing with a new song. The subjects were five years old children in public kindergarten A. The song used for this study was “Chikyu wa Hiroba” (Japanese children’s song). Each child’s singing voice was recorded during the activity by attaching a pin microphone to that child’s collar, and then using an IC recorder. We shall

consider the individual singing voices of young children participating in a classroom singing activity, not the voices of an entire class together.

The Children's Behaviour Changing in the Child-Directed Messy Play and Parent-Guided iPad/ Tablet Play in Hong Kong

Ka Ki Ho

Eduhk

Abstract

In recent years, play right of children was concerned in Hong Kong. United Nation International Children Emergence Fund (2013) advocated that children should have "Right to play". Educators promoted the "Play pedagogy" from Germany (Wu, 2014) which children learned the world though playing to teachers and parents. Play only became a method to improve the children's academic development in Hong Kong. Actually, the real child-directed play assisted the children's comprehensive development. So, real play should be directed by children and had their natural development, not only academic knowledge (Brown, & Kaye, 2017; Loizou, 2017). Messy Play provided the real free play to the participants (Walters, Duncan, Mcphee, Atkins & Millar, 2018). The present study focused on the comparison of the children behaviour changing in child-directed Messy play and parent-guided iPad/ Tablet play (control) in Hong Kong. Based on this study, 61 families, included 3 to 6 years old children and their parents, were separately invited to participate into the Messy Play or iPad/ Tablet Play. The Messy Play and iPad/ Tablet Play respectively had 4 sessions. Parents necessarily completed the measurement scale of Child Behavior Rating Scale (CBRS: Mahoney, 1998) before and after the plays to find the effect from the two groups in different times. The result inflected that the effect in Messy Play and iPad/ Tablet Play was significant differences. Children showed better behaviour in Messy Play more than in iPad/ Tablet Play. Moreover, in this study, the role of the parents was very important in the real child-directed play. The parents were a listener and assistant in the real child-directed play. In addition, they also were the pioneer in every playing to attract the children joining at the beginning.

Relationship Between Brain Sensory Functions and Preschooler's Behavioral Tendencies

Shin Tatsumoto

University of Miyazaki

Yasuhiro Maeda

The University of Nagano

Shiori Aicoh

Hikarigaoka Kindergarten

Abstract

Objectives and Methodology

In Japan, it is estimated that 6.2% of the population is represented by developmentally disabled children. Special support in childcare or education must be provided according to diagnoses; however, a diagnosis is rarely confirmed in early infancy. We hypothesized that diagnoses could predict behavioral tendencies related to developmental disabilities through observation of brain sensory functions. The purpose of this study is to clarify the relationships between observed brain sensory function and the behavioral tendencies of two to six-year-old children.

Childminders, who worked in authorized kindergartens or nursery schools, evaluated a sample of two to six-year-old children. They were routinely charged with the care of children in this age range. There were a total of 162 children, 85 boys and 77 girls ($M = 61.83$ months, $SD = 11.94$ months). Evaluations were carried out using a questionnaire regarding brain sensory functions and another concerning behavioral tendencies. Items regarding brain sensory function were extracted from the JSI-R (Japanese Sensory Inventory Revised) where a total of 29 items were rated as "Yes" (1 point) or "No" (0 points). The scores of the subcategories of tactile sensation, auditory sensation, proprioceptive sensation, and the vestibular sensation were calculated. Behavioral tendencies were measured using the ECBI (Eyberg Child

Behavior Inventory), consisting of 28 items measured on a 7-point intensity scale and a yes/no problem scale. The research ethics committee at the Faculty of Education and Culture, University of Miyazaki, approved this study.

Results and Discussion

We examined the relationship between the scores on four measures of brain sensory functions, two ECBI intensity scores, and the ECBI problem score using multiple regression analysis. The ECBI intensity score increased when hypersensitivity or torpor in vestibular sensation was present, and there was an increase in proprioceptive sensation and torpor. Additionally, the ECBI problem score increased when hypersensitivity or torpor in vestibular sensation was present, or when there were difficulties in proprioceptive sensation or torpor. Factor analysis (major factor method using Promax Rotation algorithms) on the answers to each ECBI item produced four dimensions: emotional control, attention deficit and hyperactivity, human relations, and self-control. Multiple regression analyses for these factors were performed to examine the relationship between the sense properties scores and the scores on four ECBI lower problem behaviors. When hypersensitivity or torpor in vestibular sensation was present, the ECBI problem score for the child's personal relationships increased. When there were difficulties in proprioceptive sensation or torpor, the ECBI problem score for the child's self-adjustment also increased. When hypersensitivity or torpor in vestibular sensation was present, and proprioceptive sensation had torpor or difficulty, the ECBI scores on the child's relationships and emotional control increased. When hypersensitivity or torpor in vestibular sensation was present, and proprioceptive sensation had torpor or difficulty, the scores concerning attention deficit and hyperactivity increased.

Early Childhood Pre-Service Teachers' Preferences for Outdoor Environments

Shirley Wyver
Macquarie University

Abstract

There is now considerable concern that children spend much of their time indoors engaged in sedentary behaviours. There are calls for children to spend more time outdoors engaged in physical activities, including risky play. Early childhood education and care centres offer an ideal opportunity for children to engage in outdoor activities, yet little is known about outdoor preferences of individuals entering the early childhood teaching profession. The present study was conducted in Sydney, Australia, with more than 270 undergraduate students completing a child development course as part of their early childhood program. Students completed an online questionnaire developed for pre-service early childhood teachers (Ernst, 2014). Materials were modified for the Australian context. Participants viewed an array of photographs and rated these for suitability for outdoor learning. The photographs varied in terms of features such as built and natural features and openness of space. In general, preferences were for environments that had limited built features and features that could be considered to be multipurpose. The participant preferences contrast with outdoor provisions in many early childhood education and care centres in Australia. Results will be discussed in terms of limitations in outdoor space in many Australian early childhood education and care centres and the pedagogical difficulties of providing quality outdoor learning in environments with limited space and low levels of nature.

HoikuCam: A Voice Recognition Camera for the Documentation of Child Development

Shigeru Owada

Sony Computer Science Laboratories, Inc.

Kaori Hosoi

Tokyo Kasei University

Abstract

The necessity of the study

Documenting children's development is important in order to estimate their current developmental stage and plan for their child care. Photos are an efficient type of media to enhance the documentation of children and support textual information. This is why some popular services, such as Storypark or Educa, exist: to record children's development with the help of photos. The situation also holds true for Japan. Photos are increasingly used as a part of childhood documentation, and some photo sharing and selling platforms are commercially available.

However, the penetration rate of such services is not high as compared to that of other advanced countries. This is partly because caregivers in Japan often feel extremely busy because of their daily activities. They are reluctant to adopt new systems that can increase their burdens.

Therefore, we believe that there is a need for a photo-enhanced documentation system that can easily collect children's information without drastically increasing caregivers' burdens.

Purpose(s) and research question(s) of the study

The objective of this study is to estimate the effects of our novel photo-enhanced documentation system. Our system, called HoikuCam, is a camera application for Android smart phones with a voice recognition function. This application aims to annotate photos with texts that are transcribed from vocal utterances. The transcription

is triggered by a long press of the shutter button. Thus, our system has an easy-to-use interface that we expect will be used even when caregivers are taking care of children.

A brief description of the method including participants, tool or measure, and data analysis Summary of findings or conclusions and implications (For ongoing research studies - expected outcomes and anticipated contribution of the research)

Our research is still ongoing. We are planning to perform a usability study at multiple nursery schools that will be targeted at children aged 0 to 2. We will evaluate the following points with questionnaires administered to the caregivers.

The goal of this study is to

- + Evaluate the effect of text annotation when taking a photo
- + Evaluate the applicability of voice recognition
- + Evaluate the usability of the whole system
- + Determine how much extra burden the caregivers felt

Language Development of Nursery School Children with Japanese-Brazilian Heritage in Japan

Keiko Gondo

Kyoritsu Women's University

Abstract

With the advancement in globalization, children growing up in multilingual environments are increasing in Japan, especially children with Japanese-Brazilian heritage. It has been reported that many of them demonstrate difficulties in language development. Therefore, research on language acquisition of those children and development of effective educational methods are becoming some of the top priorities and requires continuous efforts in Japan. Currently, research tends to shed light on school-age children with Japanese-Brazilian heritage and research and educational practices on children under school age are still limited. Thus, understanding of the actual condition of language development of those younger children is necessary.

This study aimed to investigate language development of nursery school children with Japanese-Brazilian heritage. The participants were 16 five-to-six-year-old children (9 boys and 7 girls) who were born and raised in Japan. Their home language was Portuguese (Brazilian). They receive care and education at a Portuguese-Japanese bilingual nursery school where Japanese nursery teachers take care of children in cooperation with Brazilian nursery assistants.

The following standardized tests were conducted to each child. They were: Raven's Coloured Progressive Matrices (Non-verbal intelligence test); Teste de Vocabulário Expressivo (Expressive vocabulary test of Brazilian-Portuguese); Teste de Vocabulário Auditivo (Receptive vocabulary test of Brazilian-Portuguese); Picture Vocabulary Test (Receptive vocabulary test of Japanese); and Kinder Infant Development Scale: KIDS (Japanese development checklist). They were also asked to do a story re-telling task in both Japanese and Portuguese.

All of the participants showed above average or superior intelligence by Raven, although their developmental quotient by KIDS were almost 1 SD below average. Mean Scaled Score by Japanese Receptive Vocabulary was 2 SD below average of Japanese children, while their receptive vocabulary level by Teste de Vocabulario Auditivo was close to average of Brazilian standard. There is a possibility that their developmental level appeared to be lower than their potential level because there was a significant discrepancy between intelligence level and developmental quotient. They showed better receptive vocabulary level in Portuguese than in Japanese.

Further analysis will be done regarding expressive vocabulary and narrative ability. Expected results are: (1) Better expressive vocabulary in Portuguese than in Japanese; and (2) More utterances are produced in cohesive manner in Portuguese than in Japanese.

Further research needs to be conducted to collect data in terms of language input at home and the nursery school in order to investigate the reason why the above discrepancy between two languages was occurred.

The Role of Parental Theory of Mind and Parent-Infant Attachment in Early Infant Development

Yu-Ju Chou

National Tsing Hua University

Tsung-Han Kuo

National Tsing Hua University

Abstract

Background

Parent-infant relationships play a critical role in infant development. Indeed, neuroscientists have found that the early months of an infant's life are a period of unparalleled growth, during which trillions of neural connections are forged. Early parent-infant relationships and experiences dramatically influence an infant's brain and consequently his or her cognitive, language, and socio-emotional development.

Studies in the field of parent-infant interactions have found that attachment quality impacts many aspects of infant development. Further, as a result of the recent popularity of research on the "social brain," the role that theory of mind plays in parent-infant interactions has been ascribed great importance.

A past review of existing literature on parent-infant interactions concluded that a disproportionate majority of the reviewed studies had focused on mothers; consequently, paternal influences on infant development are not adequately understood. Therefore, the purpose of the present study was to examine the relationships between parental theory of mind, parent-infant attachment, and infant development. The corresponding findings were intended to help us understand the impact that parental interactions have on early infant development.

Method

Fifty-one infants between the ages of 4 and 6 months, and their fathers and mothers participated in the present study. The parents responded to a questionnaire that required demographic information, the Parent-Infant Attachment Questionnaire, and the Adult Theory-of-Mind Inventory. The Comprehensive Developmental

Inventory for Infants and Toddlers was used to measure infants' cognitive, language, and socio-emotional development.

Results

The results showed that fathers and mothers significantly differed in the time that they spent on parent-infant interactions ($t = -7.92, p < .001$). Specifically, the duration of interaction was three times higher for mothers than for fathers. With regard to the primary activities that parents engaged in, fathers tended to play with their infants whereas mothers tended to engage in caretaking activities.

Paternal theory of mind was positively related to two aspects of infants' cognitive performance, namely, memory ($r = .37, p < .05$) and conception ($r = .33, p < .05$). Further, father-infant attachment was positively related to infants' attention ($r = .37, p < .01$) and the composite score that the tests of infant cognition yielded ($r = .29, p < .05$). Surprisingly, maternal theory of mind was negatively related to infants' language expression ($r = -.32, p < .05$), and mother-infant attachment was unrelated to any aspect of infant development.

Discussion

The results showed that fathers and mothers contributed differently to early infant development. Specifically, both paternal theory of mind and father-infant attachment contributed to infants' cognitive development, primarily by means of play activities. Conversely, although mothers spent significantly more time than fathers on caretaking activities, maternal theory of mind and mother-infant attachment were not related to any aspect of infant development except language expression. The negative correlation that emerged between maternal theory of mind and infants' language expression suggests that mothers may excessively mentalize their infants' psychological states. As a result, mothers may gratify their infants' needs before they even communicate them; this may adversely affect infants' language development.

**The Relations of Children's Emotion Knowledge
and Executive Function to Their Observed Cooperative Play
and Isolative Behavior in Preschool**

Hisayo Shimizu

Hiroshima University

Kenji Shimizu

Hiroshima International University

Abstract

In the preschool, children's play is important for the development of many social emotional skills. Specifically, social play is related to higher levels of overall social competence and successful social adjustment. The purpose of the current study was to understand the factors that predict children's engagement in social play and isolative behaviors. Emotion knowledge in young children has been positively related to children's social skills and general social competence (Deneault & Ricard, 2013; Denham *et al.*, 2003). The ability to identify emotions improves and grows in complexity during the preschool years, along with gains in cognitive and language development. In the other hand, Executive functions are said to be important in guiding children's socially competent behaviors. Components of executive functions include skills such as inhibitory control, cognitive flexibility, and working memory (Diamond, 2006; Garon, Bryson, & Smith, 2008). Executive function skills are mentioned as developing through preschool. The purpose of this study was to examine whether emotional knowledge and executive functions of preschoolers are related to observed cooperative play and isolated behavior. Using data from a study of 48 preschool children (48% female), we examined the relations of children's emotion knowledge and executive function to their naturalistic observations of behavior during free play periods. Executive function (inhibition, attention shifting, and working memory), emotional knowledge, and verbal ability were measured. Statistical analysis was performed by

hierarchical multiple regression analysis to predict cooperative play and isolative behavior. As a result of statistical analysis, executive functions were unrelated to cooperative play and isolated behavior, but emotional knowledge is strongly positively related to cooperative play and slightly negative to isolated behavior. These results highlight the unique role of emotion knowledge in predicting children's social competence and suggest that emotion knowledge is particularly important for children who struggle with peer relation skills. Children who were relatively high in emotion knowledge spent more time in cooperative play. Conversely, children who struggle to understand emotions may perhaps having difficulty entering peer groups appropriately. These results are consistent with studies pointing out that children with higher levels of emotional knowledge are socially competent (Bassett et al., 2012; Deneault & Ricard, 2013; Garner & Waajid, 2012). Several limitations may limit the generalizability of our findings. First, there was only one time survey. A long-term survey is necessary to examine the child's development. Furthermore, the ages of the children in our sample must be considered. Furthermore, the ages of our sample children were 4 and 5 years, so 3 years old should also be considered. Finally, the sample size was not sufficient, so future studies will need to consider these relationships using larger sample sizes.

The Layout of Playscape Matters for Young Children's Activity Level

Masashi Sumiya
Seisen University

Enji Okuda
Shiga University

Abstract

Background

In the last decades, environmental psychologists started to examine the playscapes in the concept of affordances (e.g. Cosco, Moore, & Islam, 2010; Prieske, Withagen, Smith, & Zaal, 2015). In the 1960s and 1970s, the ecological psychologist J.J. Gibson developed this concept to refer to the action possibilities of the environment. "The affordances of the environment are what it offers the animal, what it provides or furnishes, either for good or for ill" (Gibson, 1979; emphasis in original). In this presentation, we aim to examine whether young children change their activity in the change of layout of playscape. To this end, the first author contrived the layout of play equipment or movable objects, such as tires and iron bars, at preschool playscape in height and behavior setting, leading to different play experience.

Participants

6 children (4-5 years of age), whose parents gave permission for the participation of the children by their informed consent, wore the accelerometer on their waist during playtime.

Accelerometer

We used to assess activity level with validated a count of cut point of less than 1100 counts per minute for the ActiGraph to define the upper bound for sedentary in young children (Reilly, *et al.*, 2003). Also, they suggested more than or equal to 1100 and

less than 3200 for light activity cut point, and more than 3200 for MVPA (moderate to vigorous activity) cut point.

Observation

The first author visited the preschool six times. At the first three times (Nov., 20th, Nov. 27th, & Dec. 5th in 2018), participants played at the usual playscape with wearing accelerometer. After contrivance of the layout on Dec. 16th, participants wore accelerometer for three times (Dec. 17th in 2018, Jan., 18th, Jan. 23rd in 2019).

Playground Design

Based on the theoretical framework and the observation, the first author developed the approach intended for playscape design. (1) To identify the characteristics of the user's play, and design behavior setting (Barker, 1968). (2) To analyze and evaluate with discussion with the policy-maker of the preschool such as "Does this comply with clients / children wishes?" or "What senses are expected to be stimulated in this solution?" Then we decided that emphasis should be placed on two aspects: the height differences to provide variations in the experience of height and vision, and the clear distinction between each behavior setting.

Results & Discussions

We will discuss two main finding in this presentation. Four children increased their activity counts significantly, and one child showed decrease after the layout change. Four children decreased sedentary time percentage, three children increased their light activity time percentage, and three children increased MVPA time percentage. Hoch *et al.* (2018) suggested that infants tend to be more active when they are in the room filled with interesting toys than in the empty room. Although in-depth analysis is necessary to give an account of factors to increase young children's activity level, the results showed that the change of layout to different height and clear distinction of behavior setting augment young children's activity level.

A Pilot Study on the Performance Types of Unit Blocks Building by Young Children

Hui Min Wang

Shih Chien University

Wen Feng Hsu

Shih Chien University

Szu Hsin Chen

Shih Chien University

Yin Tzu Lee

Shih Chien University

Abstract

Young children love to play with blocks and building blocks. Construction of unit blocks is one of the ways in which children can represent the world they know, and also a method of expression their creativity. The purposes of this study were to explore the performance types and response of young children in construction unit blocks, and to provide instruction and research recommendations based on the results for future research.

The objects of this research were six 5-6 years old after school children from public kindergarten in Taipei City. The programs of building blocks were a series of teaching and sharing activities in small group. The programs included ten teaching units. Each unit was 10 minutes instruction by researchers and 20 minutes free play with blocks. Themes of blocks instruction units were stacking, bridging, enclosures, covering, symmetry, rhythm, and spiral. Researchers designed the teaching materials and teaching content according to the themes of blocks building. The methods of data collection were tape recording in the process of researchers-children interaction, semi-structured interviews with children, and anecdotal records by researchers. After translating the tape into verbatim text, subject analysis method was used to categorize and name the concept. In addition, the works of children's blocks building were analyzed by the type of performance.

The results of this study found that most of the young children can understand the concept of blocks building clearly. All of the children could stack blocks with both wide side and narrow side, performed enclosure in simple type, demonstrated symmetry with whole parts and piled the building up with rhyme. Most of the children covered the top of the building with dome and built the spiral stairs expanding gradually.

In addition, it was found that some of the children's responses about blocks building were related to life experience at school and at home, daily activities in the community and questions asked by the teachers. Finally, this study proposed relevant recommendations on guidance for blocks building and future research based on the results.

What Kinds of Dialogue Impresses ECEC Practitioners During Meeting with Colleagues?: An Exploratory Analysis on Effective In-Service Professional Development (1)

Yumi Yodogawa

CEDEP, The University of Tokyo

Junko Minowa

Musashino University

Abstract

It is necessary to carry out this study on effective in-service training for improving ECEC quality.

This study aims to explore what kinds of dialogue impresses ECEC practitioners during in-service professional development meeting with colleagues. Increasing organizational competence is crucial for better ECEC quality (Eurofound, 2015; OECD, 2015) and the importance of in-service training is emphasized (Benesse, 2011). In Japan, in-service professional development meeting has been traditionally valued and the meetings where all the participants can express their thoughts and get new ideas and learning are more focused (Akita, 2011; Oka, 2013). However, this is not always easy to realize (Murakami, 2015; Mukuda & Akita, 2015). Therefore, this study will focus on what kinds of dialogue with and comments from colleagues impress ECEC practitioners and get implications for effective in-service professional development.

This study was conducted during April 2017 and May 2018 at 15 Japanese ECEC centers after their in-service professional development meeting. 235 ECEC practitioners participated in our study and the meetings were held for twenty times in total. The research members participated in each meeting and asked them to answer to the questionnaire focusing on how the ECEC practitioners felt and thought during the meeting. In this presentation, the answers to the question “Which comments impressed

you the most during dialogue with your colleagues today?” were analyzed based on qualitative analysis approach (Sato, 2008).

The answers were analyzed and classified into the following seven categories to the number of comments: (1) to gain a new perspectives and awareness (2) to re-confirm the important matters (3) to reflect on their own practice (4) to encounter the new approaches they want to try (5) to emphasize with worries and try-and-error of colleagues (6) to acknowledge their own practice and (7) to question the content of their discussion. The contents of these comments included topics about perspectives on ECEC practice which value children’s voices and interests, and respect their autonomy. Also, relating to this perspective, the topics about perspectives on children and their actual feelings were included a lot. These results implicates that many ECEC practitioners were impressed by the comments from colleagues that give them new perspectives and awareness, encourage them to re-confirm the important things and to reflect on their own practice related to child-centered perspective in ECEC. It is inferred that these comments are reflected in their everyday ECEC practice after in-service professional development meeting.

What Kinds of Dialogue Deepen and Stimulate In-Service Professional Development Meetings?: An Exploratory Analysis on Effective In-Service Professional Development (2)

Junko Minowa
Musashino University

Yumi Yodogawa
CEDEP, The University of Tokyo

Abstract

a. The necessity of the study

It is necessary to carry out the effective in-service training for improving the quality of ECEC

b. Purpose(s) and research question(s) of the study

The purpose of this study is to clarify what kinds of dialogue stimulate or deepen in-service professional development meetings. "Quality of speech", "quality of communication", "quality of the discussion", and "atmosphere and relationship" are necessary for in-service training meetings, which childcare workers feel they can develop.

However, it is not yet clear which statements are related to which quality. Therefore, in this study, we will clarify what kind of comments from childcare workers, deepen and activate in-service training meetings.

c. A brief description of the method including participants, tool or measure, and data analysis

This study was conducted during April 2017 and May 2018 at 15 Japanese ECEC centers after their in-service professional development meeting. 235 ECEC practitioners participated in our research and the meeting was held 20 times in total. The research members participated in each meeting asked them to answer questionnaire focusing on how they felt and thought about the meeting, and collected them later. In this

presentation, the answers to the question “Which dialogue made discussions deepen and stimulate ? ” were analyzed based qualitative analysis approaches (Sato, 2008). Ethical considerations: The researchers explained the purpose of the survey and the content of the questionnaire and asked for their cooperation only if they agreed.

d. Summary of findings or conclusions and implications

Answers are analyzed and classified into the following eight categories according to the number of comments: (1) to gain a new perspective and awareness (2) to re-confirm and re-examine important matters (3) to empathise with worries and the trial and error of colleagues (4) to reflect on their childcare (5) to understand thoughts of colleagues (6) to gain new knowledge and childcare methods (7) to find problems (8) to recognize the merits of their childcare. In addition, some of the answers were about children, childcare, the environment, training, parents, and the direction of the ECEC centers. Looking back on childcare as a whole at ECEC centers, we need to consider, which characteristics helped to stimulate a deeper perspective, not on an individual basis, for example, “in their own/other gardens” and “their own”, and that there was a perspective of how to understand children, looking at how to ‘see children’, rather than on imagining specific ‘thoughts of children’. It became clear that the dialogues which made in-service professional development meetings deepen and be more stimulating, were those which gained new perspectives and awareness of children through the thoughts and viewpoints of other practitioners, and which also reflect on the entire ECEC centers.

Preliminary Assessment Study on “Preschool Teachers' Job Stress Scale”

Hui-Min Ou

Southern Taiwan University of Science and Technology

Abstract

The purpose of this study is to develop the “preschool teachers the Teacher Job Stress Scale”. This study first conducts structured interviews in order to construct the structure of the scale from the real field. In this process, based on the field practice of preschool teachers, it explores the basis and concepts of job stress, and according to the results of interviews and surveys on preschool teachers' job stress, it also considers several kinds of job stresses at home and abroad. Job stress related scales are used to draw up the framework of quantitative tables. After drawing up the framework of quantitative tables, domestic experts and scholars are invited to review and discuss the structure of the scale and compile the pre-test paper of the scale. After topic analysis, experts and scholars review and discuss the scale to compile a suitable tool for assessing preschool teachers' job stress.

The purpose of this scale is to help preschool teachers understand their perceived stress in various teaching-related situations. The scale is divided into six sub-scales: external policy environment, workload, work feedback, education and custody, interpersonal relationship and professional development of kindergartens. Each sub-scale has six questions, and the total table has 36 questions. Its significance is described as follows: (1) External Policy Environment: To help preschool teachers understand the perceived work pressure of their future work environment under the external environment changes. It includes the policy of preschool education, the competitiveness of fewer children and the overall ecological environment of preschool education. (2) Workload : To help preschool teachers understand that they are too demanding on the workload of kindergartens, peers or parents, which makes them unable to complete tasks within a certain period of time, and bear psychological burden and perceived pressure beyond their individual abilities. It includes work and rest time, the amount of extra-curricular activities in the kindergarten, teaching and

insurance work, administrative and other chores. (3) Work Feedback: To help preschool teachers understand the perceived pressure of their work, which is disproportionate to the tangible or impossible feedback they receive. It includes salary, welfare, recognition of other important people, etc. (4) Preservation and teaching : To assist preschool teachers to understand their perceived pressure on preschool teachers due to insufficient teaching skills or personal factors of young children. It includes teaching and insurance skills, children's learning and behavior, curriculum design, class management and the needs of individual children. (5) Interpersonal relationships in kindergartens: To help preschool teachers understand the pressures they perceive in their relationships with others in kindergartens. It includes kindergartens, peers, parents and children. (6) Professional growth: To help preschool teachers understand their perceived pressures on career development, personal profession and growth. It includes teaching autonomy, learning opportunities, personal needs and so on. Respondents were asked to answer the Likert-type six-point Scale according to their subjective feelings on the questions. One of the six choices was "very consistent", "consistent", "some consistent", "some inconsistent", "inconsistent" and "very inconsistent". There is no time limit for answering.

Acquisition of Appeal Skills by 1 and 2 Years Old Children Enrolled in a Japanese Nursery School

Yoshihide Kaneko

Nippon Sport Science University

Abstract

In Japan, 1 and 2 years old children's enrollment rate of nursery schools are gradually increasing from 26.6% (in 2007) to 45.7% (in 2017). In other words, the young children's opportunities to encounter the peer group and to adapt to outer family culture are gradually become earlier. In this new environments, how enrolled children acquire the social skills to "survive" in the new environment?

In former studies, social skills over 3 years old children were already well accumulated, especially in the context of social skill trainings for the children with special educational needs (i.e., Ootsui 2002; Takahashi, Okada, Hoshino, & Anme, 2008; Nagano and Simizu 2016). On the other context, from the practical studies of Japanese ECEC, researchers reported that 1 years old children started to communicate with the other peer children via "things" (Saito 2012), 2 years old children gradually increase their subject of communication (Yodogawa 2014).

This research, however, by focusing on the demanding appeal phrase "ku-da-sai" ("Please" in Japanese) and substitute appeals which is frequently used in the classroom for 1 and 2 years old children in the B nursery school, social skills acquired at the more younger ages in natural social context are examined.

By adopting The passive observation method (Nakazawa 1998), participating in the field but avoiding to give any information of social values or other judgments as much as possible, observation took place once a week basis from May to July as a preliminary research period for building the working hypothesis in the main research.

After combining the data in the preliminary period from field notes and videos, the integrated data was coded and segmented for 620 sections with following three

criteria. 1) whether they make any body action or not, 2) whether they use verbal expression or not, and 3) whether they use moving. Then children's appeal strategy were classified.

As a result, their appeal strategies were sorted to 12 large categories. Until 15 month old, children use "doing nothing (even eating)" as a main strategy, then younger children gradually learn to use non verbal appeal such as "lifting up something" "pointing the subject" "finding closest teacher" "eye contact for teachers", as well as verbal and movement skills such as "ambiguous utterance", "incomplete use of ku-da-sai", "saying the name of subject", "moving to teachers", and "moving to serving table". After completion of the phrase "ku-da-sai" "okawari (more)" in about 23 month old, children break the fixed form of the phrase and variations of verbal appeals are observed.

The Meaning and Effects of Reflecting Their Practices for Professional Development of ECE Teachers

Tetsuhito Sakata

Otsuma Women's University

Naoko Murai

Kyoto Women's University

Abstract

It can be said that reflection on daily practice efforts are essential for professional development of ECE teachers. In the Japanese nursery school childcare guidance commentary issued in February 2018, it is also emphasized the necessity of reflection on oneself constantly for development of capabilities of ECE teachers. And it is important to make use of it for the next improved practice.

Although the need for reflection is widely shared in the field, the main issue is how to make effective reflections possible at busy childcare sites.

In order to develop this method, our research team employs the reflection approach using the ALACT model advocated by Dutch teacher education researcher Fred Korthagen (2001), and examines the effect. The ALACT model is developed with reference to an experiential learning model (Kolb, 1983). It makes promote reflection on the experience of practice and extracts important elements for use in the next practice.

The important thing on reflection is the process of extracting essential elements from practical experience. In order to facilitate this process, Korthagen offers a tool called “eight windows” in order to recapture the philosophy of childcare by reviewing the relationship between the child and teachers.

The reflection practice using “eight windows” has been carried out for a year from April 2018 in two nursery schools in Japan. Specifically saying, in each schools, to organize a reflection team of 3 people from different classes (grades), and take a time of 15 minutes for each team to reflect on the practice. One schools carried out about 10 times per person (30 times as a team) a year, and the other school carried out about 5 times per person a year (10-15 times as a team).

In this presentation, we will present the results of an analysis of questionnaire survey data for all nursery teachers in both schools, undertaken in December 2018, the ninth month after the start of the project. This questionnaire collects quantitative data as well as qualitative free-description data. The results have obtained in general positive effects on reflection practice.

We are especially interested in how we, as a research team, determine and measure the teachers' capability of reflection practice appearing as quantitative data, and we are trying to analyze them in combination with qualitative free-description data.

Critical Factor About Success of Inclusion: A Case Study on a Preschool Teacher

Wei-Ping Liu
Shu-Te University

Abstract

Inclusive education, nowadays, was a basic educational choice for the children with disabilities. However, inclusion was not a popular concept 30 years ago in Taiwan, especially for the preschool teachers who never took any courses or training regarding special education. This study aimed to interview and analyze a preschool teacher, Betty, who was graduated from a vocational high school successfully taught a young child with Autism, Adam, 30 years ago.

Teacher's attitudes toward inclusion and disabilities played a critical role to the success of inclusion (Desombre, Lamotte, & Jury, 2018; Rose-Hill, 2009; Vaz, Wilson, Falkmer, Sim, Scott, Cordier, Falkmer, 2015). The interview contents were analyzed using attitude theory (Breckler, 1984; Fishbein & Ajzen, 1975). Attitude was composed of three components - cognition/belief, affect and behavior.

Findings:

1. cognition/belief:
 - (A) Betty focused on "the belonging issue" rather than on the symptom of Autism. "He is my student. I am his teacher. I will never give up on him."
 - (B) The most important belief hold by Betty was that "Adam is educable, I just hasn't got the right way."
 - (C) "The whole class will help me, and I am not alone."
2. affect: Betty disliked the event that Adam did but never disliked Adam. It was a remarkable finding because there were "two attitude objects" which was different from the attitude theories in which there was only one attitude object.
3. behavior: "I keep thinking and trying." Betty never stopped testing various methods until found out a successful solution.

Poster Session 3, Room 203

15:45~17:00, Saturday, July 13, 2019

Chair: Ying-Hui Hsieh

Teacher Preparation for Tomorrow's Early Childhood Education

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|----|--|--|
| 1. | Study on Categories of Care and Education for Children with Roots in Foreign Countries in Japan | Hiro Matsuyama,
<i>Ashikaga Junior College,</i>
Japan |
| 2. | Improving Teachers' Capacity to deal with Children with Special Needs in Their Classroom | Maria Melita Rahardjo,
<i>Universitas Kristen Satya Wacana,</i>
Indonesia |
| 3. | Changes in Teacher's Involvement with Kindergarteners: Longitudinal Study in a 5-Year Old Children Class | Toshihiro Nakajima,
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Multicultural and Early Childhood Education

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Indonesia
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Study on Categories of Care and Education for Children with Roots in Foreign Countries in Japan

Hiro Matsuyama
Ashikaga Junior College

Abstract

1. Necessity of the study

The number of foreign nationals in Japan was about 2.1% of the population, and it continues to increase year after year. Of course, children are included in this. Kindergartens and nursery schools accept the admission of children with foreign nationality and actually many children go to these schools. The Ministry of Education and the Ministry of Welfare made guidelines for nursing foreign children, but there's no specific policy on how to make the curriculum or how to teach Japanese as a Second Language. Therefore, nurse teachers, themselves, have to organize the Early Childhood Education and Care (ECEC) for children with roots in foreign countries.

2. Purpose and research question of the study

ECEC for children who have roots in foreign countries is done without constructing common recognition. Then, there is the question of this study. How nurse teachers educate these children? There is no doubt that each childcare professional thinks "for child" thoughtfully, but it is necessary to reconsider how do they educate and care children and what does it mean to children. In this point of view, I observed kindergartens and nursery schools and categorized the ways of ECEC for children with roots in foreign countries.

3. Childcare categorization of children with roots in foreign countries

We can categorize ECEC for children who have roots in foreign countries by two stages and one viewpoint. The 1st stage is whether children will go to same school or not. Some parents want their children to grow under their own culture and language,

especially if they plan to go back to their country. The ECEC for children with a specific ethnic root can be named as the “Ethnic Childcare”.

When children from different cultural background stay together, we can categorize the way of ECEC by how educators treat the cultural differences. The 2nd stage is whether cultural difference is conserved or not. When children with various cultures stay in 1 classroom, if nurse teachers try to unite the cultures of children like the “melting pot”, it is the “Unifying Childcare”. If teachers leave the difference as it is, that way of nursing is the “Multicultural Childcare”.

In addition to that, I’d like to argue about a point of view. It is whether the nurse teachers see the Japanese culture relatively or not. If the teachers don’t have such point of view, they educate the children considering Japanese culture and values are absolutely correct. That attitude makes children with roots in foreign countries feel their culture is denied and their self-esteem decreases. On the other hand, other children feel it is legitimate to discriminate the children with foreign roots.

Without a point of view to relativize Japanese culture, the Ethnic Childcare becomes the “Exclusive Childcare”, the Unifying Childcare becomes the “Assimilative Childcare”, and the Multicultural nursery becomes the “Label Pasting Childcare”. It is necessary for the parents to be able to choose the way of ECEC. But now most kindergartens and nurseries take Unifying Childcare or Assimilative Childcare.

Improving Teachers' Capacity to Deal with Children with Special Needs in Their Classroom

Maria Melita Rahardjo
Universitas Kristen Satya Wacana

Abstract

Indonesia started to pay attention in inclusive education since 2003. Several cities, including Salatiga, were appointed as an inclusive city. In Indonesian context, term of inclusive school refers to the regular school which can be accessed by children with special needs. Salatiga started the pilot project of inclusive school since 2012. The policy was stated in Salatiga Perwali no. 11 tahun 2013.

Studies and research reveal that the implementation of inclusive education faced many challenges, specifically in human resources. Many teacher claimed that they are not ready yet for assisting children with special needs. The teachers had a lot of confusion about their role. Some of them were even doing something beyond their authority such as labeling the children based on their personal observation. Therefore, the researcher made a simple poster and book to help teacher understanding their roles and other parties' role in inclusive education system.

The poster and the book were socialized in groups of preschool teachers and groups of playgroup teachers in 4 district in Salatiga. To measure their understanding before and after the socialization, they filled pre-test and post-test form which consist of five questions. Question number one to four were meant to measure teachers' understanding about the screening and the assessment concept. Question number five was to measure their understanding about children with special needs' concept.

There were 103 playgroup teachers and 98 preschool teachers who filled the test. Some of the limitation of the socialization that might affect the test results were: (1) Different times of socialization for those 8 districts; (2) Different speakers who delivers

the socialization materials in those 8 districts. The pre-test and post-test data was analysed using SPSS program.

The Wilcoxon test was used to measure the overall data. The statistic test result showed that the p-values $(0.000) < 0.0001$. It means that there was a significant difference of teachers' understanding before after the poster and book socialization. Each question then was also analysed using Mc Nemar test. The statistic analysis result for question number 1 to 4 showed that the post-test result was significantly better than the pre-test result. However, there was no significant difference of teachers' understanding for question number 5.

Result of this study suggests that the government needs to build an effective communication system when they set a new policy. For example, in this study, the result shows that the implementation of inclusive education policy was not supported by the well human resources capacities in the grass root level. Simple tools, such as poster, which cover basic concept and the role of each party, can make significant difference of a better policy implementation.

Changes in Teacher's Involvement with Kindergarteners: Longitudinal Study in a 5-Year Old Children Class

Toshihiro Nakajima

Hokkaido University of Education

Takashi Ito

Hokkaido University

Manabu Kawata

Hokkaido University

Tomohiro Oikawa

Hokkaido University Graduate School

Abstract

Introduction

Children's relationships with friends and teachers changes according to their developmental stage. Kindergarten teachers and nursery teachers are empirically familiar with children's changes in relationships and communications. Generally, teachers modify the ways to connect to children in accordance with children's developmental stages. However, there is no report to specify how teachers change their involvement with children as children's development. The purpose of this study is to clarify how teachers change their engagement and involvement with children accordance with children's development from a longitudinal survey.

Methods

Participants were 30 children (14 boys and 16 girls) and 3 teachers in a kindergarten class in Sapporo, Japan. The survey was conducted 5 times for one year (February, June, September, December, and second February). All children were in second-year class (4-year-old class) in the kindergarten at the first survey on February 2017, and then they moved up to third-year class (5-year-old class) on April 2017. In this survey, we record teachers' conversations with children during free-playing time

by video cameras. After the recordings, we transcribed the conversation between the teachers and children from video. In order to measure the children's development of relationships as visible data, all children wore the Business Microscope (BMS: Hitachi). The badge-shaped wearable sensor is for use in measuring people's communication by physical vibrations. It captures data related to body movement and face-to-face communication. Data on the wearer's physical movements are captured by a three-axis MEMS (micro electro mechanical system) acceleration sensor and are used to detect individual activities such as being quiet, talking and listening in their conversations. The children and the teachers wore the BMS during their morning-free-playing time in the kindergarten.

Results and Discussions

At the first time to measure participants' communication, the teachers definitely tend to lead children's playing by direct words. Each child connected and talked to the teachers individually. There was not much connection between children. In the survey four months later, some small groups appeared in children's free-playing. In this period, teachers did not try to lead children's playing and tended to be guests for children. The teachers at this time did not lead play, but gave many questions and inquiries to raise children's playing. Furthermore, at the time of the survey six months later, one large group appeared in this class. Children became to be able to play with everyone in this period, and the teachers kept distance from the playing of children and observed the large group. At this time, there was almost no direct intervention such as the teacher lead children's playing. As a result of this survey, teachers change their involvement from direct leadings and directions to indirect interventions. The teachers tended to gradually pass the initiative of play to the children.

Consciousness Change Among Novice Teachers in Personnel Exchanges Between Kindergarten and Elementary Schools

Yumi Tamase

Kochi University

Miho Kawabata

Hokkaido University of Education

Sayaka Nakanishi

Nayoro City University

Akiko Kimura

Sapporo International University

Hitomi Nii

Hokkaido University of Education

Abstract

This study clarified the process of changes in consciousness among novice teachers in a program of personnel exchanges between kindergarten and elementary schools.

Cooperation between early childhood education and elementary school education has attracted educational practitioners and researchers' attention (ERO, 2015). In Japan, the Course of Study for Kindergarten requires such cooperation. One effort based on this cooperation is personnel exchange in which kindergarten and elementary teachers transfer between workplaces. Until this study, there has been no narrative research that has analyzed changes of consciousness in novice teachers in personnel exchange programs between kindergarten and elementary schools.

In this research, we conducted two interviews with a teacher who has worked for an elementary school for 21 years and was at the time working in a kindergarten for the second year. Then, we analyzed the narratives using Trajectory Equifinality Modeling

(TEM), a qualitative research method. Specifically, TEM is a cultural psychology method that attempts to capture and describe individuals' transformations in relation to society without abstracting time (Yasuda, 2012).

The following observations were extracted from the teacher's narratives:

- 1) It was possible to draw a model trajectory that shows the change from an "I don't know" belief to an "I know a bit" belief in early childhood education. The temporal change process was divided into three periods: a perplexed period, a trial-and-error period, and a response period.
- 2) Several factors influenced the process prior to the Equifinality Point (EFP) when the teacher had the "I know a bit" belief in early childhood education. Clearly, there was a fixed image of kindergarten and teacher, along with tension accompanying the plan of an exhibition as a Social Direction that restrained and obstructed the pace to EFP. Further, clearly, there were the veteran teacher's or a coworker's advice, a guardian's encouragement, and children that worked actively as Social Guidance that backed up the pace to EFP.

We have clarified how a novice teacher traced the trajectory from the "I don't know" to the "I know a bit" belief about early childhood education. With this research knowledge, a novice teacher in a personnel exchange program between kindergarten and elementary schools will be able to engage in early childhood education with good prospects. This study's results provide important information for promoting cooperation between early childhood education and elementary school education and for developing early childhood education.

A Case Study on the Interplay Between the Organizational Culture and Teacher Professional Development in a Public Preschool

Ying-Hui Hsieh

National Taichung University of Education

Meng-Juan Ho

Affiliated Preschool of Che Lung Pu Elementary School

Abstract

The purpose of this study is to explore the interplay between the organizational culture and teacher professional development in an affiliated preschool of a public elementary school in central Taiwan. This study employed qualitative research method. The data were collected through observations, interviews, and relevant documents from this school. The framework for analyzing this preschool's organizational culture is based on Schein's (1984; 2004) three-level model of the organizational culture. The whys and hows of teacher professional development were examined through teacher-centered, student-centered, and school-focused modes in order to shed light on how this preschool's organizational culture influenced their teacher professional growth. The major findings are:

In terms of this preschool's three-level organizational culture, the most observable "artifacts" are the integrated curriculum, play curriculum and inviting learning environment full of a variety of learning materials. The espoused values are the preschool's firm beliefs regarding the importance of teamwork and being professional practitioners. The core implicit assumption is the early childhood educators' obligation to provide child-centered curriculum and learning environment. These three levels of organizational culture are coherent and interrelated.

Based on this preschool's values and assumptions, the administration supports teachers' pursuit of their professional development. The teachers in this preschool not only further their study through attending graduate schools but also actively participate

in in-service teachers' learning programs. Most importantly, the faculty and staff encourage each other to experiment innovative ideas and reflect on their teaching and interaction with children.

In further analysis, this preschool's organization culture is instrumental in its becoming a professional development school which provides child-centered, play-based curriculum. The excellent leadership is key to shaping the underlying core values and assumptions which guide this preschool's action and helping the teachers fulfill the commitment to their professional development.

Warabeuta (Japanese Nursery Rhymes) Memory Following Short-Term Practice and Relationship with the Body Movement of Children

Mami Matsuzaki

Odawara Junior College

Abstract

We all know that children sing songs they have heard multiple times in the same key, and that children remember novel melodies heard for the first time.

In this present study investigated the relationship between the ability to memorize Warabeuta (Japanese Nursery Rhymes) and the body movements of children. By using two types of practices, I examined children who got good memorizing score of Warabeuta not only memorize music but also using their body with their practices. Firstly, nursery training school students were asked which Warabeuta they knew. Their answer was used to select songs for the research. I selected two songs that were most unfamiliar. It was thought that children might not have listened to two songs because no one of the students knew either. At first trial, children were learned Warabeuta-A by relying only on the melody that the author's singing. After three times singing, the children got three minutes practice for memorizing Warabeuta. Then the children were asked to sing from memory. The number of mistakes was used as an index of song. At second trial, children were learned Warabeuta-B by relying not only the melody but also the body movement which Warabeuta-B had been handed down. Then the children practiced three times just like the first experiments and the children sing Warabeuta-B from the memory. Their two songs were investigated the accuracy of the three points, melody, lyrics and rhythm. I judged which Warabeuta memory method could sing accurate songs.

The results of my study are being analyzed. Therefore I will publish it on the day that we will meet.

Effectiveness of Observing Childcare-Scenes in Virtual Reality on Learning to Pay Attention

Hiroshi Mizuochi

Tokai Gakuen University

Abstract

The purpose of this study is to measure the effectiveness of learning to pay attention while observing childcare-scenes in virtual reality (VR) among students enrolled in nursery teacher training schools (hereinafter, “the students”). It is considered important for students to have many experiences in kindergartens to learn to pay attention. However, this learning can be impeded by problems such as the hectic pace at nursery school and tight curriculum schedules at the students. Therefore, we investigated the effectiveness of learning to pay attention to children and their environment by VR, which makes it possible to experience childcare in a form that while close to reality, is without the restrictions of space and time. Previous researches on the learning effects of VR (such as surgery and sports scenes) have shown that repetition of simulated experiences have influence on performance. Furthermore, it is also clear that there is about 25% higher learning effect than using video. In order to examine the learning effects of VR, participants in the experiment were classified into learning group ($n = 15$) and non-learning group ($n = 15$). We had both groups watching two VR, and then asked them to reflect on what they had observed and to describe what they had noticed. Between the viewings of the two VR, the learning group also received training in the form of exposure to the viewpoint and intention of the VR, which was watched by childcare providers with more than ten years of experience. The results showed that the learning group had a significantly greater incidence of description than the non-learning group when reflecting on the second VR viewing.

**Introducing Thoyyibah Food: An Exploratory Study
of Teaching of Advanced Healthy Lifestyle Perspective
in Early Childhood Education**

Wahju Dyah Laksmi Wardhani

Universitas Muhammadiyah Jember

Tri Endang Jatmikowati

Universitas Muhammadiyah Jember

Angraeny Unedia Rahman

Universitas Muhammadiyah Jember

Abstract

The present study aimed at describing the teaching of healthy lifestyle concept to young learners performed by 5 teachers of early childhood education through the introduction of thoyyibah food in Jember, East Java. These teachers have previously participated in a teacher training for young learners held by Early Childhood Education Department of Universitas Muhammadiyah Jember. The purpose of the teaching is to construct a fundamental framework to learners in their golden age about quality and healthy lifestyle for their future, or in this study is termed as advanced healthy lifestyle, by taking good and healthy food. Employing the photovoice design of qualitative approach, the article will attempt to perform some photos of the process of the teachers in introducing the concept of thoyyibah food, and learner's understanding towards the concept as well as their attitudes as reacting to the concept of choosing good snacks.

Degree of Specialization of Students Who Completed an Elder Care and Wellbeing Program in a College for Early Childhood Care Professionals

Mayumi Yamawaki

St. Mary's College Nagoya

Abstract

It is important for professionals of caring to have skills to develop positive relationships with others. Our college offers a two-year course in the early childhood care department, followed by a one-year major program in elder care and wellbeing, where additional opportunities are available to develop knowledge of senior people and inpatients as well as the skills to provide them with care, with a view toward obtaining “national license for elder care and wellbeing” and “social welfare officer license.”

In the practicum activities, compared to those who only completed the course in the early childhood care department, we observed that students who completed an additional six-month education and training program markedly improved in the following aspects: attitude toward patients, ways of accepting patients and speaking to them, behavior and facial expression, ways of exchanging messages, and other aspects.

One featured program at the college provides students opportunities to learn more about palliative care for terminally ill patients as part of the practicum activity. Before commencing the activity, teachers and hospital staff held a discussion and concluded that it would be better not to provide hand massages to terminally ill patients. In this activity, students would engage in personal conversation and have physical contact with the patients to prioritize patients’ feelings. However, following the commencement of the activity, it was found that students were making patients smile through polite and cheerful interactions, and supervisors on the site determined that hand massages may be provided. Therefore, the plan was immediately changed so that hand massages would be provided. Students were building rapport with patients without disturbing them by

too much private topics, and patients were open to conversation. They were also expanding their conversation even with patients who had been quiet and avoiding others, and the laughter continued. Teachers as well as care workers and nurses in the ward were impressed with the technique students demonstrated in engaging in natural communication with patients.

It was considered that what students learned about early childhood care formed the basis of their capabilities of noticing various aspects in relationships with others and providing care. Furthermore, it was believed that students developed such capabilities through opportunities to interact with diverse people from a perspective of lifespan development and the acquisition of specialist knowledge of nursing care and wellbeing.

The abovementioned findings suggest that despite its short duration, the one-year training program was important and valuable.

**The Effect of Music Performance Activities
for Preschoolers on Music Teaching Efficacy Belief
of Pre-Service Early Childhood Teachers**

Ji-Young Yoon

Changwon National University

Abstract

The purpose of the study is to investigate the effect of music teaching efficacy belief of pre-service early childhood teachers by developing music performance activities for preschoolers, and discover the meaning of the experience. The experiment participants were 22 sophomores enrolled in Early Childhood Education in C University in Gyeongsangnam-do. Music teaching efficacy belief test was held before and after the experiment, and the subjects were required to submit journals after each activities. In order to investigate the effect of music performance activities for preschoolers on music teaching efficacy belief, t-test was held, and total of 176 journals were collected so that the study analyzed the qualitative contents to understand the meaning of their experience. The result of the study shows that musical performance activities for preschoolers had a positive effect on the music teaching efficacy belief of pre - service early childhood teachers, and they experienced the effect of enjoyment, self-confidence recovery, and communication.

Teacher's Perspectives on Project-Based Integrative Thematic Learning Models in Implementing Marine Education

Nurjannah Hapidin

Universitas Negeri Jakarta

Sofia Hartati

Universitas Negeri Jakarta

Abstracts

This study aims to develop a project-based integrative thematic learning model in implementing marine education in early grade elementary students in the Thousand Islands, DKI Jakarta. The development of this model expected to contribute to implementing marine education from an early age. The study found conclusions, which (1) 90% of teachers have a learning experience about a marine that not programmed and unstructured (2) 66.7% Teachers consider essential marine education (3) 66.7% of teachers consider it very necessary to master the structure of marine education.

Keywords: Integrative thematic learning, project learning, marine education

Competencies Required in Japanese Early Childhood Pre-Service Teacher Education

Rutsuko Ueyama

Fukuyama City University

Mihoko Kuramori

Fukuyama City University

Yayoi Koumoto

Hiroshima Shudo University

Maiko Watanabe

Aichi Prefectural University

Abstract

Background

In recent years, the requirements for Japanese early childhood education (ECE) staff have increased. In the new situation, early childhood pre-service teachers are required to possess various competencies, such as classroom management strategies, practical knowledge, and appropriate responses to children's behaviors. The ECE pre-service teachers' curriculum needs to focus on these competencies and effectively train students in these professional skills. However, what the most important competency is and which skills should be acquire prior to graduation remain unclear in ECE pre-service teacher curricula.

Aims

The aim of our study is to examine issues associated with Japanese early childhood pre-service teachers' education, such as required competencies and skills acquisition.

Sample and Methods

A questionnaire survey was distributed to 277 kindergarten and nursery school teachers (lengths of practice: 1–56 years, 95.9% females, 4.2% males). In this study, we used Kuramori et al.'s (2019) four-dimension ECE pre-service teacher competency

scale. The first dimension, understanding young children, consists of three factors (“Understanding the support strategies,” six items; “Understanding the child development,” six items; “Reflection,” five items). The second dimension, organizing the class environment consists of two factors (“Organizing classroom space,” 19 items; “Organizing playthings,” 8 items). The third dimension, organizing the play environment consists of two factors (“Supporting children’s play,” 23 items; “Contents of play,” 23 items). The fourth dimension, building relationships with others, consists of three factors (“Coordinating self-other feelings,” 11 items; “Basic communication skills,” 10 items; “Supporting relationships between children,” 7 items). First, participants rated (from = 1 “not important” to 4 = “most important”) how important it is for pre-service teachers to acquire a skill prior to graduation. Then, they rated the same question items (from = 1 “not mastered” to 4 = “almost mastered”) regarding the skill levels new in-service teachers have acquired.

Results.

A paired t-test was used to determine whether there was a statistically significant difference in the rates between the importance and the acquisition of a skill. In all four dimensions, that is each of the 10 factors of ECE pre-service teachers’ competency, we found statistically significant higher importance rates than acquisition rates. This significant difference reflects the gap between theory and practice. The greatest difference was regarding “Basic communication skills” (e.g., “ECE staff must ask if they do not understand,” or “ECE staff must be on time”), 0.62 points. These skills are used on a daily basis when communicating with colleagues and parents. In addition, the difference between “Organizing classroom space” was 0.49 points, while “Organizing playthings” was 0.44; these are dimensions of Organizing the Class Environment. Though these are desired competency requirements by the end of pre-service teacher education, students are not sufficiently acquiring them.

Conclusions.

Based on the above, regarding the development of competencies during ECE pre-service teacher education, we need to focus on “basic communication skills,” which is a general ability, and professional abilities, such as organizing the class environment based on child development.

An Exploratory Study on the Early Childhood Teacher Competencies Required in the 4th Industrial Revolution Society

Youjung Kim

Kyung-In Women's University

Gue Nam

Daejeon Health Institute of Technology

Abstract

The 4th Industrial Revolution Society is rapidly approaching. As society changes rapidly, early childhood education needs to change more sensitively. That reason is because early children should live in a changed future society and early childhood education should give early children the ability to live in future society. The most important thing to do is to change the curriculum that educates early childhood teachers. For this purpose, this study will investigate the capacity of early childhood teachers in the fourth industrial society through literature review. Second, I would like to investigate the needs of industrial workers based on the competence of early childhood teachers in the fourth industrial society surveyed.

The demand survey for industrial personnel will investigate the importance of early childhood teacher competence related to the fourth industry, the necessary level and the current level of early childhood teacher competence related to the fourth industry, and the subjects related to the fourth child industry teacher competency.

The results of this study will contribute to the inclusion of the needs of the industry workers in the curriculum for nurturing the early childhood teachers to carry out the educational activities for the early children who will live in the future society of Korea.

Practical Learning Using Picturebooks for Students Studying Childcare and Education

Yasuto Murata

St. Mary's College, Nagoya

Abstract

In the chapter on “Language,” one of the “five areas” determined by “Course of study for Kindergarten” and “Early Childhood Care Guidelines” of Japan which regulate the basic modalities of child care and education, “familiarity with picturebooks and stories, listening with interest, and relishing the pleasure of imagining” are skills listed as basic pillars of childcare contents. This research studies the details and objectives, as well as considering the practice and significance, of one effort that is being made by college students in early childhood care and education who are aiming to be childcare professional teachers. These students are tackling practical childcare learning through familiarity with picturebooks and stories: namely, “Reading Picturebook Aloud Sessions” held at places where parents and children gather, held in college, church, and kindergartens.

These sessions are planned and operated by seminar students and held between 3 to 5 times a year. In the program, the students incorporate not only reading picturebooks aloud but also activities for children, such as play, participatory theater, large-scale paper puppet shows, dance, and simple crafts, almost all of which are based on picturebooks’ stories and motifs. These activities enable the students, who have planned and operated these programs, not only to study picturebooks in depth but also to experience, through child-oriented activities, a practical re-learning of the knowledge acquired in lectures, to deepen their powers of judgment and understanding of children, and to accumulate experience. In addition, through conversations and joint activities with parents, they deepen their understanding of childrearing and experience a shared sense of the sufferings and joys of raising children. Further, these sessions not only

familiarize participating children with picturebooks, but through exchanges with the students, provide them, in the pre-kindergarten phase, with a venue for experiencing group activities for the first time. For the parents, the sessions provide a venue for childrearing consultations, as well as a place to get to know each other, mutually communicate, and become friends.

Teaching Research of Overseas Internship in Cambodia

Shu-Jhen Ciou

Cheng Shiu University

Yi-Jie Li

Cheng Shiu University

Wan-Shan Tang

Cheng Shiu University

Abstract

The purpose of this research is according to conducted a teaching experiment of learning center, and used ‘sea’ as theme, and located in Phnom Penh, Cambodia.

This is a qualitative research. We collected data through Taiwan teaching experimental team’s daily teaching record and the interview with local teachers. We observed and analyzed our teaching experiment by those data we collected.

We conducted teaching experiment lasted for one month, used ‘sea’ as theme, and located at Isabell International School in Phnom Penh, Cambodia as teaching field. This teaching experiment divided three stages.

First, we decorated classrooms and original teaching space, combine all original classrooms at the hall as opening teaching place. We set puzzling area, reading area, art area, playing area here. This stage lasted 4 days.

Second, we executed the teaching experiment of learning center through team teaching and rely mainly on Taiwan team while local teachers subsidiary. We also tried to combine Cambodian class, Chinese class, English class. This stage lasted for 2 weeks.

Third, the local teachers followed and executed Taiwan team’s teaching mode. In this stage, Taiwan team observed and adjusted the local teacher’s teaching for making the teaching mode become more suitable in local culture. This stage lasted for 1 weeks.

The findings of the study were as follow:

First, decorating classrooms and changing teaching space raised student's curiosity and passion of learning. For example, they constantly asked teachers questions about decorated items. This shows that changing environment could promote student's learning motivation.

Second, the effect of adopting team teaching is significant. It can let the local teachers not only teaching with Taiwan team but also know the teaching mode fast. Besides, the local teachers found that students were more happier in learning than before. It shows that this teaching method is suitable in different countries.

Third, the local teachers followed and executed Taiwan team's teaching mode, but they were still unfamiliar a little. It shows that spend one month to execute this teaching experiment is not enough.

This teaching experiment lasted for one month. The result shows that spending one month to execute this teaching experiment is not enough. Hope we can extend the period to half a year for reaching the goal of this teaching experiment.

**An Off-Campus Class in a Park for Students
Studying Early Childhood Care and Education:
Its Program and Effects on Learning**

Rie Kikuchi

St. Mary's College, Nagoya

Abstract

Children proactively playing outdoors and the comprehensive instruction of those children through activities in an intimate natural environment have been noted as “aims” in “Course of study for Kindergarten,” which is a national guideline for early childhood care and education in Japan. According to this guideline, it is better for students in childcare training colleges to have outdoor learning experiences to become early childhood educators in the future. Hence, this study implemented an off-campus class using a large urban park. I used a questionnaire to identify the effects of learning outdoors, validating the types of changes that occur before and after this off-campus class. Subjects of the study were 166 students in a training course (3 males and 163 females), with small-group activities such as sketching, simple ideas for instruction as early childhood educators, and experiential games in nature in a large urban park (with a zoo and botanical garden) on Saturdays in May. An evaluation questionnaire with questions around the purpose of the training was used in an analysis on a six-point scale. Impressions were analyzed using text mining, with comparisons made of the frequency of words used in those impressions. The results of these analyses showed a change in the awareness of early childhood educators and the topics brought about by observing nature. In addition, impressions often stated the appearance of animals and children in the park, and noted group activities. For example, descriptions focused on such things as the sight of parents with their children, and are thought to be peculiar to students in a childcare training college. It is possible that learning using a large urban park as an off-campus class can be used by childcare training colleges for comprehensive learning.

An Exploratory Curriculum Development Project Integrating English into Early Childhood Curriculum

Wen-Yueh Lu
Univeristy of Taipei

Abstract

Teaching English in early childhood settings has been a controversial subject in Taiwan for over 15 years. The debate was subsided after the release of a position statement from Ministry of Education in 2004, advocating English to be taught by certified ECE teachers in a DAP manner, and for the purpose of cultural awareness. However, the urge of adding English to early childhood curriculum has never disappeared. There are still a large number of preschools in private sectors employing English language instruction as a subject matter.

In order to examine whether it was possible to bridge the gap between early childhood curriculum and English education, an experimental pedagogical project integrating English into early childhood curriculum (hereby referred to as IEECE) was launched two years ago. IEECE's major objectives were to have fun, to raise phonological awareness, and to encourage multicultural awareness. There were three distinctive phases in the curriculum development process. In the first phase, focus group meetings of experts in early childhood education and language teaching were held in order to establish goals as well as set up procedures to operate this project. In the second phase, a series of workshops and field practices were provided in order to enhance the teachers' pedagogical capability in IEECE. The third phase, spanning over two consecutive semesters, focused on applying the PDCA cycle in IEECE curriculum development, involving on-site teaching, reciprocal classroom observation, and peer debriefing.

Findings of the first two phases were reported in Lu's 2017 article. The present paper aimed at illustrating the dialogic processes of the eight teachers in the third phase.

At the beginning of the third phase, IEECE was easily derailed and attention was turned to language learning activities due to the teachers' previous English learning experiences. Namely, repeating English words and reciting English sentences sometimes slipped into the teachers' practices. Gradually, The PDCA cycle helped the teachers to think critically and to gain a sense of agency in designing and executing IEECE activities. In other words, English became less as a subject to be learned and more as a communicative tool at the disposal of the teachers. Most of the teachers showed confidence using English during daily routines, transition time, and gross-motor activities. However, they were less likely to apply English during corner time and circle time for fear of compromising the complexity and scope of discussion in a theme-based curriculum. Professional growth of the eight teachers and pedagogical implications will be further discussed. A follow-up investigation regarding how IEECE practices are maintained by the eight teachers is strongly recommended.

Practical Research on the Theme of Traditional Play, as It Relates to Early Childhood Care and Education

Ayumi Murata

Nagoya Women's University

Sachiko Hori

Nagoya Women's University

Abstract

This practical work, as one of Japan's regional childrearing support activities, is practical research carried out in concert with students studying early childhood care and education. Its substance consists of tackling the issue of bringing traditional play into current childhood education, with Satoshi Kako's "Daruma-chan" picturebooks as subject matter.

Specifically, a program has been developed, with the traditional Japanese "Daruma" toy as the motif, that molds or embodies, in physical movement, traditional play, such as Daruma doll stacking, masks, odori(bon dancing) and "Fukuwarai" ("let's make a nice face!"), after reading picturebooks aloud to children, which is enjoyed by both regional parents and children.

As a result, the program has become an opportunity for children to be in contact with Japanese culture while vicariously experiencing the picturebook world. Moreover, the development of dynamic play has been enabled by a diversity of programs. This has become an opportunity for the parental generation to re-express the charm of Japanese play. The students have been able to become aware of themselves as the successors of Japanese culture and to be newly conscious of their role as transmitters of culture to the next generation through childcare.

The role of the presenters has been to confirm the importance of creating a regionally-developed "Venue for the Transmission of Japanese Culture" as a guarantee of something the parental generation has not experienced.

Pre-Service Teachers and Digital Technologies: An Exploration of Perspectives

Mary Ann Hood

Yew Chung College of Early Childhood Education

Abstract

Children are exposed to a range of technologies that shape their daily lives. Touchscreen devices are taking an ever more important role in young children's everyday lives. Arnott (2017, p.7) refers to the 'increasingly technologised landscape of early childhood experiences' in which children's learning experiences are shaped by the digital era, while other research refers to the pervasiveness of technology in life from childhood through to adulthood. The stance taken by this paper is that digital technologies are an inherent part of the lived experiences of most urban young children.

Teacher preparation and in-service training are key to the integration of digital tools and the design of effective digital literacy pedagogies in official school settings. Further, teachers working with young children should develop opportunities to integrate beneficial activities involving digital technologies in their teaching. Studies show that qualified preschool teachers hold a variety of perceptions regarding the application of technology to pedagogy. These perceptions range from reservations about the appropriate use of technology, for example as a way of keeping children busy, to those positing that innovational learning through technology is the way of the 21st Century child. There appears to be a paucity of research on pre-service teacher's understandings and views and this research aims to gather insights into the views of these teachers of tomorrow.

This small-scale study addresses aspects of this topic by providing insight into how a sample of pre-service teachers, currently in their second year of a Higher Diploma in Early Childhood Education in Hong Kong, view the use of digital technologies in the kindergarten. Using an inductive qualitative methodology, this case study investigates the following research question:

What are pre-service teachers' beliefs about the value of digital technologies in play?

The study is currently ongoing. Six participants will be selected using purposive sampling from one cohort of students. Informed consent will be obtained from participants in accordance with recognized ethical guidelines that will further inform the study. Semi-structured interviews will be carried out using an interview schedule designed to probe the understandings and beliefs of the pre-service teachers. Interviews will be carried out in English, transcribed by the researcher and the data generated qualitatively analysed. Drawing on the work of Ljung-Djarf, Aberg-Bengtsson and Ottosson (2005) data will be analysed according to three ways of relating to technology use: (1) as a threat to other activities, (2) as an available option, and (3) as an essential activity.

Expected Outcomes: It is hoped that this study will elucidate pre-service teacher's emerging beliefs regarding the value of digital technologies in play. The implications for embedding digital pedagogies as part of initial teacher training will be discussed. While the findings offer insights for teacher education in Hong Kong, they may prove to be of interest in other countries.

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Differences of the Teaching Behavior Between Nursery and Elementary School Teachers

Mihoko Kuramori

Fukuyama City University

Chikako Nagahara

Fukuyama City University

Michiyo Mori

Fukuyama City University

Miharu Shingai

Fukuyama City University

Abstract

Background

Recently, it has been required to examine how a smooth transition was achieved from the early childhood education to the elementary school education. In particular, the oldest children in nursery and the first grader's will often have similar learning experience but there is a possibility that teaching behavior of both grad teachers is quite different. This difference might confuse the children's learning behavior. If both grade children are puzzled in same task, whether teaching behavior of the teachers for each grad will be same or not?

Aims

The first purpose of our study is to examine that nursery teachers of oldest children and elementary school teachers' of the first grader's teaching behavior. The second purpose is to examine how nursery teachers of oldest children and elementary school teachers of the first graders support children in common situations.

Sample and Methods

The questionnaire is composed of two parts. First, based on the previous research and preliminary survey, we made 23 items for questionnaire to rate the teaching

behavior. This questionnaire was distributed to 59 nursery teachers of oldest children and 118 elementary school teachers of the first graders. All items were rated using a 5-point Likert scale. The item mean scores and the factor analysis revealed the common teaching behaviors. As a result of verifying the content and surface validity, 19 items were selected for the scales in the questionnaire.

Second, nursery teachers of oldest children and elementary school teachers of the first graders were asked to read six scenarios of children puzzling in common situations and to answer the questionnaires on their teaching behaviors in each case. Case 1: A child does't participate in things he is unlikely to do, Case 2: A child does't understand the content of activities, Case 3: A child can't concentrate on the task and immediately starts another one, Case 4: A child goes on reading books in his own pace, Case 5: A child does't read and write letters correctly, Case 6: A child does't count numbers accurately.

Results

Factor analysis revealed 4 aspects of teaching behavior: "Achievement of learning" (Factor 1), "Cultivate thinking, judgment and expression" (Factor 2), "Thinking Process" (Factor 3), and "Motivation" (Factor 4). In each of the six scenarios, nursery teachers of oldest children and elementary school teachers of the first graders also emphasized four teaching behaviors: "Achievement of learning", "Cultivate thinking, judgment and expression", "Thinking Process" and "Motivation" (It was answered that the mean score was 3 or more). However, in all scenarios, elementary school teachers of the first graders have a higher score of "Achievement of learning" than that of nursery teachers. In addition, in Case 5 (A child does't read and write letters correctly), nursery teachers have a higher score of "Thinking Process" and "Motivation" than elementary school teachers.

Discussions

It may be necessary to adjust how to balance the four teaching behaviors between elementary school teachers of the first graders and nursery teachers of oldest children.

Contested Narratives Within the Reconstruction of an In-Service Professional Development Program in a Japanese ECEC Center

Chiharu Uchida
Toyo University

Abstract

This study aims to describe and analyze the process of an in-service professional development (PD) with early childhood education advisers in Japan. This analysis applied an ethnographic approach while one of the investigators was the pedagogical adviser for the target ECEC center (KY Kindergarten).

We theorized the process of professional development as the “pedagogy of narratives” (Muto, 2015) because PD became a cultural space where different pedagogical values and local cultures met and confronted each other before a new shared narrative emerged to reconstruct the PD process. We also utilized the concept of figured worlds from Holland, Lachicotte, Skinner, and Cain (1998).

KY kindergarten is privately owned and publicly funded. It was established 40 years ago, and it has more than 20 teachers. More than 300 children (3 to 5 year olds) currently attend it. The principal asked us to support their in-service professional development programs to improve the quality of the teachers and consequently the education that they provided. Every year, in the first training session teachers were informed that their PD programs were documented for two purposes: 1) for the teachers’ and pedagogical adviser to improve their programs, and 2) for the researchers to analyze the PD process. The teachers were active participants and documented their observations and reflections. The data sets were accumulated from pedagogical documentations of the adviser’s practices, teachers’ official reflections on PD, and informal and formal interviews with the pedagogical adviser and teachers.

Results consisted of three narratives: the pedagogical adviser, new and veteran teachers, and finally narratives of the management.

The principal selected the pedagogical adviser with the expectancy of changing the teachers' mindset from necessities to opportunities. He expressed his intentions are for teachers to feel free to plan their classes using their own strength; however, teachers found change difficult. The principal proposed to reduce number of school events as well as to outsource some work so that teachers can spend more time for educational preparation jobs. However, the teachers felt uncomfortable to lose part of their responsibility they used to do.

In addition, the teachers had their own positive and negative accounts on how they participated in their PD, so did the pedagogical adviser. The pedagogical adviser initially expected the teachers to accept and implement her proposed methods of teaching, but it did not happen. From the second year, the pedagogical adviser modified her expectations and relationship with the teachers. This process became understandable when we analyzed their PD process as a meeting place of the management's, the teachers' and the adviser's different figured worlds. The effective PD process had to be the pedagogy of narratives, which was inclusive with different figured worlds and created the new shared figured world. Then the teachers began to take the ownership of the PD and their pedagogy began to change.

References

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Indonesia Early Childhood Educator Competencies Mapping

Nurbiana Dhieni

University State of Jakarta

Sri Wulan

University State of Jakarta

Andini D Juliati

University State of Jakarta

Abstract

This study aims to find out: (1) educators competencies mapping of Early Childhood Education (ECE) level III in National Qualification Framework Indonesia (KKNI) from 10 provinces in Indonesia based on standard competencies; (2) educators competencies mapping of ECE level III in KKNI based on the province; (3) differences among educators competencies of ECE level III in KKNI from 10 provinces as a whole; (4) relationships among educators competencies of ECE level III in KKNI based on their experiences; and (5) relationships among educators competencies of ECE level III in KKNI based on their types of work. The ECE educators level III in KKNI mean young assisten teachers (caregiver). This study used a survey research design. Study objects were young assisten teachers competencies based on 12 competencies of KKNI. The study population was 209.971 Indonesia ECE educators level III in KKNI based on their high school educational background and diploma. The study sample was 4.222 Indonesia ECE educators level III in KKNI who had participated in young assisten teachers competencies in 2014-2019. It determined based on data of competency test in KKNI level III that had been conducted by the Institute for Certification of Competencies on ECE Educators. Data analysis carried out descriptively. ECE educators competencies mapping is an appropriate step to get a real description of its competencies and indicators that needs more attention. Furthermore, the result of ECE educators competencies mapping could implement as a basis for policy makers to formulate various professional development programs for educators, including ECE educator

level III in KKNI in the various region effectively and on target to produce quality teachers.

Developmental and Behavioral Research on Discrimination: Interaction Between a Child with Severe Motor and Intellectual Disabilities and Others Children in Early Childhood

Yu Mizuno

Chubu Gakuin University

Abstract

The Convention on the Rights of Persons with Disabilities (2016) provides that inclusive education is the right of persons with disabilities. From now on, in kindergartens and nursery schools, it is essential to accept children with various needs and pay appropriate consideration. However, it can't always be said that education and support for children with diverse needs in early childhood are enough in Japan. In this report, we clarified the process of interaction between children with disabilities and other children in early childhood and aimed at examining appropriate preparation and care methods for realizing inclusive education. We observed the daily lives of children with severe motor and intellectual disabilities (juso-ji) and children without them (n=28) in nursery. We focused on their interaction, especially with children without disabilities. As a result, we observed a situation where children without disabilities were saying negative words such as "He's creepy." to juso-ji at first period of the 32 hours we observed. But as time passed, they voluntarily became involved in juso-ji, and negative words decreased. It was suggested that negative words given to children with disabilities from children without disabilities in early childhood do not have the same discriminatory meaning as adults but are aware of the difference between him and children with disabilities and express anxiety about them. Therefore, I thought as follows that in such situations, it is important for the educator to recognize that the child has the opportunity to negotiate with other children, not to stop the child's negative words, and to replace or explain the child's expression.

Curriculum for Internships in Early Childhood Education: A Communication Mode

Guang-Jong Fann

National Taipei University of Nursing and Health Sciences

Shih-Chen Chang

Dahua Preschool, New Taipei City

Wei Chen Chang

Wan Fan Elementary School

Haiyan Chen

Qingdao Hengxing University of Science and Technology

Qing Wang

Qingdao Hengxing University of Science and Technology

Abstract

In this paper we discuss how to build a solid internship via recreating a new curriculum connecting undergraduate program and preschool practice. In general, an internship is a closely monitored applied experience in a professional setting, with definite learning objectives incorporating reflection on and integration of theories and concepts with practice. In most preschool, the interns observe all the works and may have chances to practice on site. The experiences for the interns usually are documented as a part of interns' dairy for learning. The logs turn out to be a path connecting university program and preschool practice. However, even university scholars endeavor to understand preschool practices, the discrepancies between the two ends exist and confuse the interns in certain degree.

In order to solve the matter, we build an internship system in which the internship is courses based and the courses synchronize with undergraduate program. What we have done is to turn the internship into difference courses and mapping each step of the internship experiences to undergraduate programs. This is not only create courses of internships but create courses that the preschool can manage in practice.

Preschool teachers take the responsibilities as the instructors for the courses. In each week, the instructors set up the course outlines and give lectures in preschool while no preschool kids present. After lectures, the interns involve in preschool daily works and become observers to understand what they have learned during the lectures. Following the observing stage, under preschool teachers' monitor, the interns get some chances to practice.

The course outline will be discussed with undergraduate scholars beforehand so that all the contents are well matched with what the interns have learned in undergraduate program. The scholars incorporate the contents into undergraduate courses as an important part for lectures. This mechanism not only integrates university courses and preschools practices but also yield a smooth learning path for undergraduate students. The interns will find that the patterns for learning in undergraduate program is extended by the internship. And the communication between preschool teachers and university scholars effectively minimizes the gaps.

Students who have not have chance to participate the internship also benefit from the setting. When university scholars brought the cases in preschools into courses, students can have some ideas about what happened in preschool so that they can prepare themselves in advance.

Factors Influencing the Practice of Gross Motor Exercise in Infant Daycare Centers of Taipei City

Ya Fang Hsieh

National Taipei University of Nursing and Health Sciences

Shu Chiu Hung

National Taipei University of Nursing and Health Sciences

Abstract

According to Jean Paul Piaget's Theory of Cognitive Development, infants aged from 0 to 2 are in so called Sensorimotor Stage, when they experience the world through movement and senses. In "2020 Health White Paper", published by Taiwan's Ministry of Health in 2009, lacking sufficient physical activities is listed as a leading factor for poor motor coordination among children under age of 6. For care-givers in infant care facilities, how to guide and facilitate children's development, through physical activities, has since been an attention-drawing challenge.

Gross motor exercise is a common practice to improve infant's motor coordination. Yet it was reported that the care-givers' willingness of and attitude toward implementing the exercise varied. This study interviewed 7 and 11 care-givers, respectively, from two infant daycare centers in Taipei City. Both centers are similar in number of infants taken care of, but quite different in space, service manpower, and mode of service delivery.

According to the care-givers interviewed, the size of open space and number of care-givers in the facility have huge impact on the feasibility of conducting gross motor exercises for children. In private daycare centers, with limited space and manpower, gross motor exercises are mostly conducted indoor; as for public daycare centers abundant in teaching toys and manpower, formats of gross motor exercises tend to be more diverse and can be implemented outdoor.

The managerial concept also plays a critical role. Directors in both private and public daycare centers appreciate the benefit gross motor exercise can bring. But the

frequency of outdoor physical activities was often cut short in private centers due to the pressure from parents who are concerned about safety. In contrast, outdoor activities conducted in public centers were much more welcome by parents in the community in general.

It is concluded that promoting gross motor exercise among young children in daycare centers requires not only the physical/personnel resources of the facilities, but also the concept/attitude of the managers and care-givers.

What Is the Role of the Teacher in the Kindergarten Event "Sports Day"

Miho Tajima
Hiroshima University

Abstract

Problem and Purpose

The purpose of this research is to clarify the role of the teacher in the kindergarten event "Sports Day". "Sports Day" is an annual event that takes place once a year at the majority of daycare sites, and it is required that the initiative be led by children at the time of implementation. However, up until now, we have considered the concern about how much stress and pressure are loaded on the children during the exercise process of the athletic meet, how to carry out and how the competition is like, and whether it is really fun for the children. It is also pointed out that it is necessary to continue. In light of these issues, in recent years, there have been some parks that review the "Sports Day" but it is hard to say that they have been fully considered. In the future, we think that it is meaningful to find out what kind of role the childcare person plays in order to promote it mainly by children when thinking about the way of athletic meet with an important meaning as educational activity.

Research Method

I conducted a semi-structured interview with two teachers at A kindergarten about the activities of the athletic event of the year. A kindergarten is a day-to-day nursery that respects the independence of children, and is an institution that educators and researchers are interested in. The interview data collected were analyzed using Steps for Coding and Theorization, which is one of qualitative data analysis methods. Since Steps for Coding and Theorization are effective for individual specific analysis, I judged that they were suitable for the present research that seeks to pursue the narrative of the survey subject deeply, and I adopted it. In this research, in the interview data, I focused on the narrative how to propose the "Sports Day" competition to the children and how they saw how they were practicing the competition did.

Result

As a result of the analysis, it became clear that the teacher in A kindergarten plays a role to provide support to keep the mind going to the competition while continuing to observe how the child works on the practice of the competition. Specifically, it is support such as "guarantee of participation of all the children" and "watching while entertaining". I will continue to analyze and further clarify the details.

A Study on the Qualitative Analysis of Children-Teacher Response in the Process of Implementing Global Citizenship Education Using Picture Books

Jung-A Lee
Kookje University

Abstract

In recent years, our society has seen a growing number of people with diverse historical and cultural backgrounds, and we need to explore ways for humanity to live together in the world. In terms of children's education, we need to find ways to solve the common problems of mankind, which has different social and cultural environments, by global citizenship education using picture books. In this study, teachers and children will read picture books on the proven global citizenship education subject, plan and act on various activities related to the picture books, and find out the responses and meanings of teachers and children to the global citizenship education.

Participants in the study included twenty first and second-year children attending after-school nursery classes in Seoul's N district, two teachers, a researcher and a research assistant. It was conducted for eight weeks from March 12 to May 4, 2018, and the research was carried out in the order of 1) teacher education and composition activities for global citizenship Education, 2) practice of global citizenship education activities and data collection, 3) analysis.

Research result is as follow;

1) Confusion of establishing the concept of global citizenship education:

When global citizenship education first began, teachers found it difficult to understand the differences between multicultural education and global citizenship education, focused only on conveying new knowledge of various cultures, and children understood it in a way that was totally out of line with the teacher's intentions.

- 2) Adaptation period for global citizenship education; Teachers recognized that global citizenship education was conducted including multicultural education, and as children were taught through picture books that understood other cultures, they naturally helped them understand other cultures.
- 3) Conflicts of opinion that appear when understanding other cultures; Teachers themselves found it difficult to break away from the old prejudices by understanding other cultures. Children also showed groundless prejudice against certain cultures, such as the media, picture books, or Tibet or India, which they learned from their daily lives.
- 4) Changes expressed in the course of the implementation of global citizenship education; Children first looked at the cultures of various countries, understood that each was different but the same, and began to have wider understanding of children and the environment in different situations. Teachers tried to find various real-life cases as they overcame prejudices about global citizenship education.
- 5) Lack after Global Citizenship Education; Children began to understand various people with different cultural and social environments through intercultural understanding. Although teachers gradually and unbiasedly understood the intercultural understanding in the content of global citizen education, they found it difficult to seek practical direction for human rights and international cooperation organizations.

This study is meaningful in the use of picture books from a broad perspective (human rights, peace, environment, international cooperation organizations, etc.) from a global human perspective, rather than education limited to multicultural education conducted within cultural understanding in the conduct of global citizenship education. Based on this study, follow-up studies related to practical cases of global citizenship education are needed.

Recognition of the Identity and Subjectivity of Wawa in Culturally Responsive Teaching of Traditional Brewing Culture

Jhih-Sian Lin

National Dong Hwa University

Abstract

The mainstream media and the general public in Taiwan typically have long had a stereotype that “the indigenous people are alcoholic,” which reflects the stigma and discrimination against the indigenous people. To explore the value of the knowledge of indigenous people’s traditional brewing culture in school education, an action research was conducted. Specifically, culturally responsive teaching was used to design courses of thematic learning, which were incorporated in the formal curriculum for the elementary school affiliated kindergartens. The courses were to reconstruct children’s cultural identity and subjectivity, enable them to recognize the value of cultural diversity in traditional cultural knowledge, and enhance their literacy of accepting, identifying, and appreciating diverse cultures. Consequently, the children can be open-minded and willing to engage in the dialogue with different cultures; they are able to reflect their self-identity and analyze and deconstruct relevant power relations, deeply realizing that culture is the essence of life.

Analysis of South Korean Multicultural Bilingual Instructors’ Bilingual Education Experience by Grounded Theory

Seung-Suk Lee
Sungshin University

In-Ae Hwang
Sungshin University

Kyung-Sook Kwon
Sungshin University

Abstract

South Korean multicultural families consisting of marriage immigrants lie in a bilingual environment in which their children can speak Korean and mothers’ native language, which are the languages of both parents. Accordingly, in South Korea, a policy to support bilingual education for children from multicultural families has been implemented since 2016, and mothers of multicultural families, who are marriage immigrants. It is most important to understand various positive and negative elements and needs experienced by bilingual instructors so that those from multicultural families can perform their roles. Moreover, bilingual instructors’ bilingual education experiences are the responses appearing by interactions with various elements in social, cultural, and psychological contexts, instead of simply individuals’ behaviors and responses and may be interpreted through the relationships among individuals, societies, and environments. Thus, it is necessary to conduct a study that explores them systematically.

Thus, this study explored the factors affecting bilingual instructors’ actual roles and explored their education experiences, applying the model presented by Strauss and Corbin (1998) to build up a theoretical model of the central phenomenon related to them. For this purpose, this study collected data, conducting in-depth interviews with six bilingual instructors from Vietnam, Japan, and China two to three times and analyzed the data in the processes of open coding, axial coding, and selective coding. Through open coding, 102 cases and 16 categories were drawn, and the central

phenomenon appearing through axial coding was ‘difficulty of bilingual education.’ Causal conditions were categorized into ‘lack of expertise’ and ‘conflict in roles,’ while contextual conditions were categorized into ‘lack of awareness of bilingual education,’ ‘diverse students,’ and ‘lack of data and teaching methods.’ Interventional conditions were categorized into ‘experience of children’s education,’ ‘competence in instructor education,’ and ‘formation of solidarity with colleagues,’ and action/interaction was categorized into ‘efforts for the promotion of expertise,’ ‘performance of parent educators’ roles,’ ‘performance of bilingual instructors’ roles,’ ‘performance of the promoters of the importance of bilingual education.’ The results, including ‘finding roles,’ ‘growing up as bilingual experts,’ and ‘performers and proposers of plans for the development of bilingual education’ were drawn.

As above, it was noted that bilingual instructors had difficulties due to lack of expertise, conflict in roles, and lack of social awareness of bilingual education; however, they improved their competence in bilingual education with experiences, efforts, and education as marriage immigrants who nurture children in Korean society and grew up as bilingual experts.

Introduction of Religious Tolerance in Early Childhood in the Village of Balun Lamongan Indonesia

Eka Cahya Maulidiyah
Universitas Negeri Jakarta

Mohamad Syarif Sumantri
Universitas Negeri Jakarta

Abstract

This study aims to describe the development of religious tolerance in early childhood in Balun Village, East Java, Indonesia. The research focus on examining the view of religious tolerance in early childhood. The process of forming religious tolerance in early childhood. Involvement of social and cultural environments in the development of religious tolerance in early childhood in Balun Village Indonesia. The research method used is a qualitative approach with procedures namely the stage before to the field, field work, data analysis, and report writing. In this study using analysis from Spradley namely analysis of domains, taxonomies, components, and cultural themes. The technique of collecting data in qualitative research is, by observation, interviews, documentation, and triangulation. The conclusion of this study shows that first, children show religious tolerance by carrying out traditional activities along with other religions, socializing and never making fun of the religion adopted by friends, playing without distinguishing friends, knowing the names of worship of other religious people, knowing worship performed by other religions such as worship Pura, and study the Koran in the cottage. Second, since early childhood children are invited and involved in participating in traditional activities and religious harmony and comfort activities in every activity that is followed by children. Third, parents who accompany children to take part in activities since children under five and provide care, Parents will mainly teach religious differences in a simple way to children so that children know the difference in religious worship in Balun Village. Parents also teach respect and respect

by letting others do their religious services and community activities that are jointly followed even though there are different religions.

Keywords: Religious tolerance, parental role, social environment

Paper Session 4, Room 203

10:45~12:00, Sunday, July 14, 2019

Chair: Miao-Ju Tu

Curriculum and Teaching

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|---|--|
| A Study on Integrating Rice-Cooking Activity into the Kindergarten's Daily Routine | Ying-Cho Tsang,
<i>Hsin Sheng College of Medical Care and Management, Taiwan</i> |
| Framework of the Follow up to Musical Activities Providing by Playing Drum Kit and Piano on Young Children's Attention Interval | Wanlapa Sathiraphan,
<i>Chulalongkorn University,</i>
Thailand |
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<i>Ibn Khaldun Bogor University,</i>
Indonesia |
| Using Sensorial Arts in Teaching Mathematics for 4-Year-Old Children | Thelma Mingoa,
<i>De La Salle University Manila,</i>
Philippines |
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A Study on Integrating Rice-Cooking Activity into the Kindergarten's Daily Routine

Ying-Cho Tsang

Hsin Sheng College of Medical Care and Management

Hui-Ling Chang

XIA-EN Kindergarten

Abstract

The objectives of this study are three-fold: exploring the teaching process of integrating rice-cooking activity into the kindergarten's daily routine, investigating the related problems and solutions, and evaluating implementation effectiveness. In order to collect sufficient materials for analysis and discussion, a variety of research tools have been adopted in the study, including counseling notes, teacher's reflection and archival records, child observation records, teacher's interview records, and teaching videos. The data collection time extends from August 2017 to January 2019.

From this study, we have come up with three analytical remarks. First, the teaching process generally consists of observing the rice, manipulating rice-cooking appliances, demonstrating rice-cooking steps, exploring the amount of water for rice-cooking, grouping to cook rice in turns, exploring the amount of rice for the whole class, and making rice balls. Second, the problems encountered with children include: i) the children do not have the concept of cup amount, ii) the children have the difficulty of washing rice, iii) the children are unfamiliar with the cooking steps, iv) the children use the cooking appliances incorrectly, and v) the rice is not well cooked. The feasible solutions provided by teachers include demonstrating, providing opportunity for practice, augmenting appliances, providing opportunity for first-hand experience, exploring problems, and guiding purposeful observation. Third, the implementation effectiveness includes the improvement of child's learning ability and the teacher's professional growth.

In conclusion, we recommend that teachers adjust the cooking-related appliances in accordance with child's daily experience and ability, adapt the number of participants and the type of activity so as to enhance the learning effectiveness, and pay attention to child's response with an attempt to develop self-reflective and critical skills.

Framework of the Follow up to Musical Activities Providing by Playing Drum Kit and Piano on Young Children's Attention Interval

Wanlapa Sathiraphan
Chulalongkorn University

Pongsakorn Lertsakworakul
Chulalongkorn University

Abstract

In 2018, we did the research "Comparing the effect of musical experiences providing between using drum kit and Piano on preschooler's attention interval". The result of this research found that the samples who used piano has decreasing the score of Attention Deficit Hyperactivity Disorder more than the samples who used drum kit. So, the aim of this article is present about the framework of follow up the musical activities providing by playing drum kit and piano on young children's attention interval. Musical activities have 3 steps ware 1) Introducing step 2) Warming up step and 3) Playing with instrument step. The information will collect by observational assessment form (adapted from NICHQ Vanderbilt Assessment Scale) that observed by parents and teacher on 3 groups of children as follows; 1) The children who continually be in musical activities class. 2) The children who just come to join in musical activities class. And, the last group 3) The children who have been join in musical activities class.

Improving Communication Skills 5-6 Years Old Through Inquiry Methods (RA Bakti V, Taman Cimanggu Bogor)

Masitowati Gatot

Ibn Khaldun Bogor University

Abstract

The purpose of this study was to improve communication skills of 5-6 aged children years old in RA BAKTI V, Taman Cimanggu, Bogor through inquiry methods. The methodology used was action research method, with stages of planning, implementation, observation and reflection. The subjects of this study were students in group B, aged 5-6 years old, RA Bakti V Taman Cimanggu Bogor, who had problems in communication skills. The instruments of data collection used were interviews and observations. From the results of the study, it was found that in the pre-test 93.3 percent of children were unable to communicate, only 6.7 percent had been able to communicate by the teacher's assistance. After learning process used inquiry method, it showed that 70 percent of children can communicate without the teacher's assistance, the rest or 30 percent of children still communicated with the teacher's assistance. But after three weeks of treatment through the inquiry method, there were no more children who cannot express, convey thoughts, ideas, feelings and express them. The implications of this study are expected that inquiry methods will improve children's communication skills. Children communication skill is shown through the pronunciation of words to express, convey thoughts, ideas, feelings and expressing.

Using Sensorial Arts in Teaching Mathematics for 4-Year-Old Children

Thelma Mingoa

De La Salle University Manila

Kerstine Olive Monungolh

De La Salle University Manila

Carla Torres

De La Salle University Manila

Abstract

Integrating art with mathematics is done by letting a student show one's understanding in mathematics through the creation and demonstration of different pictures and objects with different mediums (Silverstein and Layne, 2010). Studies show that integrating Math and Art improves the way the students perceive math from a negative into a more positive note. This makes the students more enthusiastic in doing math activities and in joining class discussions. There are different forms of art. Sensorial art in particular refers to art involving hands-on experiences through the use of the different senses at once. This research focused on sensorial art using tactile, visual, and auditory senses. The purpose of this research was to probe the effects of using sensorial art in developing the math knowledge on classification, ordering, and numeracy for nine 4-year-old students in a public daycare in Metro Manila. This quasi-experimental study was conducted for 5 weeks, Quantitative assessments were given in the pretest and posttest, and the students were given different sensorial arts activities during the 3-week intervention. The data collected was then analyzed using McNemar test for assessing knowledge of colors and of shapes. While t-test was used to find out the significance of difference between pre test and post test scores for the rest of the math areas in the study. The use of Cohen's D was done to analyze the effect size of the changes in the study. Results show that there was a significant improvement in the skills

of the students in classification, ordering, and numeracy at the end of the intervention. This shows that the use of sensorial arts activities in teaching mathematic concepts increases the level of knowledge in mathematics. Observations of how students interacted during the intervention also shows a positive effect on the motivation of the students to learn math.

Poster Session 1, Room 204

13:00~14:15, Saturday, July 13, 2019

Chair: Yin-Kun Chang

Children's Literature

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|----|--|--|
| 1. | An Aesthetically Experiential Adventure with Peter Rabbit Mediated Through Creative Drama | Ting Hsuan Tseng,
<i>National Tainan Chia Chi Senior High School, Taiwan</i> |
| 2. | Exploration on Abstraction Levels of Preliminary Preschool Teachers' Question While Reading Wordless Picture Book | Mineun Kim,
<i>Konkuk University Graduate School, South Korea</i> |
| 3. | Disabilities Portrayed in Picturebooks with the Asian/Pacific American Award for Literature (APAAL) | Sohyun Meacham,
<i>University of Northern Iowa, United States</i> |
| 4. | Storybooks or Information Books? – Exploring Preservice Teachers' Preferences and Choices When Reading with Young Children | Hsiang-Ju Ho,
<i>National Chiayi University, Taiwan</i> |
| 5. | Picture-Book: As a Mirror of Teachers' Responses and Personal Involvements | Hyejn Kwon,
<i>Soonchunhyang University, South Korea</i> |

Philosophy for Children

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| 6. | Educational Environments in Early Childhood Education: A Comparison of Japan and Taiwan | Yuko Akamine,
<i>Okinawa Christian Junior College, Japan</i> |
| 7. | Historical Analysis of Boy Education in Taiwan: Perspective of Discursive Analysis | Yin-Kun Chang,
<i>National Cheng-Chi University, Taiwan</i> |
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| 8. The Relationship Between Nursery Teachers' Action in Expression Activities and the Thought: An Analysis Through Observation and Semi-Structured Interviews Conducted in Montessori Kindergartens | Kanoko Fujio,
<i>Elisabeth University of Music,</i>
Japan |
| 9. The Discovery of Applying Drama in Doing Philosophy for Children | Meiman Huang,
<i>Shu-Te University,</i> Taiwan |
| 10. How ECEC Should Be in Inclusive Society; Throughout Examining Ecec Philosophies of Unauthorized Daycare Centers (UDCC) Staffs | Kaoru Onishi,
<i>Gifu Shotoku Gakuen University Junior College,</i>
Japan |
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Environmental Education for Early Childhood

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| 11. The Perception on the Pediatric and Adolescent Idiopathic Scoliosis Among Mothers | Ungjin Im,
<i>Barunmom Oriental Medical Clinic,</i>
South Korea |
| 12. Children's Ecological Imagination from Commonplace Things: Education for Sustainable Development as Becoming | Issei Yamamoto,
<i>Shiga Univeristy,</i>
Japan |
| 13. Sustainable Education in Early Childhood Education Singapore | Magdalene Heng,
<i>Preschool Market,</i>
Singapore |
| 14. Focus Point of "Attitudes of Learning to Learn" in Early Childhood in Childcare Facilities Which Utilizes Tablet Devices in Childcare | Hiroshi Hotta,
<i>Sonoda Gakuen Women's University,</i>
Japan |
| 15. Low Fertility and Childcare Policies in South Korea | Hyeyoung Jung,
<i>Pusan National University,</i>
South Korea |
| 16. Research on School Image of Children in Transition Period: Using a Mosaic Approach to Analyzing "To Become an Elementary School Student" | Kiichiro Okahana,
<i>University of the Ryukyus,</i>
Japan |
| 17. 4-5 Year Old Program: Plant Using the Project Approach Model | Hwa Mee Sing,
<i>ZhongShan Kindergarten,</i> China |
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STEAM and Early Childhood Education

18. Using ICT to Enhance of Language Activities in Nursery School **Yuko Ninomiya,**
Tokyo Women's College of Physical Education, Japan
19. The Relations Between Preschoolers' Working Memory and Mathematical Competence **Li-Fen Chang,**
National University of Tainan, Taiwan
20. Chinese Teachers' Beliefs, Confidence and Practices in Teaching Early Childhood Mathematics **Jie Zhu,**
The University of Hong Kong, Hong Kong
21. The Idea of Science Activities to Nurture the Early Scientific Thinking; Attempt of Science Lessons (6-7 Years Old) with Soap Bubble Using the Design Sheet **Masahiro Inai,**
Ooe Elementary school, Japan
22. The Effect of a Teacher's Discourse and Actions on Children's Artistic Activities **Yukari Hotta,**
The University of Tokyo, Japan
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An Aesthetically Experiential Adventure with Peter Rabbit Mediated Through Creative Drama

Ting Hsuan Tseng

National Tainan Chia Chi Senior High School

Abstract

In the ever-changing world, digital transformation has tremendously affected how people interact with each other and how human beings are related to Nature, while globalization has greatly impacted worldwide economics, politics, and even posed a threat to the environment. Within such a changing, complex social milieu, why do we still dig into Beatrix Potter's tales and illustrations, in which the talented writer reveals a balance of imagination and reality, of both the anthropomorphic fantasy and an exacting observation of the natural world? The Tale of Peter Rabbit, is not only acclaimed as classic children's literature but holds an irresistible appeal both in the tale itself and in form of spin-off products ranging from dolls, bedding, to kitchen utensils. The tale and the title-character-related adorable objects serve as an emotional recall of childhood memories and the connection with Nature to readers of all ages.

Beatrix Potter's tales, in which realistic, photographic illustration joins hands with fictional narrative, immerse children in aesthetic experiences of enchanted natural scenarios. Reading of Beatrix Potter's tales of clothed animal characters is like setting out on a trip of spiritual liberation from social confinements. Peter Rabbit, in particular, could be regarded as an embodiment of a child taking a self-determined trip, running away from home into Mr. McGregor's garden and returning home with all clothes lost—symbolically back to Nature. The adventure taken by Peter Rabbit highlights children as “agents of change,” wanting to break through constraints of social manners or physical confinement.

Then, how is the ever-lasting classic tale related to childhood of tomorrow in an ever-changing time? Nature is permeated with beauty and a trip in Nature immerses

children in aesthetic experiences. The research will adopt Creative Drama as a “situational” and “constructive” aesthetic medium to guide children readers to re-read the adventure of Peter Rabbit and re-visit the enchanted Nature in Beatrix Potter’s mind’s eye. The research aims to design an aesthetically experiential instructional module guiding kindergarten children aged 5 to 6 in Taiwan to exploit the sense memory improvisation and sensory recall.

The module integrates Creative Drama into a task-based learning framework harnessing pantomime, Soundscape and role-play, which resonates with a "three-M-framework," including "movement, musicality and mood." Participants will be firstly guided to practice "pretend play" by doing animal mime and secondly be led to an outdoor scenario, for instance, a garden on the campus, to experience a "Soundscape" so as to get "situated" into the tale with the assistance of visual and sound perception. Lastly, participants will do a role-play dramatizing the key moments Peter Rabbit is faced with, especially highlighting Peter's emotional responses to crisis.

The findings of the implementation of the carefully planned activities will reveal that Creative Drama as a “situational” and “constructive” aesthetic medium will enhance children's aesthetic development in appreciation of beauty. In addition, children's environmental awareness and empathy for the underprivileged will be aroused so as to trigger positive transformation and also come to the realization of the importance of protecting the environment.

Exploration on Abstraction Levels of Preliminary Preschool Teachers' Question While Reading Wordless Picture Book

Mineun Kim

Konkuk University Graduate School

Juhee Kim

Konkuk University Graduate School

Abstract

Wordless Picture books has been used in the development of pre-reading abilities such as sequential thinking and visual recognition of children in educational environment (Knudsen-Lindauer, 1988). And as teachers' question is an important factor determining the quality of interactions with children and the education, the methods and types of teachers' question can positively influence on the development of children.

Therefore, this research aims to examine the abstraction levels of preliminary preschool teachers' question with wordless picture book, comparing them with picture books that have words.

The research participants are 99 preliminary preschool teachers studying early childhood education in a junior college and were asked to come up with 10 possible questions respectively for reading activities with children after reading "Lion and Mouse" both in the form of a wordless picture book and a storybook. The abstraction level of the questions were analyzed using the 4 inferential language level suggested by Blank, Rose and Berlin (2003) as an analytical tool.

The result showed that there were meaningful differences in the abstraction level of teachers' question while reading a wordless picture book and storybook.

Considering that the biggest components of a picture are texts and pictures, it is predicted that the existence and nonexistence of texts can draw different reactions from both teachers and children. And the teachers' abstract questions, as well as the reactions

of children are predicted to vary depending on the characteristics while reading picture books with texts or without texts. The findings can be used as a basic reference that directs to right teaching methods that could draw out the development of children by teachers' abstract questions during reading wordless picture book in early childhood education environment.

Disabilities Portrayed in Picturebooks with the Asian/Pacific American Award for Literature (APAAL)

Sohyun Meacham

University of Northern Iowa

Bryce Davis

University of Northern Iowa

Su-Jeong Wee

Purdue University Northwest

Wu-Ying Hsieh

University of Northern Iowa

Olivia Chen

University of Northern Iowa

Abstract

Introduction

This study analyzed how disabilities are portrayed in picturebooks which received the Asian/Pacific American Award for Literature (APAAL). The APAAL is given to works in adult fiction, adult non-fiction, young adult literature, children's literature, and picturebooks "about Asian/Pacific Americans and their heritage, based on literary and artistic merit" (Asian/Pacific American Librarians Association, 2019). While the portrayal of disabilities is not a factor for the APAAL recognition, we focus on this award to address the intersectionality (Crenshaw, 1991) of Asian/Pacific racial identity and disabilities. There has been a sizable body of literature analyzing disabilities in children's books or discussing the usability of children's books for addressing disability issues in educational settings. However, the literature barely touched intersectionality. Three research questions guided this study: 1) Which APAAL picturebooks include characters with a disability? 2) How are disabilities portrayed in the APAAL

picturebooks? 3) How is Asian/Pacific identity portrayed through characters with disabilities in the APAAL picturebooks?

Methods

We used the pool of 33 picturebooks with APAAL published from 2001 to 2018 as the data for our systematic content analysis. We focus on young children below third grade as target readers because picturebooks are major texts for their reading experiences (Serafini & Moses, 2014). A milestone work in this topic, Dyches and Prater's (2000) methodology influenced the current study in two initial analytic phases: 1) to identify characters with disabilities, 2) to describe these characters in relations with other characters, the contexts, the plot, and the illustration. Then for the third analytic phase, the critical multicultural analysis approach (Botelho & Rudman, 2009) was used to address power and social status of the characters, (mis)representational issues, or (in)equality issues.

Findings and Implications

Characters with disabilities and types of disabilities were represented disproportionately in 33 APAAL picturebooks compared to the general population with disabilities in the United States. Only four characters were identified to have a disability. Among them, two characters were primary. In terms of disability types, three characters were described to have an orthopedic impairment and the other one was not explained directly in the text but was inferred to have Autism Spectrum Disorder based on his described behavior. While Specific Learning Disability (SLD), Speech or Language Impairment (SLI), and Emotional Disturbance (ED) were most frequently observed in U. S. schools, these disability types were not addressed at all among APAAL picturebooks. The tertiary character in *Drum Dream Girl* was not described in the text. Only through the illustration analysis, although it was hard to distinguish, he seemed to be Cuban as the main story of the book took place in Cuba. While the characters with disability in *The Firekeepers' Son* (Korean), *Bread Song* (Thai) and *Coolies* (Chinese) were with Asian/Pacific identity, disability portrayal was not sufficient in those books. In addition, only two Asian/Pacific characters with disabilities were children among APAAL picturebooks. More mirror books for Asian/Pacific children with disabilities are needed for the U. S. early childhood classrooms. More future works are needed to increase the body of picturebooks for this population.

Storybooks or Information Books? – Exploring Preservice Teachers' Preferences and Choices When Reading with Young Children

Hsiang-Ju Ho

National Chiayi University

Li-Ching Sun

National Chiayi University

Abstract

Researchers and scholars have pointed out the importance of using informational texts in early childhood classrooms (e.g., Caswell & Duke, 1998; Duke, 2013; Pappas, 1987; Pappas, 1993; Stien & Beed, 2004). In Taiwan, the Early Childhood Education & Care Curriculum Framework (Ministry of Education, 2016) also suggests that informational texts should be included in preschool programs. However, are preservice teachers ready to use informational texts as instructional materials in their classrooms? This study aims to explore preservice teachers' preferences and choices when they read with young children.

Ninety-seven sophomore and freshman students (preservice teachers) enrolled in an early childhood teacher education program in southern Taiwan were invited to complete a Likert scale survey in which 8 questions were included. These preservice teachers were asked to report how they felt about their understanding of the definitions of storybooks/information books, whether or not they felt confident in using storybooks/information books, and whether or not they would use storybooks/information books when reading with young children. Among these 97 participants, 85 of them provided further explanations for their responses.

The results showed: (1) More than half of the preservice teachers (55.67%) felt confident in using storybooks, but less than one-third of the preservice teachers (31.96%) felt confident in using information books. (2) 85.57% of the preservice teachers stated that they would use storybooks when reading with young children, but only 36.07% stated that they would choose to use information books with young children. Findings

from the analyses of the preservice teachers' explanations for their responses included: (1) The preservice teachers felt that for young children storybooks were more interesting than information books. (2) The preservice teachers felt that it was easier for young children to understand storybooks. (3) The preservice teachers felt that it was easier to use various expressions when reading storybooks aloud. (4) The preservice teachers indicated that information books were used to provide knowledge; therefore, when it came to joyful read-aloud activities, storybooks were more appropriate. (5) The preservice teachers stated that it was more difficult to read information book with young children because teachers had to have enough background knowledge about the topics of the information books selected; otherwise the teachers might not be able to answer children's questions.

The findings of this study were similar to what had found with American early childhood teachers (Price, Bradley, & Smith, 2012). It is suggested that in order to enhance preservice teachers' ability and confidence level in using informational texts, teacher educators should provide more support and practice opportunities in relevant courses or workshops.

Picture-Book: As a Mirror of Teachers' Responses and Personal Involvements

Hyejn Kwon

Soonchunhyang University

Abstract

a. Necessity of the study

Personal experience is closely related with cultural identity are closely related. This is because teachers' imaginations, virtual situational perceptions extend to real life stories and provide information about teachers' cultural backgrounds (Sandra Chang-Kredl, 2013).

b. Purposes and research question of this study

By looking into teachers' response, as a picture-book reader, this study can suggest teacher's cultural identity, beliefs and philosophy of education.

c. Method

1) Participation: 6 Korean kindergarten teachers

2) Study Tools:

- Teachers' picture-book review meeting

At a picture book review meeting, teachers shared their personal experience as a reader.

- picture-book, 『Crow Boy』

It has been a long time since picture-book 『Crow Boy』 was published, yet it remains as a recommended book for children to develop their social skills in Korea continuously.

Data Collection and Analysis

Teachers' discussion were recorded and transcribed and transcribed. Collected data were qualitatively analyzed.

d. Summary of findings

1. ambivalence on the underprivileged children

Teachers expressed regret and sympathy as teachers about a crow boy walking to school alone for a long distance and being left alone by friends and teachers. However, they showed an understanding of the position of children who had alienated a crow boy, recalling attitudes on themselves to Southeast Asian friends in childhood. One teacher said that bullying of himself and his other friend in childhood was a characteristic.

2. The dilemma of a teacher's role

Teachers were deeply reflective of whether they were positive, generous teachers like Mr. Isobe, or authoritative teacher. Some teachers apologized to a child who might have been hurt by his or her words and actions and wished him well. However, teachers were not certain whether they can pay attention and can help a crow-boy like student to develop its interest, with a presumption that it is in their current classrooms. Also teachers wondered if Mr. Isobe played a good role as a teacher. They argued the need to help a raven boy from a poor family and a crow boy is suspected of having a learning disability and needs teachers' efforts to help him.

Educational Environments in Early Childhood Education: A Comparison of Japan and Taiwan

Yuko Akamine

Okinawa Christian Junior College

Akari Nakamatsu

Okinawa Christian Junior College

Abstract

This is a comparative study comparing the historical background of early childhood education, early childhood education policy and the current status of such measures, as well as trends in early childhood education policy, in both Taiwan and Japan.

In Japan, the Comprehensive Support System for Children and Child-Rearing began in April 2016. So, while comparing Japan and Taiwan, a discussion is conducted to consider which direction environmental education is headed in terms of early childhood educational policy.

In this comparative study, the early childhood education environment in Taiwan is summarized, and then a comparison conducted with Japan regarding the educational environment of early childhood education, establishment standards for such educational institutions, establishment standards for childcare providers and admission-eligible children, educational content, educational duration, and qualifications for childcare providers. Furthermore, the quality of childcare and the structure of early childhood education are discussed from the perspective of environmental education in early childhood education, and the issues to be addressed are summarized in terms of the educational systems' environment, with a view to contemplating the even better growth and development of each and every child.

Historical Analysis of Boy Education in Taiwan: Perspective of Discursive Analysis

Yin-Kun Chang

National Cheng-Chi University

Abstract

In spite of the fact that the feminist studies focus on the girls' situations in school, it is clear trend to transform the focus into the issues about boys' education in school. American scholar Marcus Weaver-Hightower calls this transformation in gender and education as boy turn. Weaver-Hightower points out four types of literature in boy studies including (1) popular-rhetorical literature, (2) theoretically oriented literature, (3) practice-oriented literature, and (4) feminist and pro-feminist responses.

In Taiwan academic fields, lots of studies are related to theoretically oriented literature or feminist and pro-feminist responses. In particular, these studies use the discourses or theories from Connell, Mac an Ghail and Willis to analyze masculine formations in schools. However, it is seldom to find out the obvious discourses about boy studies. Based on this mutilated situation, this study attempts to analyze the genealogies about boy studies in Taiwan.

The research method in this study is discourse analysis. The analytic dimensions are not only the text analysis but also discursive practice and social practice. In the primary purposes, this study divides literatures into theory-oriented and practice-oriented and collects relevant literatures from 2000 until now.

The Relationship Between Nursery Teachers' Action in Expression Activities and the Thought: An Analysis Through Observation and Semi-Structured Interviews Conducted in Montessori Kindergartens

Kanoko Fujio

Elisabeth University of Music

Mariko Kai

Wayo Women's University

Abstract

This study aims to model the relationship between the practice of instructing and nurturing children based on a specific ideology and the practical problems and requests faced by nursery teachers who work in the constantly changing kindergarten domain. Focusing on M. Montessori (1870–1952) in particular, we examine the manner in which nursery teachers recognize contemporary educational issues and how these issues are addressed in practice in harmony with Montessori's approach. In this study, we analyze music activities whose specific practices are entrusted to each kindergarten institution.

Since the methods to be used for activities are defined in detail for Montessori teachers, issues such as separation from general childcare and the loss of the substance of an activity have been highlighted (Amano 2001). However, even if a strict methodology of instruction is prescribed, nursery teachers should be able to make appropriate contextual judgments and to connect this understanding to the childcare they provide depending on the circumstances of each child in their care and on the values and requirements of the times.

The survey subjects are two kindergartens of Montessori education in Hiroshima Prefecture. The methods of investigation included observation of the music activities conducted by nursery teachers as well as semi-structured interviews with persons responsible to a certain extent for each decision and with the nursery teachers who taught music. Data were compiled in the form of video recordings of the music activities, the field notes of the researchers, and verbatim transcriptions of the interviews. The

data were compared and analyzed based on two grounds: the attitudes of the nursery teachers and the specific techniques used for the activities.

The following four points were extracted with regard to the attitudes of the nursery teachers:

- (A) Starting the music activities according to the children's wishes and interests.
- (B) Responding to the developmental stage of the child.
- (C) Emphasizing the satisfaction and accomplishment of the children above the results.
- (D) Making the children conscious of their body and getting them correctly attuned to the instrument.

The following two points were obtained regarding the specific techniques:

1. Children enjoy the pleasure of matching sounds when playing ensembles through a method grounded in the acquisition of rhythm.
2. Large-scale concerts are avoided so that children can enjoy music and become confident.

The four characteristics of the attitudes of nursery teachers are incorporated and applied to many of the current daycare sites as well as in the kindergartens that subscribe to Montessori education. The results of the study revealed that nursery teachers generally evince the outlook of being aware of topical and current issues and problems regardless of their specific educational philosophies. In addition, it was found that daycare workers reflect on Montessori teaching materials and methods and reposition their functions to achieve the objectives of childcare and to overcome difficulties in their daily tasks.

The Discovery of Applying Drama in Doing Philosophy for Children

Meiman Huang
Shu-Te University

Abstract

This article aims to describe the discovery of applying drama in doing philosophy with and for children in Taiwan. For doing philosophy with children, we had drama courses for children in an after school program. As for philosophy for Children, we made a production with professional children's theatre company in 2002. The play called "Anything and Nothing" was found as a new mile stone of the philosophical drama for children in Taiwan.

This article is an attempt to answer the major question: what was the function of drama in doing philosophy for children and how it was worked out? Philosophy reliance on rational argument, however drama created a fictional situation which was full of symbol fictional scenario to open a space for participants deepened their experience of thinking.

How ECEC Should Be in Inclusive Society; Throughout Examining ECEC Philosophies of Unauthorized Daycare Centers (UDCC) Staffs

Kaoru Onishi

Gifu Shotoku Gakuen University Junior College

Masafumi Ohnishi

University of Fukui, Faculty of Education

Abstract

Purpose

Looking back on the history of ECEC, the origin of ECEC is philosophies of Pestalozzi, J. H. and Owen, R., and ECEC had been considered to be advocating for children on behalf of poor working parents. On the other hand, these philosophies were based on the social situations of the 18th century, and the situations are somewhat different from the present. Although situations are different, there are many problems in Japan; such as expanding income gaps and unmatching ECEC system with diversification of labor types (e. g. this problem affects children on waiting list). ECEC in Japan has several types of facilities; Kindergarten, Authorized Daycare Centers (ADCC; Centers for early childhood education and care, Nursery centers, and Municipal-level childcare services), and Unauthorized daycare centers (UDCC: Baby hotels and Baby sitters)(Cabinet Office, Japan, 2016). We clarified that the Unauthorized Daycare Centers (UDCC) in Japan had educational functions and welfare role to support high risk families who have such social problems (Onishi & Ohnishi; 2014, 2015, 2016, 2018). However, what features of philosophy of UDCC staffs are there in the background had not been clarified. Although UDCC in Japan had been minor position in ECEC, and the studies about them were scarce, they provided those important supports with families who could not able to adapt to ADCC (Onishi & Ohnishi, 2018). In addition, to realize the “inclusive society”, it is very important to understand the concept of “caring society” (Ministry of Health, Labour and Welfare, 2016). Therefore, by clarifying the philosophies of them, it is possible to consider how ECEC should be in current society. The purpose of this

study was to clarify how ECEC should be in inclusive society throughout analyzing the ECEC philosophies of UDCC staffs.

Method

Semi-structured interview was conducted with managers, nursery teachers of the UDCC (for 5 people). We analyzed the those interview data from the standpoint of their ECEC philosophies comparing with that of practitioners who generated the basis of ECEC (c.f. Pestalozzi, J.H., Owen, R., and Kurahashi, S.). We explained the purpose and the procedure of the study to the participants and obtained informed consent.

Results and Discussions

It became cleared that UDCC staffs had a fundamental philosophy of helping people with ECEC needs and a strong feature of social vulnerable relief (e. g. “We want to provide support families who are in difficult situation, Here and Now”, “If we don’t take care of the children, they must be neglected”). Moreover, that had no difference with pioneering practitioners (c.f. Pestalozzi, J.H., Owen, R., and Kurahashi, S.). How ECEC in current society should be was discussed.

The Perception on the Pediatric and Adolescent Idiopathic Scoliosis Among Mothers

Ungjin Im

Barunmom Oriental Medical Clinic

Hwayoung Lee

You & I Psychology Counseling Center

In Joo Hwang

Jeong Arts College Early Childhood Education and Care

Abstract

The purpose of this study is to examine the awareness level and the opinion on the treatment and prevention of idiopathic scoliosis among mothers of elementary school, middle school, and high school students living in Seoul and Gyeonggi Area. The findings from this study would be used as the basic data for providing information for the proper awareness on the idiopathic scoliosis during pediatric or adolescent period among the parents, as well as the importance of prevention and treatment and how to take actions according to such findings. For this, 609 mothers from the areas with a higher concentration of cram schools in Jonggye-dong, Nowon-gu, Seoul and Dongbaek Area in Gyeonggi-do, for the period from March 4, 2019 till March 15, 2019.

The result of this study were as follows; As for the awareness on idiopathic scoliosis among mothers, 423 answered they 'knew' (69.4%), which was rather high, while 186 answered they 'did not know' (30.6%). Also, the awareness level was higher among the mothers with a high school student (76.2%) than the mothers with a middle school student (69%). The mothers of elementary school children showed a relatively low level of awareness (59.2%). 553 mothers answered that idiopathic scoliosis is caused by 'undesirable postures' (90.8%), which was the highest. When asked about the habitual bad postures included 'A posture of sitting or standing on one side' was the highest, 171 answers (28.1%). This was followed by 155 answers for 'keeps the head

hanging' (25.4%), and 99 answers with 'I sit with one knee crossing over another' (16.3%). When asked what would happen if idiopathic scoliosis is left unattended for a long time, 332 mothers (54.5%), which was the highest, answered 'it would cause pain (in the head, neck, shoulder, back, and low back)' followed by 124 mothers answering chronic fatigue and weakness of physical strength (20.4%), and 48 mothers answering 'would cause temporomandibular joint and facial asymmetry' (7.8%). As for the treatment for idiopathic scoliosis, 441 mothers (72.4%), which was the highest, answered 'Chuna Manual Therapy and manipulation of spine, followed by 81 who answered 'Sports Medicine' (13.3%) and 31 answers for surgery treatment (5.1%), indicating that the interviewees preferred non-surgery treatment. 553 mothers (82.7%) answered they would receive treatment if they have idiopathic scoliosis, which was fairly high. As for the reason for seeking treatment, 504 answered they would because of 'the symptoms and disease' (80%), which was followed by 37 who answered 'due to the importance of body shape' (6.1%). As for the answers for the prevention of idiopathic scoliosis, 517, which was the highest (84.9%) answered 'having a Good Posture as a habit,' which was followed by 'an appropriate amount of exercise and stretching' (55, 9.0%) and 'taking good nutrition' (18, 3.0%).

Children's Ecological Imagination from Commonplace Things: Education for Sustainable Development as Becoming

Issei Yamamoto
Shiga University

Abstract

This research aims to present a theoretical discussion of Education for Sustainable Development (ESD) from the perspective of "ecological imagination" (Fesmire, 2010) and "education as becoming" (Yano, 2008). Through the case study of young children's play and philosophical consideration, I shall find the clue to solve the dilemma of ESD between respect for children's play itself and ability development through the play.

UNESCO has been promoting ESD for more than a decade. ESD is defined based on values of respect; respect for others, including present and future generations, for difference and diversity, and for the environment (UNESCO, 2006). Early childhood education is the starting point of sharing these values with our children (UNESCO, 2008). Early childhood educators play an important role in cultivating young children's ecological awareness and action. However, early childhood educators also need to respect for the childhood specific life and play. They should handle complex environmental problems, on the other hand, should not invade children's playful lifetime. There is a dilemma between these two attitudes.

Ecological imagination is an important clue to consider this dilemma. Steven Fesmire clarifies the role of imagination in cultivating ecological thinking. According to Fesmire, ecological imagination renders us more sensitive to the relational network around us (Fesmire, 2010). For example, we rarely notice that the two dollars hamburger and coffee, that I have, is made up of deforestation for the sake of ranches and low paid labour of coffee farmers in developing countries. The meaning of commonplace things is grasped and amplified by imagination which crystallizes the

possibilities of the present condition for thinking and acting. Ecological imagination which leads Ecological thinking develops pro-environmental decision as a result.

I suggest that ecological imagination also promotes children's play. I describe a concrete example; a boy planting stones after the legitimate educational activity, flower planting. Edis Cobb says that 'The child's sense of wonder, displayed as surprise and joy, is aroused as a response to the mystery of some external stimulus that promises "more to come", or better still "more to do" —the power of perceptual participation in the known and unknown' (Cobb, 1977). In this case, planting flowers stimulates his sense of wonder. This leads his autonomous play which flourishes his ecological imagination, "this stone may be alive". This case shall be considered in the process of "Education as becoming" (Yano, 2008). "Education as becoming" is discriminated from "Education as development" which is characterized as aim-goal economy. "Education as becoming" happens when children's consciousness melts into the world: when getting absorbed into something, experiencing an excellent work of art, and encountering beautiful and noble nature. When the boy encountered the flower and stone, and got absorbed into that wonderful experience, ecological imagination was aroused. His experience was widened and deepened by his own play. In this case, planting flowers is analyzed as the media of education which indirectly realize the educational aim. In conclusion, I insist that early childhood educators need to deal with these media of ESD which could stimulate children's ecological imagination.

Sustainable Education in Early Childhood Education Singapore

Magdalene Heng

Preschool Market

Cheong Su Fen

Preschool Market

Ding Zhen Xin

Preschool Market

Abstract

Integration of sustainable education has been taking an increasing interest in the Early Childhood Education in Singapore. Many are concerned about how their actions today will affect the future and believe that building the right attitudes and habits from young is the key for a sustainable change. However, there are various challenges that preschools face in integrating sustainable education in their curriculum design and environment. Some of which are lack of community support in collecting recyclables, lack of resources, teachers' training, etc.

Drawing inspiration from Remida, a successful creative reuse resource centre, we hope to bring a similar set-up to Singapore where preschool educators, parents, and children can turn to to look for ideas and recyclables to be used in their school and home to encourage reuse and reduce the need of purchasing of raw materials.

This centre is built upon a working framework - PEERS – Purpose, Environment, Experiential Learning, Resources, and Sustainable Learning. These 5 tenets will guide resource centre in advancing sustainable education and culture to preschool centres. We will also draw principles from Japanese educator Masayo Ave, who developed the concept of “Many Ways of Seeing” and how natural and recyclable materials can be repurposed into art and meaningful objects. Through this, we hope to encourage and enable more preschools to embark on a holistic journey to sustainable education.

This paper will document the sentiments that preschools have of sustainable education and the process and considerations in setting up the resource centre. The method of study will be through focus group discussion, observation of successful implementation of sustainable education in Singapore's preschools and the effect of sustainable education in preschools.

Focus Point of "Attitudes of Learning to Learn" in Early Childhood in Childcare Facilities Which Utilizes Tablet Devices in Childcare

Hiroshi Hotta

Sonoda Gakuen Women's University

Tomomi Sato

Aichi Shukutoku University

Takehiro Morita

Kansai Gaidai University

Abstract

To explore the use of tablet devices, a survey of 1,000 kindergartens and ECEC centers was conducted nationwide from July to August 2018. The aim of the research was to explore differences in key points of focus in relation to learning abilities for childcare facilities that use tablet devices and facilities that do not. Several different early childhood abilities related to life and learning in elementary school, such as those related to Curiosity, Collaborative skills, Self-restraint, Self-assertion, and Perseverance, were assessed.

Responses were received from 280 facilities that comprised 41 locations where nursery teacher either currently use or are considering the use of tablet devices in childcare (Group A) and 239 locations where such devices are not used (Group B). Based on previous research, ten questions regarding children's abilities were developed. Respondents were asked to rate children's abilities for each question using a 4-point Likert-type scale, where 4 = Very much agree and 1 = Do not agree at all.

In Group A, items (a), (b), and (c) each had an average value of 3.0 or more. A one-way analysis of variance was conducted, and a significant difference of $F(9, 234) = 14.12, p < 0.001$ was found. As a result of multiple comparisons, items (a) and (b) showed significant differences compared to all other items.

In Group B, items (a), (b), (c), (d), (e), (f), and (i) each had an average value of 3.0 or more. A one-way analysis of variance was conducted, and a significant difference of $F(9, 361) = 11.55, p < 0.001$ was found. As a result of multiple comparisons, items (a), (b), (c) and (h) showed significant differences compared to all other items.

Items (a) and (b) in Group A and items (a), (b), (c), and (h) in Group B exhibited growth and development within the childcare facilities.

The differences between Group A and Group B relate to interpersonal relationships, namely, items (c) and (h). The use of tablet devices in childcare evokes images of children playing alone; however, there are also opportunities for children to work in pairs or groups. To effectively improve interpersonal relationships, nursery teachers should be familiar with the use of tablet devices.

Question items

- (a) Curious about new things
- (b) Can focus on and play with what they likes
- (c) Can cooperate with friends when playing, etc.
- (d) Can express feelings and listen to others' opinions
- (e) Can state what they wants to do
- (f) Can ask an adults for something or to do something
- (g) Can quietly listen until the end to what others say
- (h) Can restrain themselves from doing things they want to do that other people may not like
- (i) Can take on challenges without giving up easily
- (j) Can confidently attempt anything they decide to do

Low Fertility and Childcare Policies in South Korea

Hyeyoung Jung

Pusan National University

Seungji Kang

Pusan National University

Yoonsun Lee

Pusan National University

Byungman Kim

Kyungnam University

Mijin Kim

Inje University

Bosoon Seo

Donggeui University

Yoojin Shon

Donggeui University

Abstract

In this study, low fertility is viewed as a phenomenon in which various factors are entangled in a dynamic and complex way. If we look at low fertility with these eyes, we expect to be able to overcome the limits of existing fragmentary causal relations. In particular, I would like to discuss the issues that need to be tackled together in the childcare policy regarding low fertility.

This study explored research trends relating to the low fertility phenomenon in Korea, through network analysis. Network analysis extracts keywords from the literature of a specific subject area, and calculates the co-occurrence frequency between each keyword. And it calculates the similarity between the keywords and constructs the network to perform the analysis. In particular, research defines concepts and messages

in language, extracts concepts (meanings) of these languages, and creates and analyzes networks. In other words, analyzing the contents of the message by forming the relationship between the concepts (semantics), it is widely used in the research trend analysis area and can be seen as an analysis method that deepens the content analysis method. It is also a part of the discourse analysis method because it grasps the various relationships among the concepts that constitute the discourse.

Data were collected from 1151 articles and analyzed using the UCINET6 program. Korea has been rapidly becoming an aging society with declining birthrates. Many scholars have also recognized the seriousness of very low birthrate in the society and have studied various issues, including causes and effects, policy, welfare, and education of the phenomenon. The results of this study are as follows. First, most of the studies have assumed the phenomenon of low fertility as mechanical complexity, and they have mainly focused on demographic factors, economic factors, and cultural factors. Second, studies on the multi-layered and dynamic complexity phenomenon of low fertility have rarely been found. In particular, they analyzed the factors affecting low fertility, focusing on a certain period, space, or event. Third, despite many policies based on these studies, the fact is that it is not enough to overcome low fertility, and this means that we cannot analyze the low fertility phenomenon properly from the perspective of existing linear and systemic interactions. Based on these findings, implications for policy proposals of low fertility through the lens of complexity theory were discussed.

The rights and welfare of infants and toddlers are practiced in a socio-cultural consciousness that makes our life, the birth and raising of children, precious. As a policy, we formulate a charter for the children's right to play for the sake of a happy society, plan for the birth of a child by giving consideration to the isolation of young parents, and creating a social atmosphere and environment And so on. Finally, it is expected that this study will be used as basic data for effective research on early childhood education and children care policy and will be used as feedback data on policy development.

**Research on School Image of Children in Transition Period:
Using a Mosaic Approach to Analyzing
"To Become an Elementary School Student"**

Kiichiro Okahana

University of the Ryukyus

Jyunyu Tengan

University of the Ryukyus

Abstract

The transition to elementary school is a big issue in ECEC (OECD, 2017). In most of the previous studies, However, most of the previous studies on infant and small connection have focused on discussions from the viewpoint of teachers and childcare workers, and few analyses have focused on the viewpoint of children.

Ishiguro (2016), who studied the aspect of "Become an elementary school student" from the relationship between children and teachers, pointed out that "Acquire teachers as internal evaluators" as one of the "To become an elementary school student" through the analysis of the learning activities of children in the classes after entering school. In this way, children are considered to have various voices in which appropriate some school culture which shifts from early child education to elementary school education belongs to them. By describing such process, it is possible to find out the significance of examining the process in which the child "Become an elementary school student" unlike the conventional theory of "adaptation" to the school.

Based on the above, the purpose of this study was to clarify the consciousness of "To become an elementary school student" by examining "school image" of 5-year-old children.

We use the Mosaic approach to listen to young children's perspectives.

This Mosaic approach (Clark & Moss 2011) was developed during an exploratory study of listening to young child. The participants in this survey were 29 children at 5-

year-old, and their parents. We asked their children to bring a camera and visit the elementary school to have a picture taken. Taking and sharing photographs seemed to be fun for children and a “powerful new language” for them (Clark & Moss, 2001). An interview was conducted based on the photo.

As a result of the analysis, the following three points were clarified.

First of all, it has become clear that they have both fun and anxiety about elementary schools. While some were positive, saying, "I want to be a school student soon." others expressed concern, saying, "I wonder if I can write neatly".

Second, they perceived the physical environment differently than adults intended. They did not understand the teacher's intentions, such as classroom postings, and the children were drawn to familiar experiences, such as “cute” and “interesting”.

Thirdly, it became clear that if you want to take in things, you will explore them in your own way. They took pictures of cultural tools such as classroom desks, notebooks, and stationery, and showed interest in learning styles, even though they didn't know what they learned. At that time, it became clear that the meaning of the word was determined by making comparisons.

These points show that children "Reconfiguring Experience" school concept through "pretending of school culture as play ". Lindqvist (2013) suggests to understanding of the development of children's social identities and motives during school transitions. This is qualitative research for transition to school from children's perspectives. In the future, we will examine the possibility of becoming an elementary school student in a longitudinal perspectives.

4-5 Year Old Program: Plant Using the Project Approach Model

Hwa Mee Sing
ZhongShan Kindergarten

Abstract

Many of the things that we use come from plants, but very seldom do we focus or care for them. Without plants, the very existence of human will be jeopardized. Planting plants isn't very novel to the children, but fine and in-depth observation of these "slow-growing", "immobile" beings is still very rare. Through the implementation of our Plant Project, the children observed how important the roots are to the growth of plants. In the process, they also learned that the plants died as the result of their uprooting to observe what is buried under the soil. The children wanted to know how they can figure out a way to observe the roots without killing the plants, and that led to the children discovering the ability to "know the plants' roots through its leaves". The children discovered that if the vein on the leaves are in net form, the plant belong to taproot system. If the veins on the laves are in parallel form, its root belongs to fibrous root system.

Using ICT to Enhance of Language Activities in Nursery School

Yuko Ninomiya

Tokyo Women's College of Physical Education

Futoshi Tomiyama

Hosen College of Childhood Education

Abstract

In this study, we examined how the use of ICT contributes to young children's language activities by observing the advanced cases in Japanese nursery school.

Previous research revealed that most Japanese nursery teachers are negative about the use of ICT, especially for young children's education and parental support. However, according to the Ministry of Education's announcements on "the informatization of the education plan" in elementary, secondary, and high school, informatization is promoted. Above all, the use of ICT is strongly expected in "language activities" that underlie all learning. There are kindergartens and nursery schools that challenge the use of ICT for early childhood education; however, they are few.

We studied Tsurumine Nursery School (Kanoya City, Kagoshima Prefecture, Japan) as an advanced facility in the informatization of education. We conducted participatory observation and semi-structured interviews in the field. Our focus was on the language activity "presen-time" for storytelling ability and the language activity for cross-cultural communication ability.

In the fieldwork, a preliminary survey and main survey were conducted. Tsurumine Nursery School has set up 90% analog activities and 10% digital activities in its curriculum. Analog activity was observed as a preliminary survey to understand the whole activity, while digital activity was examined as the main survey. We used videography to investigate how the digital activity is used to structure the language activity program, and we interview the principal of the nursery school to understand the philosophy.

The results were as follows: In “present-time,” the nursery teacher projected a digital photograph taken at a child’s home by the family onto the screen. Using photographs as clues, the children shared and discussed after-school episodes. Because of the use of photographs, the questions from classmates were active and detailed explanations were obtained. Even though the classmates did not know about the events at home, the episode was shared between the narrator and the listener. In cross-cultural communication using ICT, there was interaction with foreigners and children from distant regions. Through video relay, the children were able to experience different dialogues from everyday life. For example, through skype with distant people. Language activities were enhanced by projecting from only one iPad and sharing content across the classroom. On the other hand, verbal interventions from the teachers were minimized and the children’s spontaneous expressions were encouraged.

In this research, the following two points became clear as effects of ICT utilization: First, by using photographs and videos, children can interact and understand concretely, even if it is something they have never experienced in everyday life. As a result, it is suggested that linguistic literacy be improved. Second, verbal instruction by the teacher was minimized, while the children’s spontaneous verbal activity was triggered.

The Relations Between Preschoolers' Working Memory and Mathematical Competence

Li-Fen Chang

National University of Tainan

Abstract

Mathematical competence begins to develop in the early years and lays the foundation for later math achievement (Jordan, Kaplan, Ramineni, & Locuniak, 2009). Many factors (e.g. number-specific and domain-general cognitive abilities) potentially influence early math competence. In this study, the domain-general cognitive abilities, working memory, of mathematical competence of preschoolers are examined. The working memory system is an active information processor, responsible for storing and processing information for a short time (Baddeley & Hitch, 1974). During preschool period, there is a rapid development of working memory (Gathercole, Pickering, Ambridge, & Wearing, 2004). According to Baddeley, adults' working memory includes at least two passive, modality-specific storage systems (the phonological loop, PL, and the visuo-spatial sketchpad, VSSP), and an active supervising system (the central executive, CE). Several studies have shown that working memory is related to mathematics (for a review, see Raghobar, Barnes, & Hecht, 2010). This study investigates the structure of preschoolers' working memory, and the relations between working memory and preschoolers' mathematical competence.

Eighty 4-to-6-year-olds are assessed PL, VSSP, and CE by digit memory span task (Gathercole *et al.*, 2004), visual patterns test (Kytälä, Aunio, Lehto, Van Luit, & Hautamäki, 2003), counting span task (Gathercole *et al.*, 2004), and odd one out task (Alloway & Passolunghi, 2011). Preschoolers' mathematical competence are also assessed by the Test of Early Number and Operations (Chang, 2015), including five subscales, knowledge of numerical system, number relations, counting, word problems, and arithmetic.

The results show that PL does not correlated significantly with VSSP ($r = .192, p > .05$). However, significantly positive relations are founded between PL (odd one out task: $r = .499, p < .01$), VSSP (counting span task: $r = .415, p < .01$; odd one out task: $r = .512, p < .01$) and CE. The results showed that the structure of young children's working memory is the same as adults', as Baddeley proposed (Baddeley & Hitch, 1974). This results is also consistent with several studies (e.g. Alloway, Gathercole, Willis, & Adams, 2004; Alloway, Gathercole, Pickering, 2006; Gathercole *et al.*, 2004). Besides, the correlational pattern in Table 1 suggests that there are positive correlations between the three components of working memory and preschoolers' mathematical competence, in which the coefficients between preschoolers' mathematical competence and two CE tasks are almost the highest, followed by VSSP, and PL the lowest. The results confirm, and are in agreement with many studies (e.g. Kytälä *et al.*, 2003; Purpura & Ganley, 2014; Rasmussen & Bisanz, 2005). Specifically, the CE plays a more crucial role for young children's mathematics compared to VSSP or PL.

Chinese Teachers' Beliefs, Confidence and Practices in Teaching Early Childhood Mathematics

Jie Zhu

The University of Hong Kong

Wu-Ying Hsieh

University of Northern Iowa

Pui-Sze Yeung

The University of Hong Kong

Qing Liu

The University of Hong Kong

Abstract

Significance, Purpose, and Research Questions

The role of early childhood teachers in supporting children's math learning during everyday activities through appropriate approaches and effective strategies has become increasingly important. However, many early childhood teachers are not well prepared for helping children learn math due to lack of knowledge and effective strategies. In mainland China, early childhood teachers' beliefs and practices in math teaching remain under-explored. With limited understanding of teachers' beliefs and practices, it is difficult for teacher preparation, professional development programmes and preschool administrators to provide teachers with necessary support.

To fill the current research gaps, this study aimed to investigate Chinese early childhood teachers' beliefs about appropriate math teaching, self-reported math teaching practices as well as teachers' confidence in helping young children learn math and explore the relationship of these three areas. Three research questions were developed:

1. What are early childhood teachers' beliefs about appropriate early math teaching and self-reported math teaching practices?

2. How confident are Chinese early childhood teachers about their knowledge and abilities to teach early math?
3. What are the relationships between teachers' self-reported beliefs, practices and confidence in teaching early math?

Methods

One hundred and twelve early childhood teachers were recruited from 33 public kindergartens in Zhejiang province. The majority of the participants were females (96.4%) and had a bachelor's degree (79.46%). The age of participants ranged from 21 to 54 years old ($M = 31.09, SD = 7.50$). Teachers had a wide range of teaching experience from 0.33 to 33.67 years ($M = 9.01, SD = 8.37$). Only 27% of teachers reported they had received in-service training on early math teaching.

A questionnaire consisted of three 6-point Likert sub-scales was used to collect data. Items for measuring teachers' appropriate math teaching beliefs, practices and confidence in teaching math were developed and adopted from NAEYC's guidelines and Chen, McCray, Adams and Leow (2014), respectively. The Cronbach's Alpha for teachers' belief, practice and confidence statements was .81, .89 and .88. Descriptive statistics (mean, standard deviation) were used to answer research question one and two; inferential statistics (correlations, regression) were used to address research question three.

Results and Implications

Preliminary results indicate a large majority of teachers believed all the recommended math teaching approaches were important ($M = 5.13, SD = .83$) and reported a relatively high frequency of using appropriate math teaching approaches ($M = 4.93, SD = .93$). Teachers' ratings on items about their confidence in teaching math ($M = 4.70, SD = 1.60$) were lower. Specifically, teachers' confidence in their knowledge ($M = 4.55$) was significantly lower than their confidence in abilities ($M = 4.86$) ($t = -5.11, p < 0.001$). Teachers' beliefs, confidence and practices were significantly correlated with each other. In-depth analysis (e.g., regression) is still in progress. The expected outcomes will help teachers better reflect on their math teaching knowledge and practices. Implications for future studies, policy-making and teacher education, especially providing teachers with more opportunities for effective early math professional development will be discussed.

The Idea of Science Activities to Nurture the Early Scientific Thinking; Attempt of Science Lessons (6-7 Years Old) with Soap Bubble Using the Design Sheet

Masahiro Inai

Ooe Elementary School

Kazushige Mizobe

Hyogo University of Teacher Education

Abstract

In the recent curriculum of Japan where science starts from the third grade (9 years old) of elementary school, it seems indispensable to examine scientific activities at elementary school lower grade. This is because it also leads to a continuous curriculum for nurturing scientific thinking ability from early childhood.

I have tried practicing science activities in lower grades (Inai 2016). And we have studied scientific thinking using Design sheets in early childhood (Inai, Mizobe 2018).

The aim of this research is to clarify what kind of scientific thinking 6-7 years old children can make through activities with design sheets for playing soap bubbles. The design sheet is the work sheet giving a scientific point of view for researching of natural objects and natural phenomena.

We conducted scientific activities using Soap bubble for 82 children of elementary school 1st grade in 2016.

Specifically, we worked on three thinking activities:

"Can we make soap bubbles of various shapes?"

"Can we make colored balls?"

"We will try to make as large a soap bubble as possible."

"Can we shaven in various shapes?"

In the discussion, we analyzed the worksheets used before and after the activity. The analysis points were two points:

"Have you made a prediction before the activity"

"Whether there was scientific awareness through the activity".

As a result of analyzing the worksheet before the activity, 85.7% of the children came to the activity with their own prediction. From this, it can be said that we were able to approach activities with anticipation.

Only 29.4% of the children who came to the activity with anticipation made the scientifically correct prediction. Many children are expecting misconceptions, such as "If you blow in a star-shaped frame, you can make the same shaped one." and "If you mix red paint, you can make a red-soap bubble.". After the activity, about 70% of these children also realized that their own predictions were wrong and they reconsidered their idea.

About such scientific idea, we tabulated from worksheet after activity. Scientific ideas written on the worksheet were the followings:

"All round shaped soap bubbles."

"The color of the bubbles is all transparent or rainbow."

"When I breathe slowly, I can make a big soap bubble."

As a result, 78.6% of students had scientific correct ideas, and there were average of 1.4 scientific ideas per person. From this, it became clear that, it was possible to lead to scientific correct ideas by using the design sheet.

According the above results, it was found that the design sheet giving a scientific point of view to the play of soap bubbles enables you to make predictions and take action, and to be able to notice scientific ideas through the activity.

In future, it will be necessary to conduct different lessons using the design sheets, and verify the effect, based on actual situation of our country.

The Effect of a Teacher's Discourse and Actions on Children's Artistic Activities

Yukari Hotta

The University of Tokyo/ Research Fellow of Japan Society for the Promotion of Science

Abstract

This study investigates how a teacher's discourse and actions change during artistic activities in a classroom and how they affect children's artistic expressions in program-based childcare.

For children to express themselves creatively, teachers need expertise and mental flexibility (Seitz, 1985). Previous studies have shown that teachers' empathic narratives during the introduction stage enrich children's self-expression during activities (Ohashi, 2014). Regarding visual images, the more vivid the images when a reading picture book before a drawing activity, the stronger the children's expressions, leading to richer drawings (Oda and Takahashi, 2005; Baba, 2014).

However, it has not been fully clarified how teachers support children's activities throughout the work process, and their influence on children's expressions has not been studied. Research is needed to verify what kinds of teacher discourse and actions give rise to the emergence of expressive activity among children in a childcare setting.

As a participant observer, I studied one class of 5- and 6-year-olds in a Japanese day care center and videotaped scenes of snail crafts activities. The main subjects of investigation were the recordings of one teacher with nine years of experience and the children's activities. For analysis, I focused on communications between the teacher and children, coding the teacher's words and actions categorically and analyzing them interpretively. The school's head gave me ethical permission for the data analysis.

In all, 374 teacher comments and actions were categorized, divided broadly into three categories: "instructive actions," "receptive actions," and "unconscious actions." I extracted 10 subcategories for these responsive actions. Instructive action included

explanation, encouragement, suggestions, and questions. Receptive actions included paraphrasing, accepting, repetition, and praise. Unconscious actions included expressed emotions and muttering.

The results are as follows. The teacher's comments and actions changed depending on the stage of activity. During the introduction, explanations and questions were common, thus showing the teacher not only explained the procedure, but also fostered children's ideas. During the activity, the responses changed from instructive to receptive action. This showed that the teacher's purpose in the activity was not only to help the children learn the technique or complete the work, but also to allow the experience of various expressions. During the appreciation phase, praise, accepting, and questions accounted for 53.6% of all comments. The teacher broadened the image by giving meaning to each child's work while asking them where and how to display them. This showed that the children's work was created by encountering the works of other children via a teacher's actions and listening to the resulting comments.

This study will help teachers understand children's sensibilities and foster rich expressions. In a future study, we will study differences in teachers' responses depending on children's characteristics and the subject of activities.

Poster Session 2, Room 204

14:20~15:35, Saturday, July 13, 2019

Chair: Miao-Ju Tu

Aesthetic Education for Early Childhood

1. The Study of Preschool Teachers Using Loose Parts in Their Classrooms
Chia-Hui Lin,
National Taichung University of Education, Taiwan
 2. Characteristics of the Development of Musical Expressions Observed in Changes of Foot Movement in Early Childhood Through Behavior Analysis Utilizing Motion Capture Method
Mina Sano,
Osaka-Shoin-Women's University, Japan
 3. A Study on Young Children's Aesthetic Learning Through a Thematic Curriculum in a Preschool in Taiwan
Yu-Ting Chen,
Nanhua University, Taiwan
 4. Early Childhood Educator's Thought About Musical Expression of the Young Children -From the Analysis of Free Description by Questionnaire Survey-
Shiho Yokoi,
Nagoya Gakuin University, Japan
 5. Integrating Art Museum Dramatic Interpretation into the Field of Children's Aesthetic Education: Using Wilfrid Gordon McDonald Partridge as an Example
Bisin Chen,
Taiwan
 6. The Teacher's Recognition and Belief About Clay Play in Early Childhood Education and Care in Japan
Yoshiko Nanyo,
Ochanomizu University, Japan
 7. Developing and Implementing a Creative Dance Teaching Kit for Kindergartens
Shu-Ying Liu,
National Tsing Hua University, Taiwan
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Early Childhood Edu-Care Programs and Institutes

8. Influence of Five Senses Using Picture Book on Infant's Sensory Abilities and Social Emotional Development **Young-Ran Chae,**
Honam University,
The Democratic People's Republic of Korea
 9. The Relation Between Quality of Infant Care Centers and Young Children's Socioemotional Competence **Miao-Ju Tu,**
Fu Jen Catholic University,
Taiwan
 10. The Influence of the Length of Teachers' Childcare Experience on the Relationship Between Teachers and Children **Aki Uemura,**
Ohkagakuen University,
Japan
 11. The Effects of Emotional Expressiveness of Early Childhood Teachers on Young Children's Verbal Interaction: Focusing on the Mediating Effect of Social Support **Ki Yeong Lee,**
Kangnam University,
South Korea
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The Study of Preschool Teachers Using Loose Parts in Their Classrooms

Chia-Hui Lin

National Taichung University of Education

Abstract

Loose parts were familiar with Taiwanese early childhood education teachers these years and were facilitated in classrooms to provide young children opportunities to play with them. Regarding to the theory of loose parts, by using those diverse materials as their needs and own ways, children can extend and deepen their understanding through multiple, hands-on experiences (Drew & Rankin, 2004). Besides of creativity and imagination, children can learn literacy, science, mathematics joyfully through play with those open-ended materials (Drew & Rankin, 2004; Schaefer, 2016). Vygotsky ([1930-1935] 1978) proposed the types of materials teachers choose for children would influence children's mental development. In addition, Kozulin's study (2003) suggested that how and where the materials were placed in the environment could influence the ways children used or manipulated the materials. Thus, the purpose of the study is to realize how the ways Taiwanese teachers used loose parts in their classrooms to influence their students' learning.

The study conducted a qualitative method to examine the ways Taiwanese preschool teachers used loose parts to influence their students' learning. Observations, open-ended interviews were used to collect data. The participants consisted of 22 Taiwanese teachers in the central part of Taiwan. The results of qualitative analysis of the data yielded the following two themes: the importance of loose parts arrangement and teachers' scaffoldings. After analyzing the data, four findings are concluded as follows:

1. The ways of loose parts displayed and diversities of loose parts teachers providing would influence students' learning behaviors.
2. Teachers used various scaffoldings to inspire students' loose parts manipulation.

3. Most of the teachers tended to lead their students to use loose parts to create art works only.
4. The more time children played with loose parts, the more creative ways loose parts could be used or manipulated.

Characteristics of the Development of Musical Expressions Observed in Changes of Foot Movement in Early Childhood Through Behavior Analysis Utilizing Motion Capture Method

Mina Sano

Osaka Shoin Women's University

Abstract

This study aims to extract the characteristics of change of body movements from gradual development observed in musical expression in several facilities for three years utilizing 3D motion capture method. Previous studies have showed movement analysis of traditional dance or movement to specific music for adulthood (Sato et al., 2010; Burger et al., 2013). Few researches have quantitatively analyzed a relationship between body movement and musical expression or a relationship between body movement and the recognition of musical elements in early childhood.

In this study, 3, 4, and 5-year-old children in the five facilities participated in the practice of MEB (Musical Expression Bringing-up) program constituted of four phases' activities. MEB program was devised by the author by referring to the integrated theory of dramatization and music education (Rubin & Merrion 1996). The children's movement in musical expression was quantitatively analyzed in the five facilities such as K & U nursery schools in 2016, F & Y kindergartens in 2017, and N certified children's facility in 2018 ($n = 233$). The author acquired the data to calculate the kinetic values utilizing the MVN system and tried to statistically examine the change of body movement to show the evolution during the practice of MEB program from the first phase to the third phase. MVN full-body motion capture data include seventeen measurement points of body parts such as the pelvis, head, right shoulder, right hand, and right foot. Those motion capture data was quantitatively analyzed using a three-way ANOVA (non-repeated five standards as facilities, non-repeated three standards as ages and non-repeated three standards as MEB phase).

As a result, the change of right foot and pelvis movement showed some characteristics with a statistical significance. The moving distance and the moving average acceleration regarding the foot and pelvis remarkably increased during the third phase. The significant increase of right foot movement was more than the increase of the movement of pelvis. The participant children frequently used their feet to express their own images accompanied to music by the increase of moving average acceleration and moving distance of right foot. The movement smoothness of right foot presented some differences by facilities and childcare forms. The children sensed the rhythm and beats by moving their feet at a constant speed with regular movement. Specifically, the children's data in facilities taking a childcare form following the Montessori method tended to be bigger than the data in facilities taking a play-centered childcare form. Furthermore, a close relationship between above results and the recognition of musical elements was observed by calculating the correlation coefficient between the MVN data and the result of music test devised by the author (Sano, 2014).

Based on the quantitative analysis of the elements of body movement utilizing 3D motion capture, it becomes possible to develop a method to discriminate the degree of development of musical expression, and it will contribute to the support of early child music education.

A Study on Young Children's Aesthetic Learning Through a Thematic Curriculum in a Preschool in Taiwan

Yu-Ting Chen
Nanhua University

Abstract

As aesthetic education has become an important issue in schooling, the development of young children's aesthetic ability is also emphasized in preschools in Taiwan. Using the case study method, the purpose of this study was to explore young children's aesthetic learning in a thematic curriculum focused on the theme of "Young Vegetable Farmers" in a preschool in Taiwan. The research questions were as follows. (1) What kinds of interaction took place between the preschool teachers and young children in the process of aesthetic learning in the thematic curriculum? (2) How did the young children demonstrate their aesthetic abilities in the implementation of the thematic curriculum? The participants were 24 five-year-old children and two preschool teachers in a private preschool in southern Taiwan. Data sources included observations, interviews, children's worksheets and artwork, as well as teaching reflection notes. The results showed that the preschool teachers and young children had mutual interaction in the aesthetic learning process. The preschool teachers played the role of aesthetic environment providers and aesthetic guides for the young children to explore the world of vegetables. The young children applied their five senses to explore and perceive their planted and cooked vegetables, applied various art materials to create their artworks related to the theme, and responded to and appreciated their various artworks and vegetable products. This study provides us with a lens through which to examine young children's aesthetic learning in a thematic curriculum, and a reference for early childhood aesthetic education.

**Early Childhood Educator's Thought
About Musical Expression of the Young Children
-From the Analysis of Free Description by Questionnaire Survey-**

Shiho Yokoi

Nagoya Gakuin University

Abstract

In the musical expression activity scene in childcare, the existence of the early childhood educator and the companion who performs together has large impact. Especially, the way early childhood educator think about expression can affect the enjoyment of the activity of enjoying the sound itself. Therefore, the purpose of this study is to analyze the early childhood educator's idea and consciousness of the musical expression from the free description of the questionnaire survey, and try to utilize it in the future to make the young children's musical expression evaluation scale.

The survey was conducted from June to December 2018, targeting 438 early childhood educators. Among them, the description of the 32 people filled in the free description column; "Please feel free to share your feelings or thoughts about the musical expression of the young children" is the subject of analysis. The response rate for free description is 7.3% of the whole, which can be said to be the early childhood educator's low awareness of musical expression.

Although the contents of the description varied, it could be roughly classified into following six: 1. About the expressive power and approach, and the teaching method etc. by early childhood educator himself/herself; 2. About the music expression itself; 3. About the content of expression activity; 4. About the specific expression of the children; 5. Concerning the curriculum and child care environment; 6. Others.

The most common description was '1. About the expressive power and approach, and the teaching method etc. by early childhood educator himself/herself.' It was 25% of the whole. It was possible to read from the descriptions that many early childhood

educators consider their expressive power and teaching methods affect the musical expression of the young children. The next most frequently written description was '2. About the musical expression itself' and it consisted 22%. The concept of musical expression of the young children was described, and it turned out that the early childhood educator is caught up in the concept of "What is musical expression".

The content "expression" is shown in the fifth of the five contents listed in the course of study for kindergarten. In everyday childcare, musical expressions are still specially treated. In order for musical expressions to become everyday thing, it will be a priority to first raise the awareness of the early childhood educator the early childhood educator's expressions. That will support the development of young children's free musical expression.

**Integrating Art Museum Dramatic Interpretation
into the Field of Children's Aesthetic Education:
Using Wilfrid Gordon McDonald Partridge as an Example**

Bisin Chen

Abstract

Under the impact of the trends of globalization and knowledge-based economy, beauty as a way of spiritual enrichment has been getting emphasized in Taiwanese society while the cultivation of aesthetic sense has become the focus of current education. The research aims to guide children to undergo a variety of aesthetic experiences and positively motivate children to respond to the exploration of the world and arouse natural sympathy and social identification.

The research subject will be 30 kindergarten children aged 6 at National University of Tainan Affiliated Kindergarten. The research aims to explore children's aesthetic cultivation by integrating art museum dramatic interpretation into the field of children's aesthetic education with picture books considered to be a piece of art work while the classroom compared to an art museum. The course design attempts to guide children into the story of Wilfrid Gordon McDonald Partridge through art museum dramatic interpretation. Firstly, the instructor will help children understand the plot of the picture book by guiding children to explore the pictorial elements such as color, shape and line. Secondly, drama conventions of dramatic interpretation and strategies of creative drama will be adopted to lead children to locate their own memories through sensory recall of daily objects and body imitation and imagination. Thirdly, the instructor will take on roles in the story and initiate an inquiry-based interaction with children to promote thinking and responsive ability. The overall process aims to cultivate three major aesthetic competences: exploration and awareness, presentation and creation, response and appreciation.

The findings of the research reveal that art museum dramatic interpretation can promote children's learning motivation. Children will gain better understanding of the text and enjoy learning by doing—participating in dramatic activities like role-play. Children, instead of the teachers as the controller, become active readers and interpreters in discussion and sharing. During the process of teaching and learning, the instructors should create an interactive learning environment in which children are encouraged to creatively express their thoughts so that picture books, children and the instructor can cooperate and create a wonderful aesthetic experience.

The Teacher's Recognition and Belief About Clay Play in Early Childhood Education and Care in Japan

Yoshiko Nanyo

Ochanomizu University

Abstract

The purpose of this study is to clarify the thinking and values of nursery teachers about clay play in Japanese early childhood education and care (ECEC).

In recent years, the importance of childcare practices based on the culture and values of each country has been increased. Clay play is one of the activities that have a long history in Japanese ECEC. The first public kindergarten in Japan was founded in 1876, and the clay was used as teaching material from those years. As a result of the questionnaire survey conducted by the author in 2015, it became clear that clay play is performed in about 99% of nursery schools and kindergartens. In addition, it was revealed that the nursery teacher put various values on clay play. However, it also became clear that there was little opportunity for teachers to discuss clay play with each other.

If we regard clay as "a product of culture", it is inferred that the practice of clay play incorporates the teacher's values and cultural beliefs about children's play and expression. Why is clay play so popular in Japanese kindergarten and nursery school? Therefore, In order to clarify what kind of thinking and values support the practice of clay play in Japanese ECEC, I conducted an interview survey on nursery teachers.

The interviewees of this survey were selected from the previous questionnaire survey conducted by the author. Interviewees have different working period. The interview questions are as follows. Firstly, I asked about the method of clay play. It is about how they offer clay to children, and create the environment and what they consider most. Secondly, I asked about the most difficult problem with practicing the clay play and why. Thirdly, I asked about the most impressive clay play episodes so far.

Each interview was recorded and transcribed. After that, I categorized and arranged the narrative of the teachers. Lastly, I analyzed the way of thinking and values of interviewees on clay play and children's expression with clay.

The results of this research are now under analysis. Therefore, I will report the details of the results and considerations on the day of the conference.

Developing and Implementing a Creative Dance Teaching Kit for Kindergartens

Shu-Ying Liu

National Tsing Hua University

Abstract

I have been promoting creative dance in kindergartens for over twenty-five years. However, pre-service learning will never prepare teachers of dance for all they will face in their future careers. Professional development must continue once they have started working in schools. In this paper, I discuss a project that I was invited to undertake by the Early Childhood Learning and Information Center of the New Taipei City Government, as part of which we published a teaching kit in 2018, produced films associated with in-service teacher's workshops, then implemented both in kindergartens.

The films deal with eight themes and different dance concepts and elements including locomotor and non-locomotor movement, coordination and control, handling props, and creating dances. To help ensure their real-world relevance, they were made in real kindergarten settings with an experienced teacher with a dance background and in collaboration with a musician. The films were followed up by five monthly teachers' workshops, designed to assist their implementation in kindergartens and support the teachers' professional development. Brief clips of those workshops will be shown. Feedback and support for the kindergarten teachers is also be via on-line dialogue as well as occasional face-to-face gatherings and workshops.

In addressing the resource and experience shortfall, and by delivering kindergarten teacher knowledge, we hope to be able to increase their knowledge and skills in creative dance teaching, and thus develop young children's creative movement potential.

Influence of Five Senses Using Picture Book on Infant's Sensory Abilities and Social Emotional Development

Young-Ran Chae

Honam University, Gwangju, Korea

Abstract

The purpose of this study is to investigate the effect of five senses using picture book on the infant's sensory abilities and social emotional development.

The subjects of the study will be 28 infants aged 2 years old (14 experimental group, 14 comparative group) who are attending day care centers in G city, South Korea. The experimental group will perform five senses using a picture book and the comparative group will perform a physical activity using a picture book twice a week for 10 weeks. We will conduct pre - and post - test using two groups 'infant's sensory abilities and social emotional development tools. The collected data will be subjected to t-test using the SPSS 22.0 program. This study will have a positive effect on infant's sensory abilities and social emotional development using five-picture activities.

The Relation Between Quality of Infant Care Centers and Young Children's Socioemotional Competence

Miao-Ju Tu

Fu Jen Catholic University

Ching-Ling Cheng

National Taiwan Normal University

Abstract

In Taiwan, maternal employment has increased considerably over the past few decades; this has consequently led to an increase in the use of nonmaternal childcare in the early years. Studies have noted that compared with those cared for at home, children cared for in care centers have better cognitive outcomes but worse socioemotional and health outcomes. When studying the effects of publicly provided childcare on child outcomes, the quality of both the publicly provided care and the existing care should be considered. Thus, this study examined the association of the quality of childcare centers in Taipei and New Taipei City with the socioemotional competence of children aged 3–36 months cared for in these centers. The results indicated that the age of nonmaternal care initiation was significantly correlated with the children's socioemotional ability. Moreover, the caregiver-to-child ratio was significantly associated with the children's attachment type. However, the caregiver background and childcare center quality was not associated with the children's socioemotional ability.

The Influence of the Length of Teachers' Childcare Experience on the Relationship Between Teachers and Children

Aki Uemura

Ohkagakuen University

Abstract

The relationship between teachers and children is considered an important foundation of childcare. In previous studies, it was found that to build a relationship with children, teachers used both the affinity approach and the comprehension approach (Okamoto, 2018), and enhanced their relationship with children through various reflections (Hayashi, 2009).

On the other hand, it has been pointed out that teachers acquire multiple perspectives from young children during their career development (Takahama, 2001). In addition, it was found that the Preschool Teacher Efficacy (PTE; Miki *et al*, 1988) slightly increases with an increase in the length of teachers' childcare experience. Moreover, there is also evidence that teachers' relationship with children and the collaborative awareness among teachers have an effect on Preschool Teacher Efficacy (Ikeda *et al*, 2012). Therefore, it is also necessary to examine the various factors that affect the relationship between teachers and children in keeping with the length of teachers' childcare experience.

The purpose of this study is to clarify the influence of the length of teachers' childcare experience on the relationship between teachers and children.

Public nursery school teachers ($N = 62$) were asked to complete questionnaires on the relationship between teachers and children, the Preschool Teacher Efficacy, the quality of childcare, and the collaborative awareness among teachers. They were divided into 4 groups according to the length of their childcare experience: 1) the novice teachers' group (with childcare experience of not more than one year), 2) the young teachers' group (with 2-5 years of childcare experience), 3) the mainstay teachers' group

(with 6-15 years of childcare experience), and 4) the mastery teachers' group (with over sixteen years of childcare experience). The obtained data was analyzed through variance and multiple regression in each group.

In addition, the purpose behind, and the consideration for, personal information protection was explained to the participants, and consent was obtained. Permission was also obtained from the university's research and ethical guidelines committee.

As a result of the variance analysis, a significant effect was found in the relationship between teachers and children ($F(3, 57) = 4.77, p < .01$). Thus, it became clear that the relationship between teachers and children increased with an increase in the length of their childcare experience. Furthermore, as a result of the multiple regression analysis, it was found that the Preschool Teacher Efficacy has an influence on the relationship between teachers and children other than the novice teachers' group ($\beta = .480 - .677$).

Therefore, this shows that the relationship between teachers and children change qualitatively according to the length of teachers' childcare experience. The following points were highlighted: 1) it is especially difficult for novice teachers to build a relationship with children, and 2) for the teachers with over two years of experience, an increase in the Preschool Teacher Efficacy should influence the positive and sensitive relationship between teachers and children.

**The Effects of Emotional Expressiveness of Early Childhood
Teachers on Young Children's Verbal Interaction:
Focusing on the Mediating Effect of Social Support**

Ki Yeong Lee

Kangnam University

Anna Cho

Kangnam University

Abstract

This study aims at examining mediation effect of social support at effect of emotional expressiveness of early childhood teachers on young children's verbal interaction with teachers. For the purpose of this study, the research questions were set as follows: 1) How does teacher's emotional expression effect on verbal interaction of young children with teachers?, 2) How does social support in the workplace effect on verbal interaction of young children with teachers? 3) How does teacher's emotional expression effect on the verbal interaction of young children with teachers through social support in the workplace?

To achieve the purpose, the researcher conducted a questionnaire survey with 422 teachers who were in charge of 3-5 years old from 54 early childhood education institutions such as kindergartens and daycare centers, which were in similar social and economic conditions, in Kyonggi Region, South Korea. Frequency analysis, reliability verification, correlation analysis, and regression analysis were performed using SPSS 23.0 for this research.

The major results of this study were presented as follows: First, all of the sub-factors of emotional expressiveness of teachers had statistically significant effects on overall verbal interaction of young children with teachers. In other words, the higher the emotional expressiveness of early childhood teachers, the higher the interaction between teachers and young children. Second, social support had a statistically

significant effect on overall verbal interaction of young children with teachers. However, as a result of examining by sub-factors, emotional support had a significant effect on young children's verbal interaction, but information, material, and evaluation support had no significant effect. Third, social support in the work place played a partial role as a mediator between teacher's emotional expressiveness and young children's verbal interaction with teachers. It is expected to provide basic information for various ways on enhance young children's verbal interaction in classroom and find strategies to develop expressiveness of early childhood teachers.

**An Investigation of New Zealand Preschool Education's Reactions
and Ideas to Preschool Aggressive Behavior:
A Case Study of a New Zealand Preschool Education Center**

Ying Zhang

Jimei University Teachers Education College

Yung Chih Wang

Jimei University Teachers Education College

Abstract

This article is that the first author who exchanged study in New Zealand in her junior year recorded and observed teachers' coping styles to preschool children's aggressive behavior in a New Zealand kindergarten education center. The author thought it is quite different between China's traditional preschool education ideas and it's promoting children's learning and development. Thus, the article tried to conclude reactions and ideas of preschool education in New Zealand to aggressive behavior of preschool children through literature discussion and case study. It concludes that preschool education in New Zealand has six characteristics. The first one is accepting young children's emotions and guiding them to vent reasonably. The second one is that people try their best to understand young children. Next one is setting individualized educational program. Then, empowerment is one of characteristics. In addition, people are good at using learning stories to knowing kids roundly. In the end, force of example is significant.

**The Effects of Economic Education Activities
Based on the Integrated Approach on Young Children's
Economic Concept: Focusing on the Market Play Oriented**

Mira Byeon

Kangnam University

Anna Cho

Kangnam University

Abstract

The purpose of this study is to examine the changes in economic concept of young children through economic education activities based on the integrated market play oriented program. It is necessary for young children to form proper knowledge, skills, and attitudes about the economy so that they can develop the ability to understand and reasonably solve the problems facing the economy related in their early childhood. Market play is an activity to plan and practice economic activities from preparation to finishing, and to help children understand economic concepts.

To achieve the purpose of the study, 96 children aged 5 years enrolled in a private kindergarten in Osan-city, Gyeonggi region, South Korea. They were divided into experimental and control group, and the program developed by the researcher was applied for 14 sessions in 6 weeks. Prior to the commencement of economic activities, pre-test was conducted by economic concept development tool, and then post-test was also conducted on both groups after the program was completed. For the data processing, SPSS 23.0 program was applied to conduct covariate analysis (ANCOVA).

The study found that the experimental group that experienced market play-oriented economic education activities had a positive influence on all 6 sub-factors of economic basic concepts, including scarcity and choice, consumption, goods and services, jobs and works, price and exchange, markets rather than comparison groups. These results emphasize the importance of integrated economic education activities for

young children to form directly experience and practice economic concepts from their early childhood. It is expected to provide basic information to find concrete and systematic economic education plans for young children so that they can become more familiar with economic concepts.

How Do Children Perform Their Morning Routine in Japanese Kindergartens?

Maho Yodozawa
Hiroshima University

Abstract

In many cases, children perform their morning routine by themselves when they come to kindergarten in Japan. The morning routine is the preparation of the day of kindergarten life that the children attend every day. There are a lot of studies focusing on parents and teachers about the attendance time, but research on how children start the kindergarten life is not enough. Therefore, this study focuses on the time of attendance.

This study clarified how children perform their morning routine in Japanese kindergartens, focusing on three issues: (1) What was the morning routine in the target kindergarten? (2) How did the children perform their routine? (3) Why did children start to create their own routine?

Data were obtained by videotaping at a public kindergarten in Japan, from the time that the children started to arrive till the end of their routine, for 21 days. This study focused on a class of three-year-old, and data collected were analyzed qualitatively. I obtained permission from the kindergarten regarding cooperation with the research.

The following are the findings of this study.

(1) What was their morning routine?

Children were required to engage in a morning routine when they entered the kindergarten. After finishing the routine, they were allowed to play in the classroom. They had to change their shoes, hang their hats and towels, put stickers in a sticker notebook, and place their bags in their locker. From mid- May, they were also allowed to take out their lunch boxes.

(2) How did children perform their routine?

Children had their own order of performing the routine. After entering the classroom, some children first went to their locker and placed their bags on the floor in front of their locker. Then, they picked up all the items at once, and performed the morning routine. Some children had fun while performing the routine. For example, one girl first put on costumes when she entered the classroom.

(3) Why did children start to create their own routine?

There are two reasons. First, this class did not require any strict order for a performing a unified morning routine; children could engage in the routine activity by themselves. Some children took longer to finish their tasks because they enjoyed talking with friends, others completed the routine faster. Second, the class environment was designed in order to allow children to prepare for playtime conveniently and quickly, thus affording children to create their routine. For example, the lockers in this classroom were in a row along the wall, the floor in front of the lockers was a designated area for the children.

Through this study, importance of children's discretion and the environment in classroom at the attendance time were suggested.

Study on Play of Daycare Centers' Children

Chun An Wang

National Taiwan Normal University

Abstract

What kind of institutional EduCare are suitable for the rise of double income families and institutional daycare services? We shouldn't copy early childhood education nor family childcare services, instead we use the particle play developing mode relevant to age as the foundation of the children curriculum. Based on above foundation, we selected an academic affiliate daycare center of a college, in which we study 18 children as objects ranging from 18 to 24 months old. Studying the types of their plays according to the real situations.

Our method of this study is the regular non-participatory system observation, supplemented by observation and interviews with the care-giver. Under the conditions of encouraging children to play by care givers, we studied children in play with adults.

Results showed that the play types of children aged 18 to 24 months are the extension and development of the attunement play.

And we found that most of the children tended to stay around adults. When care givers began to tell stories or to play games, most children automatically gathered together. When adults were busy, children would follow their peers and imitated the way others played.

By this study we suggest that care centers need to have enough teaching material for the children to use. We also recommend mixed age classes, so that children have more imitation choices, and let care givers have more opportunities to accompany children personally.

Care givers should not force children into large groups activities, but arrange children into specific activities that designed in front and let them openly use teaching material which is provided abundantly.

Using a Themed-Group Play Plan to Improve the Level of Play Among Children of Ages 4 to 5 in the Dramatic Play Center

Ma. Catrina Frani

De La Salle University

Patricia Leonardo

De La Salle University

Ma. Rita Tapales

De La Salle University

Abstract

This research paper aimed to see progress within a span of 7 non-consecutive days of intervention through a brief introduction of Thinking Thoughts and Feeling Feelings from the Social Thinking curriculum. This was to be implemented together with the main intervention of a Themed-Group Play Plan in order to address the students' initiative to play with other peers and engage in a shared collaborative imaginative play. The Curriculum used includes instruments and materials in order to see progress in the Level of Play the students engaged in. There are precisely five Levels of Play ranging from solo play to shared collaborative imaginative play. The researchers intend for the students to reach a higher Level of Play compared to their initial Level of Play as a result of the success of the implementation of the Themed-Group Play Plans from Pretest to Posttest. With a purely qualitative design, the researchers interpreted the outcome from observations and the results from the standard instruments that the Curriculum has provided. The findings of the study showed that the students were able to show more initiative in sharing their ideas and collaborating with other peers when encouraged and facilitated by an adult. Once the students understand the idea of a Themed Group Play Plan, they would be able to conduct their own interactive play and share the same imagination.

Learn by Playing: Applying PDCA Cycle in Planning Playdays on College Campus

Mei-Yi Shen

Southern Taiwan University of Science and Technology

Abstract

Play is a natural ability everyone has and will change. These early theories of play are at the root of the contemporary, psychoanalytical, Piagetian, and behavioral understanding of play. The cognitive developmental theory of Piaget and the social-cultural theories of Vygotsky have greatly influenced educators to look into the learning potentialities of play and the importance of the role adults have in bringing them to fruition. As Vygotsky (1978) noted that, “in play a child always behaves beyond his average age, above his daily behavior; in play it is as though he were a head taller than himself” (p. 102).

In Taiwan, Play class in early childhood major tend to focus more on theories memorizing but not the applying skills. Hence, most of my students had little understanding about what playday activity means.

In the paper, the researcher as a college course instructor guide a group of college students to rethink about what play means when it comes to education setting. The expected outcome is to design a playday for the community, either in public preschools or at the senior learning centers. PDCA cycle was carefully applied throughout this class, to help these students find out the value of play gradually. The outcome of this study was evaluated from the written and oral response of the students and the participants, and the observation of the researchers, and the self-reflection journal of the students. In this study, the researcher found out that play has become a joyful mediator for the student to learn how to interact with their participants. This is a way of demonstrate the benefit of learn by playing without age limitation.

A Case Study on the Relationship Between Kinetic School Drawings by Preschool Children and Play on the Preschool Playground

Ken Ota

Seibi Gakuen College

Abstract

Introduction

Children's drawings reflect their thoughts, emotions, and self-esteem as well as providing a means for non-verbal messages. School psychologists tend to use the projective drawing method as a means of social emotional assessment of preschool children (Hojnoski, Morrison, Brown, & Matthews, 2006). The projective drawing method is a type of personality test that interprets a person's personality from drawings drawn on a theme. Kinetic School Drawing (KSD; Prout & Phillips, 1974) is considered to be projected interpersonal relationships in preschool, attitudes toward preschool life, and self-awareness. In KSD, children are instructed to draw what they do with their friends and teachers at preschool. Children draw physical environments, such as playground equipment and the grounds, as well as social environments, such as teachers and friends. Thus, it is expected that KSD would elicit objects that are of interest to children. Although the applicability of KSD has been examined in terms of analyzing children's interests (Armstrong, 1995), few studies have targeted preschool children, and quantitative research is rare.

Purpose

The purpose of this study was to examine the relationship between KSD drawings and behavioral data on the playground.

Method

Participants included six children who were 5 years old and enrolled in preschool in Japan. Their teachers selected participants based on their activity and frequency of interpersonal interaction. Three of the participants were inactive and engaged in less

interpersonal interaction. The other three were active and engaged in frequent interpersonal interactions. Written informed consent was obtained from the parents of the participants, including consent to participate and to publish the findings. Participants played freely with other children on the playground for 30 minutes. During free play, they wore GPS tracking devices. The researcher observed the children's type of play and the number of people with whom they interacted using a 5-minute time sampling method. In addition, participants engaged in a group KSD. The drawing data included the content of the play drawn for the KSD and the size of the self, friends, preschool teacher, and playground equipment.

Result

Participants who played in a certain place on the playgrounds tended to draw one piece of playground equipment. On the other hand, participants who moved around the playgrounds tended to draw multiple type of playground equipment or no equipment at all. There was a positive correlation between the percentage of types of different play on the playground and the size of the image of friends, $r = .87$, $p < .05$. In addition, there was a negative correlation between the number of people interacting during free play and the size of the playground equipment, $r = -.82$, $p < .05$.

Conclusion

It was suggested that KSD reflects children's behavior on the playground. Children tended to draw the physical environment of interest in addition to the social environment at the preschool. KSD can be applied to better understand children.

The Study of the Difficulties and Coping Strategies of Cooperative Teaching of Preschool Teachers in Public Kindergartens

Tsai Yun Weng
Tuku Kindergarten

Huei-Chun Liu
Nanhua University

Abstract

Cooperative teaching, two teachers work together in a classroom, is one of major teaching trend in Taiwan's kindergartens, especially in public ones. Currently, there are four major types cooperative teaching in schools: two kindergarten teachers plus preschool teacher, two kindergarten teachers, one kindergarten teacher and one preschool teacher, and two preschool teachers. Different combination may faces or occur different difficulties.

The purposes of the study were to investigate preschool teachers' difficulties and coping strategies for cooperative teaching in affiliated kindergarten of public elementary schools. Also, to explore what are the differences, if any, between public kindergarten teachers with different background on their difficulties and coping strategies for cooperative teaching.

Self-developed questionnaire, Cooperative Teaching of Preschool Teacher in Kindergarten Questionnaire, was used to collect data. Five hundred forty-nine valid participants were from 173 public kindergartens. Cooperative teaching status, difficulties, and coping strategies were analyzed by descriptive statistics, one-way ANOVA, t-test, and posteriori comparisons of Scheffe method.

The major findings are the following:

1. Current situation of cooperative teaching in kindergarten mostly adopts master-follower teaching method and fixed teaching partners.
2. Backgrounds such as age, seniority, education background, professional title, cooperative experience, how to choose cooperative teaching partner, cooperative teaching partner, cooperative teaching partner object, whether has

part-time position such as kindergarten leader or director, and kindergarten size, have no statistically significant differences in the difficulties and coping strategic of cooperative teaching implementation. But the difficulties facing the scale have significant difference in “teaching philosophy and common sense.

3. Overall cooperative teaching is of middle-high quality, and the difficulties show with low level of difficulty. Among all levels, “interaction and communication” is at the highest level, “teaching philosophy and common sense” is at the lowest level and shows more difficulties.
4. There is statistically significant differences in difficulties and coping strategic facing cooperative teaching of teaching staffs in different types of kindergartens. The results show that collocative-teaching has fewer difficulties than master-slave teaching and take-turn teaching; yet, collocative-teaching has better coping strategies than master-slave teaching and take-turn teaching.

Types of Utterances in the Development of Pretend Play

Megumi Ida

Saitama University

Toshimoto Shuto

Saitama University

Abstract

Children are known to develop symbolic functions as well as social and emotional skills through pretend play. Identifying factors related to the development and maintenance of pretend play is a crucial issue in early childhood education research. This study focused on utterances that are made during pretend play, which was classified into two types; “pretending” utterances, which are made by pretending to be different characters, and “non-pretending” utterances, which are communicative words directed at self and others. The correlation between the appearance of the two types of utterances and the development of pretend play was analyzed. Children mainly use words to express their intentions during pretend play and obtain a common understanding of pretend play theme they are performing. It was assumed that children would skillfully use pretending and non-pretending utterances depending on the situation, and these skills might be crucial for the smooth performance of pretend play. Conditions related to the spontaneous performance of pretend play by young children in kindergarten classes for 3-5-year-olds around Tokyo were observed for two months using the participant observation method. Observers recorded play conditions using a video camera and took notes when necessary. Moreover, the observers inquired children about the content of each play to confirm the topics and the roles of play. Thirty pretend play types were analyzed by regarding each play as an episode. “Pretending” utterances and “not-pretending” utterances were noted based on the episode, and according to the development of play. The number of each type utterance and interactions between utterances and the development of play was qualitatively analyzed. The results

indicated that pretend play developed more smoothly in episodes in which pretending utterances and non-pretending utterances were well- balanced, compared to episodes in which one of the two types of utterances appeared more often than the other. The characteristics of utterances depending on age indicated that younger children often made non-pretending utterances through which they spontaneously explained their situation to adults including teachers and observers, or tried to interact with them. Older children, on the other hand, tended not to interact with adults and based on the attitude that the subjects of the play were themselves. The results suggested that the development of pretend play and the appropriate involvement with adults differed based on the developmental stage and provided clues on the development of Sustained Shared Thinking (SST) in young children. These results should be verified by observing more episodes of pretend play in the future.

Qualitative Research on Pre-Service Early Childhood Teacher's Perception of Care

Suk Kyung Jang
KooKje College

Young E Ra
KooKje College

Abstract

The purpose of this study is to explore the process of deriving the concept of care and to provide suggestions and content for future care education through analysis of the care experience. Participants were 40 pre-service teachers of early childhood education at K College Gyeonggi-do. Based on the brainstorming, careful experience, and experienced experience of what care is, we have researched and categorized the preliminary category and category, and extracted and analyzed the cases appropriate for each category.

The results of the study are as follows. First, pre-service early childhood teachers perceived caring as a heart and act to help others, and when they thought caring, their minds became warm and happy. Second, the care experience of pre-service early childhood teachers was found to be helping behavior and sharing behavior. Based on this, it will be possible to find out the true concept of pre-service teachers and to develop programs and concrete realization plans so that they can continue to practice them.

Relevance of Kindergarten School Bus Route Schedules and Children's Activities

Aiichirio Sakai

Kyoritsu Women's University

Abstract

In some countries and regions, kindergartens have dedicated buses to take children to and from school (Ministry of Education in Japan, 2008). In Japan, school buses began operating in the 1950s (Tada, 1961), and today they are an essential means of transportation for some kindergartens, such as those in suburbs and rural areas (Yahata, 1999). It has been pointed out that these school buses pose problems for children, such as lengthy ride times, and are a burden to the teachers on board (Haraguchi, 1984). By contrast, other studies suggest that school buses are places for children's activities and have clarified the positive aspects of play and communication that occur on board. For example, bus-riding gives children the opportunity to form relationships with non-homogenous groups (Sakai, 2018) and encourages the transmission of play among riders (Asano, 2004).

However, research focusing on children's activities while on buses has been devoted to the analysis of individual episodes. Unlike a classroom or similar space, a school bus is a moving space, so riders and their surroundings change constantly and regularly. Therefore, to consider children's activities while on buses, we must also consider these characteristics.

This study aims to clarify the relationship between school bus route schedules and children's activities. The survey target is a school bus operated by a certified childcare institution. The bus has 14 regular riders and makes 12 stops on its half-hour-long route. In this study, we collected case examples of children's activities based on on-board observation surveys. The observation period was from May 2017 through February 2018, and 114 cases (70 school-bound and 40 home-bound) were collected. These were

arranged to correspond to the bus route, after being classified according to content and scale.

The analysis revealed the development process of different activities that emerged during the school- and home-bound routes. During the school-bound route, in addition to the scale of the activities increasing in proportion to the increasing number of passengers, we noticed that the changes of activity content were caused by the appearance of a specific child. For example, one child boarding the bus at 8:52 usually brought grass and flowers collected from beside the road onto the bus, which triggered later activities. On the home-bound route, there was a more stable relationship between the number of passengers and the scale of activities. Further, teachers led activities, rather than specific children taking charge.

These results indicate that, at least on the outbound route, the bus route schedule, that is, the children's boarding order, has a great effect on their on-board activities. Usually, the route is determined by the children's home addresses, but it may also be necessary to consider the development of their on-board activities.

Poster Session 3, Room 204

15:45~17:00, Saturday, July 13, 2019

Chair: Fu-Mei Chen

Pre-school, Family and Community

1. The Performances and Retention Effects of Young Indigenous Children Participating in a Culturally Relevant Literacy Curriculum in Taiwan
Ching-Ting Hsin
National Tsing Hua University, Taiwan
 2. The Moderating Effect of Family Ritual on the Relationship Between Children's Self-Esteem and Problematic Smartphone Use
Daeun Kim
Kyung Hee University, South Korea
 3. Effects of Parents' Feelings and Methods of Dealing with Child Rebellion on Self-Regulation Traits of Children
Kimi Ueoka
Sendai Shirayuri Women's College, Japan
 4. Kindergarten Teachers' and Parents' Perception of Child Development
Li-Ching Sun,
National Chiayi University, Taiwan
 5. The Moderating Effect of Parental Nocturnal Involvement on the Relationship Between Mothers' Parenting Stress and Children's Subjective Happiness
Kyung Eun Jahng,
Kyung Hee University, South Korea
 6. Effects of Discipline Using Superstitious Sayings in Childhood on Current Child-Rearing
Tomoko Tonegawa,
Tohoku Hukushi University, Japan
 7. From BCNC Family Literacy Program: Chinese Immigrant Parents' Parental Self-Efficacy Loss and Possible Intervention
Sing-Yiing Chung,
Won Dowel Family Education Association, Taiwan
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8. Effects of Korean Mothers' Work-Family Enrichment/Conflict on Preschoolers' Emotion Regulation: The Mediational Role of Mothers' Emotion-Expressive Behavior **Sojeong Kwon,**
Seoul National University,
South Korea
9. Combining Parent-Child Joint Storybook Reading and Parenting Education Together: A Preschool-Based Parenting Program in Taiwan **Yuwen Lin,**
Fu-Jen Catholic University,
Taiwan
10. The Actual State of Child-Raising in Japan Observed in Human Relationships Between Mothers- Focusing on "Mama Tomo", Mom Friends, In Japan - **Chiaki Kida,**
Nagoya Bunka Gakuen Nursery and Kindergarten Teachers College,
Japan
11. The Development of the Learning Combination of the Old People and the Young Children: The Community Mutual Aid Education Service Center in Taiwan as an Example **Hsiao-Ling Tsai,**
Shu-Te University,
Taiwan
12. Primary Caregivers' Influences on Children's Social Competence Development **Lilian Chau,**
The University of Hong Kong,
Hong Kong
13. The Effect of Parent Education on Improvement of Frustration Tolerance of Young Children: A Preliminary Study **Chun Ching Fan,**
Hungkuang University,
Taiwan
14. Parents' Learning Community as Professional Learning Community: A Case Study of the Nobuyoung Parents' Learning Community **Sohyun Meacham,**
University of Northern Iowa,
United States
15. Relationship Between Children's Physique, Eating Behaviors, and Mothers' Dietary QOL **Tomoko Senoo,**
Akita University,
Japan
16. Vietnamese Immigrant Mothers' Ways of Guided Participation in Daily Activities with Their Children in Taiwan **Yu-Lin Cho,**
Taoyuan Jhong Lu Non-Profit Private Kindergarten,
Taiwan
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17. Musical Play as a Parent-Child Activity **Kumiko Koma,**
Chiba University, Japan
18. The Associations Among Mother-Child Attachment Representation, Teacher-Child Relationship, and Preschool Adjustment **Jo-Lin Chen,**
Fu-jen Catholic University, Taiwan
19. Parenting Stress and Social Support of Chinese Parents in the Background of Two-Child Policy **Xinhui Zhou,**
Hiroshima University, Japan
20. Significance of the Inclusive Stage Performance Project: Focusing on the Sense of Well-Being of Mothers of Pre-School Children **Satsuki Ohashi,**
Wako University, Japan
21. Exploring the Experience of Parenting of the Military Father with Infant Children **Eunju Lee,**
Kangnam University, South Korea
22. How Mothers Think About the Linguistic Features of Their Japanese-English Speaking Children Living in the UK **Kaoru Shinozawa,**
Tokyo Gakugei University United Graduate School of Education, Japan
23. The Effect of Applying Drama on the Parent-Child Relationship **Meiman Huang,**
Shu Te University, Taiwan
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**The Performances and Retention Effects
of Young Indigenous Children Participating in
a Culturally Relevant Literacy Curriculum in Taiwan**

Ching-Ting Hsin

National Tsing Hua University

Chih-Ying Yu

National Tsing Hua University

Abstract

Indigenous children in Taiwan face a high risk of academic failure. A lack of culturally integrated curriculum might impede children's learning. Researchers have turned attention to designing culturally relevant curricula to improve the academic performance and cultural competence of children of diverse cultural backgrounds. In addition, the balanced approach to literacy, which combines whole language and skills-based teaching, was suggested beneficial for these children (Ladson-Billings, 1995; Gay, 2010; Presley, 2016). The purpose of this study was to examine the effects of the bicultural literacy program integrating indigenous culture and balanced teaching. It also examined the retention effects of the curriculum.

We implemented the curriculum in the kindergarten for one year. The focus of the first semester was to improve children's phonological awareness and decoding (learning phonetic symbols) of Mandarin Chinese, which are closely related to children's reading ability. In the second semester, children used phonetic symbols in meaningful contexts when investigating the Atayal weaving.

Sixty children and four teachers from five kindergartens participated in this study. The experiment group contained 45 children (32 boys and 13 girls). 93% of them were Atayal and the average age was 4 years and 11 months. The control group had 15 Atayal children (9 boys and 6 girls) and their average age was 5. For the follow-up study, 22 out of 60 children entered first grade and participated in the retention study. Three first-

grade teachers were interviewed. There were 13 children in the experiment group (10 boys and 9 girls), 92% of them were Atayal with an average age of 6 years 11 months. Nine Atayal children (four boys and five girls) were in the control group with an average age of 6 years 9 months. We conducted pre-test before the curriculum, two post-tests at the end of the first and second semesters, and follow-up test at the end of the first semester of grade one. Analysis of Covariance (ANCOVA) was applied to compare the performance of two groups between post1-test and post2-test. Mann-Whitney U test was used to compare the follow-up test between two groups. Qualitative analysis techniques were used to analyze teacher interviews.

For the post-tests, the experimental group outperformed its counterpart in phonological decoding tests (reading and recognising phonetic symbols) and had higher scores on vocabulary test. However, there was no significant difference in phonological awareness. For the follow-up tests, the experiment group had better performance on reading a short article and identifying tones. However, no significant difference was found in blending symbols and phonological awareness. First-grade teachers believed that learning phonetics symbols in kindergarten provided a solid basis for children to learn Chinese characters and reading in the first grade. It also motivated children to learn literacy more confidently and supported their learning of other subjects. The literacy curriculum in kindergarten helped the teachers to teach literacy on schedule. However, the teachers found literacy achievement gaps among children and used strategies to support those with lower achievement. The findings provided insight into the advancement of literacy curricula for indigenous children.

The Moderating Effect of Family Ritual on the Relationship Between Children's Self-Esteem and Problematic Smartphone Use

Daeun Kim

Kyung Hee University

Kyung Eun Jahng

Kyung Hee University

Abstract

Introduction

Children's problematic smartphone use has become a serious concern that demands global attention. A growing number of children excessively use smartphones, which would have long-term negative impacts on their psychological health, as well as academic performance (Ihm, 2018; Samaha & Hawi, 2016). Research to date has found that children's psychological traits, including anxiety, stress, and low self-esteem, influence their problematic smartphone use (Ihm, 2018). Particularly, maladaptive cognition such as low self-esteem (Wang, Zhao, Wang, Xie, Wang, & Lei, 2017) is associated with children's smartphone addiction (Wang *et al.*, 2017). In addition, social supports, such as positive peer relationships and parent-child positive communication, contribute to alleviating children's excessive smartphone use (Jahng, 2019). However, there is a paucity of research focusing on the moderating role of family-related variables in the relationship between children's self-esteem and problematic smartphone use. In this study, the role of family ritual in buffering the negative effect of children's low self-esteem on problematic smartphone use was examined. Family rituals likely strengthen family bonding and thereby promote emotional stability in children. This, in turn, helps lower the negative effect of children's low self-esteem on problematic smartphone use. Taken together, this study was intended to investigate the moderating effect of family ritual on the relationship between children's self-esteem and problematic smartphone use. The research questions of this study are as follows.

1. Is children's self-esteem associated with their problematic smartphone use?
2. Does family ritual moderate the relationship between children's self-esteem and problematic smartphone use?

Method

Participants of this study include 274 fifth and sixth graders (128 male and 146 female students) in elementary schools located in Seoul and Incheon, South Korea. Children's problematic smartphone use was rated using the Self-Rating Smartphone Addiction Scale developed by the Korean National Information Society Agency (2011). Children's self-esteem was measured with the Rosenberg Self-Esteem Scale (RSES; Rosenberg, 1965). Family Ritual Questionnaire (FRQ; Fiese & Kline, 1993) was used to measure children's weekends ritual experiences. Although the FRQ includes seven different kinds of family rituals, this study focused on weekends ritual. Statistical analysis for the present study was conducted using SPSS 22.0 and PROCESS Macro for SPSS.

Results and Conclusions

Regarding the first research question, children's self-esteem was found to be associated with their problematic smartphone use ($\beta = -.25, p < .000$). This indicates that higher levels of children's self-esteem predicted lower levels of their problematic smartphone use. For the second research question, weekends ritual had significant moderating effect on the relationship between children's self-esteem and problematic smartphone use ($\beta = -.12, p < .05$). That is, weekends ritual experiences were found to buffer the adverse effect of children's low self-esteem on their problematic smartphone use. The results of the current study indicate that it is necessary to launch social campaigns to inform people of the importance of weekends family rituals for alleviating children's excessive smartphone use and to encourage people to make their own family rituals.

Effects of Parents' Feelings and Methods of Dealing with Child Rebellion on Self-Regulation Traits of Children

Kimi Ueoka

Sendai Shirayuri Women's College

Chisato Kusumoto

Okayama Prefectural University

Tomoko Tonegawa

Tohoku Fukushi University

Toshimoto Shuto

Saitama University

Abstract

Japanese facilities for early childhood education and care play the role of supporting child-rearing at home. Therefore, teachers are required to provide parents with evidence-based information related to child-rearing. This study examined desirable methods of dealing with children when they rebel against their parents, which is an expression of their intentions that deviate from social expectations and norms, to obtain basic data on child-rearing. Parents raising young children are often bewildered by their children's rebellions and have difficulties in dealing with it. Generally, rebellion in childhood is regarded as evidence of the development of ego and autonomy. Therefore, parents should deal with children by valuing their intention. However, parents often force their children to correct their behaviors or try to make children obedient by scaring them because of parents' bewilderment of rebellious children. Parents have various feelings when their children rebel and they deal with them in different ways. Moreover, there are multiple situations in which children rebel. This study examined correlations between parents' feelings and methods of dealing with child rebellion and self-regulation traits of children, by considering differences in rebellious situations. Participants with children attending Japanese early childhood

education and care facilities ($N = 346$) participated in this survey. Three settings in which children rebel against parents were presented to participants; life habit settings, interpersonal morality settings, and communal living settings. Seven items inquiring parents' feelings and seven items inquiring parents' approaches were evaluated for each setting. Moreover, 21 Child Behavior Checklist (CBCL) items related to self-regulation were assessed. The results of factor analysis indicated that parents' feelings toward child rebellion had a one-factor structure regardless of the setting; "Parents' negative feelings," whereas parents' approaches had a two-factor structure, "Receptive approach" and "Compulsory approach." The results of an ANOVA indicated that Parents' negative feelings and Receptive approach were highest in interpersonal morality settings, whereas Compulsory approach was highest in communal life settings. The results of multiple regression analysis indicated Parents' negative feelings significantly increased the emotional dysregulation of children in all settings, and parents' Receptive approach in life habits setting improved children's self-control. On the other hand, the Compulsory approach decreased children's self-control and increased emotion dysregulation. Furthermore, parents' Receptive approach in communal life setting decreased children's impulsivity. These findings indicate that parents' feelings and approaches were correlated with different aspects of self-regulation in children. The above results suggest that young children might develop self-regulatory abilities through interactions with parents when establishing the independence of basic life habits. The results of this study are discussed from the perspective of social and emotional development of children and the child-rearing culture.

Kindergarten Teachers' and Parents' Perception of Child Development

Li-Ching Sun

National Chiayi University

Hsiang-Ju Ho

National Chiayi University

Abstract

The purpose of this study was to compare teachers' and parents' perception about target child's development speed. Ten-pair parents and teachers were participated in semi-structured interviews. Their children are kindergarten age. All teachers were children's head teacher. Participate parents had two fathers, one grandmother and 7 mothers. All parents and teachers were asked to judge which field of development for the target child is better and worse than same age children. The descriptions from teachers and parents were coding separately. The better and worse abilities from participants' descriptions were separately decoded into theme. The degree of similarity between mothers and teachers was calculated that the number of the same themes divided by the number of total themes.

The main findings showed that very low degree of similarity between teachers' and mothers' perception about their child's development. In better development fields, 4 pairs of teachers and mothers gain zero similarity, only one pair over 50% similarity. Most interesting finding was 80% parents mentioned their children have better language ability than other children but teachers did not mention. In worse development fields, 5 pairs gain zero similarity. These 5 teachers mentioned children have learning attitude problem and weakness on motor skill and self-control but parents did not mention. The results indicate that great difference perception between parents and teachers.

The Moderating Effect of Parental Nocturnal Involvement on the Relationship Between Mothers' Parenting Stress and Children's Subjective Happiness

Kyung Eun Jahng

Kyung Hee University

Daeun Kim

Kyung Hee University

Abstract

Introduction

Family rituals and routines refer to repeated patterns of behavior that transmit family values and beliefs across generations and thus develop family identity (Fiese, 2006). Routinized schedules, such as mealtime, bedtime, and waking time, serve as a protective factor for children. Family rituals and routines mitigate the negative effect of parenting stress (Fiese *et al.*, 2002). Among a number of possible buffers against parenting stress, the role of family rituals and routines has been understudied. Accordingly, the current study is intended to examine the moderating effect of family routines on the relationships between mothers' stress and child well-being.

Parental nocturnal involvement during children's bedtime, including parent-child bed-sharing and parental bedtime soothing, may serve as family routines that potentially buffer mothers' parenting stress on their children's happiness. However, there is a paucity of any reliable empirical evidence supporting the effect of parental bedtime involvement on child outcomes including well-being and happiness.

Taken together, the present study is intended to examine how parental involvement during children's bedtime moderates the relationship between the mothers' parenting stress and children's subjective happiness. I tested the following hypotheses:

Hypothesis 1: Mothers' parenting stress is negatively associated with their children's subjective happiness.

Hypothesis 2: Parental bedtime involvement (parent-child bed-sharing and parental bedtime soothing) moderates the relationship between mothers' parenting stress and children's subjective happiness.

Hypothesis 3: The relationships between mothers' parenting stress, parental bedtime involvement, and children's subjective happiness differ by parent gender.

Method

Data were extracted from the Panel Study on Korean Children (PSKC), which is a longitudinal panel study designed to investigate the sociodemographic characteristics and development levels of South Korean children and their surrounding environment. This study used the eighth wave data, which comprised 1,563 students aged 7 years. By implementing data cleaning, I reduced my sample size to 1,303 children. Children who did not attend elementary school or whose fathers were not employed were excluded from the analyses.

Results and Conclusion

First, this study found that children whose mothers had higher levels of parenting stress were less likely to be happy. Second, parental bedtime soothing moderated the relationship between mothers' parenting stress and children's subjective happiness, whereas parent-child bed-sharing did not. Third, while the moderating effect of parental bedtime soothing on the relationship between mothers' parenting stress and children's subjective happiness was significant regardless of parent gender, it was found that despite maternal parenting stress children were much happier when their fathers soothed them at bedtime compared to when their mothers did. Since existing research on the association between parental bedtime soothing and child outcome has focused on mothers' parenting behavior at bedtimes, the role of a father has not received adequate attention. The implications of this study are as follows. As mothers' parenting stress heightens potential to undermine children's well-being, interventions are needed to create positive emotional climates in families and to thereby promote children's happiness.

Effects of Discipline Using Superstitious Sayings in Childhood on Current Child-Rearing

Tomoko Tonegawa

Tohoku Hukushi University

Kimi Ueoka

Sendai Shirayuri Women's College

Chisato Kusumoto

Okayama Prefectural University

Toshimoto Shuto

Saitama University

Abstract

Parents raising young children are often bewildered by children's deviant behaviors and have difficulties in managing such behavior. In Japan, many superstitious sayings have traditionally been used for disciplining children by threatening children to follow social rules and parental expectations. Examples of these include, "You will lose your eyesight if you leave even one rice grain on your plate," and "Your tongue gets elongated when you lie," among others. Moreover, superstitious words for disciplining children there are many traditional events and picture books in which demons and ghosts appear to admonish children. More recently, mobile-phone applications have been developed in which demons appear and reprimand children. Disciplining by scaring children might be temporarily effective. However, they are considered to have negative effects on the development of behavior control and internalization of children's values. This study examined the correlation between the frequency of being disciplined by superstitious sayings in childhood and current child-rearing practices of child rearing parents. This study was expected to provide fundamental data for supporting parenting and parents' education. Japanese parents having children attending kindergartens ($N = 186$) participated in the survey. Fifteen items of superstitious saying used for

disciplining children were presented to the participants. The experience of having heard each saying in childhood and the effects of the experience on current child-rearing were evaluated. Moreover, nine items on current child-rearing styles (acceptance-control), twelve items on the severity of discipline, and six items on irrational causal inferences (immanent justice) were assessed. Analyzing superstitious sayings used for discipline indicated that the frequency of such experiences and fixation in the present life differed depending on the types of superstitious saying. The results of a factor analysis indicated that the experience and effect of superstitious discipline had a one-factor structure. Therefore, scores of the 15 items were added. The severity of discipline consisted of three factors: Self-management settings, Damage to others settings, and Prosocial settings. The scale scores corresponding to each factor were calculated. The results of correlation analysis indicated that experiencing superstitious discipline had a significantly positive correlation with restrictive child-rearing styles and severity of attitudes regarding children's deviant behaviors. The experience also had a significant positive correlation with the tendency to conduct irrational causal inferences such as, "Not being kind to others makes you sick." The above results indicated that experiencing superstitious discipline in childhood might lead to restrictive methods and child-rearing ideas. Superstitious discipline has been used historically in Japanese society to make obedient children. It is suggested that the fear of experiencing such control might facilitate restrictive child-rearing attitudes in parents, which might, in turn, lead fear in their children.

From BCNC Family Literacy Program: Chinese Immigrant Parents' Parental Self-Efficacy Loss and Possible Intervention

Sing-Yiing Chung

Won Dowel Family Education Association (溫叨家庭教育協會)

Abstract

Chinese immigrant is one of the major populations of US immigrants. However, immigration experience brings parental self-efficacy loss, resulting from losing support groups and parental power and authoritarian as well, to Chinese immigrants. Parental self-efficacy loss might affect Chinese immigrant parents' and children's welfare. To promote parental self-efficacy, building up social support groups and getting back the mastery could help these parents not only acquire general supports (e.g. resource information) but also increase parental self-efficacy. Boston Chinatown Neighborhood Center, a 50-year-old NPO contributed to thriving communities, provides an innovative program for Chinese immigrant parents to fulfill Chinese immigrant parents' needs. In this paper, I investigate what Chinese immigrant parents' challenges are by literature review, and then discuss why and how BCNC Family Literacy Program is effective and could help Chinese immigrant parents to overcome their obstacles.

Future research should study more about the phenomena of immigrant parents' parental self-efficacy loss, such as what they need and what the consequences are. Based on the potential findings, the next steps could develop more cultural-valid interventions in different immigrant populations.

**Effects of Korean Mothers' Work-Family Enrichment/Conflict
on Preschoolers' Emotion Regulation: The Mediational Role
of Mothers' Emotion-Expressive Behavior**

Sojeong Kwon

Seoul National University

Kangyi Lee

Seoul National University

Abstract

With raising social status of women, it is a global trend that the proportion of working women is increasing among mothers with preschoolers. Focusing on the developmental importance of emotion regulation at the preschool period, this study examined the effects of working mother's emotional experiences on development of their preschoolers' emotion regulation. With a particular focus on emotions experienced by working mothers who confront with duties of performing multiple roles, the study aimed to investigate the paths from mothers' work-family enrichment/conflict to preschoolers' emotion regulation through positive and negative emotion-expressive behaviors of working mothers.

The purposes of this study are to investigate features of preschoolers' emotion regulation, working mothers' work-family enrichment/conflict and emotion-expressive behaviors, to examine the correlations among preschoolers' emotion regulation, working mothers' work-family enrichment/conflict and emotion-expressive behaviors, and to investigate the paths from work-family enrichment/conflict to preschoolers' emotion regulation through emotion-expressive behaviors of Korean working mothers.

Participants of this study were 146 Korean working mothers with 5-year-old preschoolers. Questionnaires were used to measure preschoolers' emotion regulation, work-family enrichment/conflict and emotion-expressive behaviors of Korean working mothers. Collected data were analyzed using STATA 13.0 and AMOS 25.0. Statistical

methods adopted for data analysis were descriptive statistics, t-test, Pearson's correlation, and path analysis with multiple mediator model.

The major findings of this study are as follows:

First, Korean working mothers with 5-year-old preschoolers reported higher work-family enrichment than the conflict. This indicates that participant mothers are more likely to experience positive emotions than negative emotions from performing multiple roles between work and family. As for emotion-expressive behaviors, the mothers reported performing positive emotion-expressive behavior more frequently than negative emotion-expressive behavior. There was no gender difference in preschoolers' emotion regulation.

Second, the correlations among preschoolers' emotion regulation, work-family enrichment/conflict and emotion-expressive behaviors of Korean working mothers were partially significant. Preschoolers' emotion regulation was positively correlated to mothers' work-family enrichment and positive emotion-expressive behavior, and was negatively correlated to their mothers' work-family conflict and negative emotion-expressive behavior.

Third, mothers' work-family enrichment/conflict partly affected their positive and negative emotion-expressive behaviors, after controlling for preschoolers' temperament. In particular, work-family enrichment and conflict both had significant effects on positive emotion-expressive behavior, while only work-family conflict had significant impact on negative emotion-expressive behavior of working mothers.

Fourth, preschoolers' emotion regulation was indirectly affected by their mothers' work-family enrichment/conflict through the emotion-expressive behaviors of mothers. More specifically, work-family enrichment had positive indirect effect on preschoolers' emotion regulation through increased positive emotion-expressive behavior of working mothers whereas work-family conflict had negative indirect effect on preschoolers' emotion regulation through decreased positive emotion-expressive behavior of working mothers.

The current study investigated a structural relationship among preschoolers' emotion regulation, work-family enrichment/conflict and emotion-expressive behaviors of Korean working mothers, and confirmed the paths from mothers' work-family enrichment/conflict to preschoolers' emotion regulation through mothers' emotion-expressive behaviors. The findings of this study highlights the importance of

work-family enrichment/conflict and positive emotion-expressive behavior of working mothers with preschoolers in promoting development of their children's emotion regulation.

**Combining Parent-Child Joint Storybook Reading
and Parenting Education Together:
A Preschool-Based Parenting Program in Taiwan**

Yu-wen Lin

Fu-Jen Catholic University

Fu-Mei Chen

Fu-Jen Catholic University

Abstract

Research suggests that storybook reading facilitates language development and plays an important role in preparing children for success in school. The importance of parent-child joint storybook reading is well recognized among parents with young children in Taiwan. Comparing with the popularity of parent-child joint storybook reading activities, parenting education is less likely to attract parents' attention. In this study, we combined parent-child joint storybook reading activities and parenting education in the program. A preschool-based program, which was held and recruited participants in one preschool, provided young children and parents with familiar environment and group members. The aim of the parenting program was to empower parents and enhance parent-child relationship. The implementation of the program was also evaluated.

This study includes two practices. The participants of the first implementation were 7 parents (5 mothers, 1 father and 1 grandmother) and 8 children (6 boys and 2 girls) aged 4-6. The participants of the second implementation were 8 parents (2 fathers and 6 mothers) and 8 children (3 boys and 5 girls) age 3-6. Each program was delivered once a week for four times. Adopting Alfred Adler's theory as a framework, themes for each week were "My Family", "Understanding Your Child", "Love and Courage" and "Trust and Working Together". The contents and agenda of the program were as follows. First, we introduced a storybook. Then, parents and children worked together with art

work. Later, during feedback time, parents reflected their experiences and thoughts. Finally, the program leader introduced “homework of the week” for parents to take home and finish it with their children. In the end of the program, parents filled out a satisfaction survey including 5-point questionnaires and open-ended questions.

Differences for the two implementations were program fee, number of program leaders and length of time. The first implementation was free, 60 minutes each time and had only one program leader. For the second implementation, we extended each program time from 60 minutes to 90 minutes. Program fee was 1200 NT dollars (about 40 US dollars) and two leaders were needed. Results focused on evaluation of program implementation and program outcomes. First, this study found that 90 minutes for parenting program were needed for parents having enough time to share their parenting experiences and thoughts. Young children were occupied with the unfinished art work during feedback time; therefore parents would be able to join in the feedback time without children’s interruption. Reasonable program fee was acceptable for parents. As to the outcome of the program, parents reported that they knew their child better. Parents also encouraged and trusted their child’s ability more. They perceived the quality of parent-child relationship higher than before. In conclusion, this program took a fun, supportive and educational approach. Familiarity and continuity was the strength of the preschool-based program. Children engaged in the activities more easily in the familiar environment and parents would continue to share their parenting experiences and support each other even the program has ended.

**The Actual State of Child-Raising in Japan Observed
in Human Relationships Between Mothers
- Focusing on "Mama Tomo", Mom Friends, In Japan –**

Chiaki Kida

Nagoya Bunka Gakuen Nursery and Kindergarten Teachers College

Yuko Suzuki

Aichi University of Education

Abstract

Efforts to respond to the falling birth rate and support child-raising continue to be promoted in Japan. Particular importance is now being placed on having the entire society provide support to families raising children who will be responsible for the next generation. However, there has been no decrease in the amount of distress felt by mothers raising children. Although a relationship can be assumed between the anxiety or stress of raising children and mothers' human relationships with those around them, there has been no research clarifying this.

The goal of this research is therefore to clarify mothers' perspectives on child-raising and the difficulties they encounter, by analyzing the actual state of human relationships between mothers raising children in Japan. This research will focus particularly on so-called "Mama Tomo", mom friends (a term that has recently been coined in Japan to describe women who become friends primarily due to the fact that they are both raising children) in identifying the characteristics of "Mama Tomo" relationships between mothers for both housewives and working mothers, and in considering the differences between both.

Eight housewives and eight working mothers were selected for this research. A semi-structured interview was conducted with each mother to examine her relationships with other mothers lasting over a period from when she was pregnant with her oldest child to when that child entered elementary school.

Statements from mothers were used verbatim, and M-GTA was used to analyze the process used by mothers to build relationships with their "Mama Tomo." M-GTA is an excellent analysis method for generating concepts of human relationship formation from qualitative data, and for clarifying the relationships between these concepts. It does not separate the contextuality of language data, making it suitable for the analysis conducted in this research.

As a result, four categories ("realization of existence," "quality of relationship," "sense of values for existence," and "change in relationship") were created for all "Mama Tomo" relationships on both sides, and each characteristic was analyzed based on differences in subcategories and concepts.

Housewives tend to feel a strong obligation to have "mom friends." They therefore experience a complicated relationship-building process as they more easily depend on their "mom friends," develop concerns, and encounter conflicts when building relationships. In contrast, working mothers select their own "Mama Tomo" early on and tend not to be overly dependent on these friends. They therefore experience a concurrent relationship-building process in which conflicts and concerns are less likely to occur. These differences likely cause differences in the attributes of mothers, what they require of their "Mama Tomo," and their relationships with their own families.

A mother's relationship with a "Mama Tomo" is an unstable relationship that has both positive and negative aspects. The results of these interviews suggest that these are not relationships where mothers work together to raise children and they do not help mothers in actually raising their children. This implies that there are certain limits with regard to their relationships with their "Mama Tomo."

The Development of the Learning Combination of the Old People and the Young Children: The Community Mutual Aid Education Service Center in Taiwan as an Example

Hsiao-Ling Tsai
Shu-Te University

Abstract

There is a new system of child care development in Taiwan. The name is the Aboriginal Tribe/Community Mutual Aid Education Service Center. Since 2014, 8 centers have been established. The purpose of the center is to encourage children to live and study in his tribe or community before the age of 12 to have the opportunity to accumulate life experiences and learn traditional culture and language.

The purpose of this study is to document how one of the education centers can work with the community to allow the elderly to pass on his wisdom to the next generation. Through the participation of the elderly, the middle-age generation transforms teaching and designs courses for young children, and children are immersed in this rich cultural and linguistic environment. This is called a learning combination. This study used observation and interview methods to record the development of this combination of learning:

1. Understand how old people participate teaching in the the center. How do their different experiences in early childhood learning affect their participation and discussion?
2. Understand how middle-aged generations communicate with older people? How to understand and transform the curriculum design that young children can understand?
3. How do young children understand and learn under the curriculum design of such a learning combination?

I hope this study can provide further experiences and suggestions for other researchers.

Primary Caregivers' Influences on Children's Social Competence Development

Lilian Chau

The University of Hong Kong

Mantak Yuen

The University of Hong Kong

Abstract

Cognitive competence and academic achievement have long been regarded as key indicators of success in school in Chinese cultures. Yet, other attributes such as social competence in personal and affective domains are now considered equally important because they help children succeed in school and adapt to the ever-changing world. The most immediate context affecting young children's social development is undoubtedly the family—and therefore the family dynamics that most significantly influence children's social competence merit deeper investigation.

Purpose

This paper reports initial findings on the relationship between family caregiver influences and children's social competence. The data were obtained as part of an ongoing early childhood play intervention program in Hong Kong. This program consists of a series of seminars, workshops and practical sessions for parents and kindergarten teachers. The aim is to equip these individuals with the necessary knowledge, skills and attitudes to support children's development of social competence through structured play and group games. It should be noted that in Hong Kong, in addition to parents and grandparents, it is common to find that domestic helpers (maids) are also part of the primary care-giving network within families that supports young children.

Method

To evaluate the effectiveness of the program, a quantitative method using data from questionnaires was used to obtain parents' perception of how their own relationship with children influences their social competence and the value of structuring group games and in this context. A longitudinal design is being used to evaluate the effectiveness of the program. Data are collected one week before the program starts (Time 1), one week after (Time 2), and three months (Time 3) after the program ends. The questionnaire was constructed by adapting items from the Social Skills Improvement System Rating Scales (SSIS), Child-Parent Relationship Scale (CPRS), Early School Behavior Rating Scale (ESBRS) and Attitudes towards Nurturing Children Play Competence Scale (AANCPCS). These scales have proved in previous research to have good reliability and validity, and are culturally appropriate for use in a Chinese context.

This paper refers to data analysis from Time 1 questionnaires ($N = 226$). MANOVA analysis revealed significant differences in ratings in ESBRS and SSIS across type of primary caregiver (parent vs. grandparent vs. domestic helper). The differences were in such areas as children's communication, responsibility, engagement and cooperation. Differences were also evident in subtle behaviors such eye contact and appropriate responses during conversation. More, children with grandparents as primary caregivers tended to use other people's property more carefully, were more able to join in group games, and more likely to follow rules while playing games with others. In contrast, children with domestic helpers as primary caregivers helped less with housework, and were less able to interact with other children and start conversation with peers.

These initial findings revealed interesting differential effects of primary caregivers on Hong Kong children's social competence. Implications for childhood intervention for social competence will be discussed.

The Effect of Parent Education on Improvement of Frustration Tolerance of Young Children: A Preliminary Study

Chun Ching Fan

Hungkuang University

Ishien Li

Hungkuang University

Abstract

This study aimed to explore the effect of parent education on improvement of frustration tolerance in young children. To help children cope with frustration, parent-child group activities were adopted. The activity also encourages parents' emotional acceptance and positive guidance towards their children. One-group pretest-posttest experimental design was used to evaluate factors related to the outcomes of parent education. Twenty parents and their children (Average age = 2.77) from the Shalu Parent-Child Center in Taichung were recruited. Measures of frustration tolerance in Early Childhood Behavior Questionnaire (ECBQ) and positive beliefs in Parents' Beliefs About Children's Emotions Questionnaire (PBACE) were collected before and after the experiment. Parents also filled out a satisfaction questionnaire after the experiment.

Results showed immediate experimental effects of parent education: (1) frustration tolerance in young children were significantly improved with induction of parent emotional acceptance and positive guidance. (2) parent participants found group counseling satisfactory (scored 4) or very satisfactory(scored 5) but scored the lowest on their their children's courage to try (one indicator in coping with frustration) (Average score 4.44), while scored the highest on "stabilizing children's mood" and "not afraid of failure" (Average score 4.58); (3) among the three predictive variables (pretest score of frustration tolerance of young children, reactivity temperament of young children, and improve score in PBACE of parents), improve score in PBACE of

parents was most significant in predicting improvement in frustration tolerance of young children. Multiple regression analysis was conducted using the three variables as predictors and parenting education outcomes as the dependent variable. A total of 62% (Adjusted R²) of the variance of the dependent variable was explained by the regression equation.

Practical and research implications are discussed.

Parents' Learning Community as Professional Learning Community: A Case Study of the Nobuyoung Parents' Learning Community

Sohyun Meacham

University of Northern Iowa

Hyeon Ju Kim

Nobuyoung PLC

Abstract

Introduction

Professional Learning Communities (PLCs) emphasize teachers' practical knowledge gained from their own teaching practices and their provision of space and time to reflect upon their teaching with other teachers (Damjanovic & Blank, 2018). While the PLC framework can be applicable to various parents' communities, we lack empirical data. Considering the importance of parents' involvement in young children's learning, the rarity of the literature regarding parents' learning communities is surprising. Therefore, the purpose of this study was to document a community of Korean mothers who collaborate for their young children's English literacy development. We call this community, Parents' Professional Learning Community (PPLC). English is not an official language in Korea. However, as Korean society emphasizes English, Korean parents diligently seek out strategies to support their young children's English learning, regardless of Korean government's fluctuating policy decisions regarding English education in public domains. Two research questions guided this study: 1) What are Korean mothers' perceptions about their learning in the PPLC? 2) What are the characteristics of PLC found in the PPLC?

Methods

Nineteen Korean mothers had participated in the weekly PPLC meetings. In addition, they engaged in online social networking activities. Nobuyoung (English translation: Singing in English) is the name of the PPLC. They focused on using high-

quality English picturebooks and songs that accompany the picturebooks. The years of these mothers' participation in the PPLC varied from 1 year to 10 years (mean = 3.26 years). The age of the mothers' children (N=24) varied from 0.1 month to 11 years old (mean = 4 years).

The mothers' reflective essays were used as the primary data. Photovoice (Total 131 photos and 6 photos per participant in average were analyzed), another important part of the data, provided a critical platform for these mothers to notice their pedagogical approaches and to create their own professional discourses for the PPLC. For triangulation, semi-structured in-depth interviews with four mothers and their children were conducted. Atlas.Ti, a qualitative data analysis software package was used for a systematic approach based upon the grounded theory (Glaser & Strauss, 1999).

Findings and Implications

Our data analysis suggests that the mothers' engagement in PPLC exhibited characteristics of PLC of teachers and educators (Bolam et al., 2005). They described themselves as capable teachers for their children in supporting early literacy development. Twelve principles regarding their English literacy teaching for young children were identified, which can be informative to classroom teachers. The mothers placed value on collegial peer support in their learning community. They utilized tools (e.g., journaling and attendance check) to sustain their engagement in PPLC, keeping one another responsible and accountable. Throughout their reflective writing, they reported their development in teaching abilities through individual and group learning. The most notable finding for the early literacy research community relates to these mothers' narratives relevant to teacher-researcher attitudes. All of these findings will be presented during the conference with excerpts from the data. Implications will emphasize suggestions for future public policies to more actively engage parents in public schools.

Relationship Between Children's Physique, Eating Behaviors, and Mothers' Dietary QOL

Tomoko Senoo
Akita University

Shino Muramatsu
Ochanomizu University

Satoko Matsumoto
Ochanomizu University

Kazumi Maeshiro
Shirayuri University

Masumi Sugawara
Ochanomizu University

Yoichi Sakakihara
Ochanomizu University

Abstract

Background

Obesity in early childhood is seen as a problem since it frequently persists into adulthood which can lead to complications from lifestyle diseases. Many studies have reported that lifestyle eating habits and behaviors have an influence on obesity during early childhood. It is important to consider establishing a healthy eating environment to prevent childhood obesity and promote health in later life. In recent years, studies increasingly suggest that enhancing a mother's dietary QOL improves the child's eating environment, exerting a positive influence on eating behaviors. It is therefore assumed that childhood physique is related not only to children's eating behaviors but also to mothers' dietary QOL.

Objective

This study investigates whether or not children's eating behaviors and mothers' dietary QOL are related to children's physique.

Methods

Subjects: A total of 133 mothers of first-grade elementary school students. **Survey method:** A survey using a questionnaire was conducted between January and March 2016, targeting mothers who provided their consent to participate in the survey (valid response rate: 86%). **Survey content:** The mothers' scale of dietary QOL used three items from parents' dietary QOL: sense of satisfaction with one's diet, the fun experienced with one's diet, and the tastiness of meals. Answers were measured on a 4-point scale ranging from "Dissatisfied, Not fun, and Not tasty" to "Extremely satisfied, Extremely fun, and Extremely tasty." The scale of eating behaviors, used as a reference for the items related to children's eating behaviors as devised by Hotta (2010) comprised six items such as "Looking forward to a meal" and "Participating in cooking food," among others. Answers were measured on a 4-point scale ranging from "Not at all" to "Always." **Analysis:** First, Rohrer index was calculated based on children's height and weight, which was used as a measure of children's physique. Next, the total scores of the three items that comprised the scale of mothers' dietary QOL were calculated and used as a dietary QOL score. Finally, correlation coefficients for the six items that comprised children's physique, mothers' dietary QOL, and the scale of children's eating behaviors were estimated and their relationships evaluated.

Results

A statistically significant correlation was found in the analysis of the six items comprising children's physique, mothers' dietary QOL, and the scale of children's eating behaviors. A weak correlation was observed between children's physique and "Eating meals with an adult," showing that children's physique was related to their own eating behaviors ($r = -.247, p < .01$). A moderate correlation was found between mothers' dietary QOL and children's eating behavior with respect to "Enjoying eating meals," ($r = .431, p < .01$) while a weak correlation was seen between "Looking forward to a meal" ($r = .239, p < .01$) and "Eating meals with an adult," ($r = .262, p < .01$) revealing that mothers' dietary QOL was related to children's eating behaviors.

Conclusions

This study revealed that mothers' dietary QOL was related to children's eating behaviors and that eating behaviors were related to children's physique. Findings suggest that enhancing mothers' dietary QOL can influence not only children's eating behaviors but also their physique.

Vietnamese Immigrant Mothers' Ways of Guided Participation in Daily Activities with Their Children in Taiwan

Yu-Lin Cho

Taoyuan Jhong Lu Non-Profit Private Kindergarten

Wen-Feng Lai

National Taiwan Normal University

Abstract

Based on the theory of guided participation (Rogoff, 1990), the present study investigated how, in Taiwan, Vietnamese immigrant mothers guided young children to participate in daily activities. Two immigrant mothers, their children and family members were recruited in Taoyuan. Participant observations and informal interviews were conducted to understand the ways immigrant mothers guided children in daily activities, how children respond to the guidance, and how mother-child interactions reflected cultural values about parenting.

Within six months, 49 participant observations were conducted and each session lasted about one hour. Informal interviews were occurred while certain situations needed to be clarified. The primary activities observed included the following: doing homework, shared storybook reading, play, having meals, art activities, and family routines. Family members who involved in the activities were also observed. The primary data comprises of observation notes, interview transcripts, photos of homework and artworks, memos and documents from schools, and researchers' reflection notes. Qualitative methods were applied to organize and analyze the data. The primary results were as follows:

1. The similarities between two mothers' guidance were concluded. They spent most of time they could to be with their children, gave specific orders and steps to finish tasks, valued children's thoughts, and responded to children's needs as soon as possible. When children failed to follow guidance and did not accomplish tasks, the mothers stepped in and finish the tasks for children.

Individual differences also existed between two immigrant mothers. One mother worked part-time in a breakfast eatery and the other was a fulltime housewife. Due to different responsibilities to the families, their interactions with and expectations to their children differed. For the former mother, the time and effort she could monitor and guide children's daily activities were less. In mother-child interactions, she, thus, expected less. On the other hand, the later mother took every detail of daily activities seriously into account, in the hope that her children could achieve to the top.

2. Patterns of children's reactions to their mothers' guidance included:
 - (1) Ignoring mothers' guidance and requests: Children often neglected mothers' instructions. It was not until mothers revealed their frustration or anger, did the children followed. Even the children obey the instructions, they soon resumed their negligence to their mothers.
 - (2) Being able to carry out routines: Although children often ignored their mothers' instructions, when it comes to daily routines, the children could fulfill their duties.
 - (3) Expressing independent thoughts: The children were allowed to express their thoughts different from their mothers'. The children were treated as equal conversation partners.
3. To adapt to Taiwanese culture of conformity and "catching up with peers," these mothers were willing to sacrifice chances for children to learn Vietnamese. Yet they provided food and photos of Vietnam and brought children back to Vietnam to connect with their heritages.
4. Taiwanese and Vietnamese cultural values were simultaneously observed in mother-child interactions.

Discussions and implications of the results were provided in this paper.

Musical Play as a Parent-Child Activity

Kumiko Koma
Chiba University

Abstract

This study developed a musical play program as a preschool-level parent-child activity. Previous research focused on improvisation and response in kindergarten children's creative musical activities. Children often improvised when they expressed sounds in everyday play, which might lead to creative musical expression. Previous research found children's group musical activities aimed to improvise (a creative musical activity) rather than produce music and new music was produced through spontaneous responsive collaborations. A development model of children's musical production was created based on these findings (Koma, 2013). Parent-child musical play facilitated cultural transmission at home and might involve nursery songs, attending concerts, or participating in parent-child eurhythmics. The goal often was to enhance parent-child communications. This study extended conventional parent-child activities and focused on handmade instruments to develop improvisation-based and response-based parent-child musical play activities.

Satis N. Coleman, an American music teacher during the early 20th century, discussed the idea of creative music in *Creative Music for Children*, proposing that learning music through natural progression starts with making musical instruments. The process begins with children making musical instruments from household materials with which they subsequently perform. Beginning parent-child musical play by making instruments might enable children to expand their play and innovatively produce sound.

The analytical methods were as follow.

- 1) Subjects: Parents and children participating in parent-child activities at preschools.
- 2) Observation instruments: (1) Musical play during 20–30 minutes of instrument making and (2) questionnaire survey of parents.

- 3) Methods: (1) Video cameras recorded sessions and behavioral observations recorded parent-child verbatim behaviors and (2) analysis of face sheets and participants' responses to: "How often do you play with your child at home?" "How does your child play at home?" and "How often does your child engage in musical play at home?" (16 items) Research approved by Chiba University Faculty of Education Bioethics Review Committee.

Behavioral observations revealed categories of parent-child responses and reactions, such as smiling and asking questions. Independent child behaviors included walking around with their instruments, making sounds with other children, and engaging with adults other than their parents. The questionnaire data indicated that more than 70% either "rarely" or "very seldom" made instruments at home. The comments revealed extendibility, such as "Making instruments scientifically was a great experience. Next time I'd like to try to incorporate making things out of natural materials into playing with my child," and replicability, such as "My child seemed bored at the time, so I was surprised to hear, 'That was fun! Let's do it again!' when we got home."

Making musical instruments from household materials helped parent-child communications, encouraged inventive instrument creation, and could be expanded at home. This activity enhanced children's creativity and parent-child play opportunities.

The Associations Among Mother-Child Attachment Representation, Teacher-Child Relationship, and Preschool Adjustment

Jo-Lin Chen

Fu-jen Catholic University

Abstract

Based on Bronfenbrenner's micro-system models and Bowlby's internal working models, the purpose of this research report was to explore the associations of attachment representation with mothers, teacher-child relationships, and preschool adjustment for four-to-six year-old young children. It's important to explore and understand preschool adjustment of young children's sub-systems from family mother-child sub-system connecting to preschool teacher-child sub-system.

The research participants consisted of 150 young children and their preschool educators invited from public and non-profit preschools in Taipei, New Taipei and Taoyuan cities. Young children were interviewed their attachment representations for mothers by narrative attachment story completion tasks. The information of teacher-child relationship was gathered by young children's picture interview. Teachers evaluated information regarding young children's preschool adjustment. The data were analyzed by mean tests, and Pearson correlations and Regression analysis.

The results indicated that Lego toy combinations used in attachment story-completion tasks were effective tools to allow young children to represent mother-child attachment. The children's average scores in attachment representations were highest on the security dimension, and the lowest for deactivation dimensions. Young children were tended to appraise to have good teacher-child relationship, and have good adjustment in preschools. The correlation results indicated that the security coefficient scores for mothers were significantly positively related to teacher-child relationships, and preschool adjustment. The results showed that deactivation, and disorganization coefficient scores for mothers were significantly negatively related to preschool adjustment. Young children's appraisals of teachers' warm support was significantly positively related to preschool adjustment. However, young children's appraisals of negative conflict with teachers was significantly negatively related to

preschool adjustment. Totally, the predicted variable including mother-child attachment representation and teacher-child relationship explained 27.4% variance of preschool adjustment. Especially, the security mother-child attachment representation and young children's appraisals of teachers' warm support had significant prediction on preschool adjustment.

It was expected that the research could provide the useful information for the interested scholars to study parent-child attachment, teacher-child relationship, and preschool adjustment. Practical suggestions and implications were made for early childhood education and parenting education.

Parenting Stress and Social Support of Chinese Parents in the Background of Two-Child Policy

Xinhui Zhou
Hiroshima University

Abstract

Since 1979, the one-child policy has been implemented in urban areas in China. Under the influence, there is a declining birthrate in the current Chinese society. Therefore, the Chinese government has implemented a series of population policies, and two-child policy was implemented in 2016. However, although policy restrictions eased, the actual number of births did not increase sharply, and the "economic burden", "Quality of baby products", "Local Environment", "Medical environment", "parents' stamina and mental leeway", "People who care for children", etc. have an influence on the birth of the second child. In other words, it can be said that parents have various uneasiness to birth a second child.

Matsuda (2007) raised the need to study not only socioeconomic factors but also psychological factors such as child-rearing anxiety in order to clarify today's birth behavior, noting that maternal anxiety affects additional childbirth. In China, it is thought that it is necessary to understand what uneasiness and the stress are felt in parents' raising children. Researchers also found that social support play an important role in reducing parenting stress (Nakamura & Takahashi, 2013).

Based on the previous studies, the parenting stress with the background of the one-child policy, and the influence factors related to the anxiety about the second child and the willingness to give birth along with the implementation of a series of two-child policy have been investigated, but in the background of two-child policy, research about parenting stress is still not enough.

Therefore, the purpose of this study is to clarify the parenting stress of Chinese parents in the background of two-child policy. It is meaningful to clarify the parenting

stress and social support when the population policy changed greatly, in order to improve the child rearing environment in China better, and to obtain the suggestion for the child care support.

This study used the Internet questionnaires to collect data of parents with preschool children living in the Chinese urban areas, and received responses from 242 parents. Each participant has read the informed consent. Items are including: (1) The basic information of parents and children: Age, number of children, gender, income, educational background, occupation, etc. (2) Social support (3) Items relating to the raising of two children (Isoyama 2014). (4) Parenting stress scale (PSI-SF). The collected data is analyzed by SPSS Statistics software.

The results showed that: (1) Mothers have stronger feelings of child-rearing restraint than fathers. (2) Fathers feel estranged from his child than mothers. (3) Fathers have more confidence in being a parent than mothers. (4) Parents who have one child are more likely to be embarrassed by their children's behavior than parents who have two children. (5) Social support plays an important role in reducing the maternal depression.

Significance of the Inclusive Stage Performance Project: Focusing on the Sense of Well-Being of Mothers of Pre-School Children

Satsuki Ohashi
Wako University

Abstract

Japan faces a serious problem of mothers of pre-school children suffering from childcare stress and isolation.

In particular, it has been said that mothers of children with developmental disorders need support to enhance their own sense of well-being and to participate in social activities.

This study focused on the well-being of mothers of preschool children in our inclusive stage performance project in 2016-2017 in a collaboration between Wako University(Tokyo, Japan) and the local community. Various people participated in this project, across various age groups, disabilities, and experiences. They enjoyed playful workshops on dance, art, drums, and other expressions.

As a result of repeating their play experiences (instead of training for the stage), they managed to achieve creative stage performances in the theater. Among them, we focused on 12 pre-school children and their mothers, including children with developmental disorders.

Through our project, the staff discovered that they underwent positive changes. Therefore, the purpose of this study is to clarify how mothers were able to feel the sense of Well-being in our project. First, sentences which can be read as denoting positive feelings such as “joy”, “happy” and “good” were extracted from the recorded interview and the free-form comments written by the mothers. Next, the sentences were classified according to similarity, and the categories were generated from commonality. Moreover, participant observation and recorded videos were as used supplementary materials to understand their background. The participants were informed beforehand of the contents

and methods of the research, confidentiality of personal information, and matters regarding the withdrawal of consent notice and their consents were obtained.

As a result, the following six categories were formed:

- (A) Mother's own relaxation, freeing mind and body;
- (B) Interaction with own child and others, sharing of activities;
- (C) Positive and receptive understandings of their own child;
- (D) Awareness of change and growth of their own child;
- (E) Appreciation for others accepting their own child;
- (F) Empathy for the joy of others and satisfaction with the whole group.

It became clear that mother's sense of well-being is strongly related to the scenes where their children can be positively accepted and they looked happy. Another important factor was that mothers were able to play freely as if they were children themselves as well as relax and interact with their children and others. As the project progresses, mothers became thankful to the whole group and began taking responsibility for the success of the project. They helped each other and had positive relationships with others. We inferred that such changes created a virtuous cycle.

Exploring the Experience of Parenting of the Military Father with Infant Children

Eunju Lee

Kangnam University

Hee-Sook Park

Kangnam University

Abstract

The purpose of this study was to explore the experiences of the military father in the process of raising infant children. The participants were six military fathers with infant children who lived in Y City.

The question of the study is, first, what is the motivation for a military father with an infant children to take part in the parenting? Second, what is the type of parenting participation of a military father with an infant children? Third, what about the difficulty of a military father parenting an infant child? Fourth, what are your expectations for the upbringing of a military father with an infant child?

The results of this study were as follows. First, the motive for child rearing by military fathers with infant children has been shown by their apologies for their wives and children, their responsibilities as fathers and their social needs. Second, the type of parenting participation appeared to be the helper of the wife, the play observer and participant of the children, and the co-cultivation with the weekend family. Third, the difficulty of a military father with infant child was found to be unable to participate in child rearing, the reality in which there is a system but cannot be used, the burden of child rearing and the difficulty of obtaining child-related information. Fourth, expectations for children support appeared as expectations for family support, expectations for social support and expectations for institutional support.

Based on these findings, I suggested some possible ways to improve support system for parenting of the military fathers with infant children.

How Mothers Think About the Linguistic Features of Their Japanese-English Speaking Children Living in the UK

Kaoru Shinozawa

Tokyo Gakugei University United Graduate School of Education

Yoko Matsuzaki

Chiba University

Tomoko Matsui

Tokyo Gakugei University

Abstract

Objectives

The aim of the current study was to explore the construct of mothers' recognition of the linguistic features of their Japanese–English speaking children living in the UK. Practical activities for parents to provide learning support, especially linguistic support, to multilingual children have been shown to achieve results (Sugawara, 2013), and parents' assessment of their child's state of language development is one such activity. An earlier study on parents' thinking concerning the linguistic features of their Japanese–English speaking children suggested that parents can recognize the linguistic developmental task (Inada et al., 2014). However, the study remained unclear about the construct of the parents' recognition.

Design

A half-constructed interview was conducted. The conversation between the mothers and the interviewer was converted to text. The data was qualitatively analysed and organized using the Steps for Coding and Theorization (SCAT) method (Otani, 2008; Otani, 2011).

Methods

Nineteen mothers were interviewed. Eleven mothers are in international marriages. Their children's average age was 6 years and 7 months. The interview

length ranged from only 7 minutes to 51 minutes, with 23 minutes being the mean. For the final analysis, out of 18 categories, only ‘recognition of the linguistic features of Japanese’ and ‘recognition of the linguistic features of English’ were used. Moreover, the higher construct was extracted with reference to Shibuya (2018).

Results

The results clarified the following points. There were 22 Japanese constructs, and 24 English constructs. There were six higher constructs in Japanese (phonological development, word learning, syntactic development, conversation, cognition, and the balance of two languages), and nine higher constructs in English (phonological development, word learning, syntactic development, basic interpersonal communicative skills, cognitive academic language proficiency, academic attainment, degree of development, cognition, and literacy environment). Furthermore, the higher constructs could be divided into four categories: (1) basic aspects of language development, (2) all aspects of language, (3) aspects of cognition, and (4) aspects of environment. Regarding ‘basic aspects of language development’, one parent worried that her child had a different intonation from general Japanese, or an intonation that sounded like a mother, and she worried about the impact that using Japanese in a home might have on the child’s English development. For English, some children spoke fluently and had rich vocabularies, while others had small vocabularies. In ‘all aspects of language’, some mothers felt odd about the Japanese that was being used by their children. In ‘aspects of cognition’, children can choose the language that is being used by others. In ‘aspects of environment (English only)’, some mothers worried about the impact of English in their home language environment.

Conclusions

It is important to note that the environmental aspects (English only) were a concern of mothers who had a Japanese husband, so the concern may be related to the mothers’ native language. Then it can become clear that mothers recognize not only the child’s own traits but also the child’s language environment. However, it currently remains unclear how mothers in an international marriage recognize their child’s language environment.

The Effect of Applying Drama on the Parent-Child Relationship

Meiman Huang
Shu Te University

Abstract

Drama engages the head and the mind. Learning through drama relies on the active involvement of our mind, body, feelings and spirit. Drama is a mutual activity between ones ego and the individual, with concern about the relationship between the individual, other people, and society.

This study is an attempt to evaluate the efficacy of applying drama in after school program for both parent and preschooler. By attending the program we find the effect of improving in parent-child relationship, especially the view point of child-center which parent has learned from the process. Parents would learn how to listen to and see the growth of their children, and they would experience the self-development. At the same time, the parenting knowledge and attitudes to understand children would also got improved.

This article is composed of three sections. First, what kind of techniques is used? Why drama? Second, how does the program be constructed? Third, what have parents learned from different perception through the process?

The methods include participate observation, informal interview, reflection journal by parents and self-reflection based on the researchers previous experiences regarding the practice of educational theater in preschools institutions.

Paper Session 4, Room 204

10:45~12:00, Sunday, July 14, 2019

Chair: Chih-Hsiu Ou

Early Childhood Edu-care Programs and Institutes

Development of Non-Profit Preschools in Taiwan:
Opportunities and Challenges in the Past Decade

Chih-Hsiu Ou
*National Taipei University of
Nursing and Health Science,
Taiwan*

How to Build up a Non-Profit Preschool in Taiwan? A
Case Study About Public-Private Partnership

Chunchuan Chen
*National Taipei University of
Nursing and Health Science,
Taiwan*

The Experience of a University Collaborating with
Government to Establish Non-profit Preschools in
Taiwan: A Case Study

Shu-Hui Lee
*Shu-Te University,
Taiwan*

A Study on the Development and Implantation of
Inclusive Education in a Non-Profit Preschool

Ya-Lin Ko,
*National Taipei University of
Nursing and Health Sciences,
Taiwan*

Development of Non-Profit Preschools in Taiwan: Opportunities and Challenges in the Past Decade

Chih-Hsiu Ou

National Taipei University of Nursing and Health Science

Abstract

Establishing and promoting non-profit preschools is an innovative effort to find better ground between dominating private edu-care service providers and rigid public preschools in Taiwan.

With goals of providing affordable services for parents to boost the record-low birth rate on one hand and maintaining quality of care without sacrificing practitioner 's wage level on the other, non-profit preschools adopt a collaboration framework consisted of government resources, NPO participation and academic consultation.

Since its Pilot-testing Period (2007-2011), the number of non-profit preschools has grown from 10 to 54 in Promotion and Legislation Period (2012-2016), and to 182 in Expansion Period (2017- 2019).

This paper describes opportunities and challenges facing the development of non-profit preschools in Taiwan. Four myths were observed during the policy implementation process.

How to Build up a Non-Profit Preschool in Taiwan? A Case Study About Public-Private Partnership

Chunchuan Chen

National Taipei University of Nursing and Health Science

Abstract

Using case study, through literature review and interview, extensive collection of information including public information from governments, on-site observations and meeting, interview with all parties involved, etc. All information could help us to understand the context of non-profit preschools development in Taiwan, building up a cooperative mechanism to promote the establishment of non-profit preschools gradually.

From 2012 to 2018, the central government's funding subsidies and setting up planning proposals, combining with administration of local government, and invited non-profit organizations from private sector to participate, a total of more than 100 non-profit preschools have been set up in Taiwan, which was fulfilled the target of local government. With the establishment and regular control, it is estimated that by 2020, there will be nearly 450 non-profit preschools in Taiwan. The model of inter-governmental cooperation effectively prove the achievement of quantitative targets, but the potential problems like the issues raised by Claire Charbit (2011) or Li Changchun (2016) are still in the air, including information gaps, functional gaps, fiscal gaps, resource gaps, etc. It does exist and may affect the sustainable development of non-profit preschools.

Keywords:

Non-profit preschool, cooperative relationship, inter-government relations

The Experience of a University Collaborating with Government to Establish Non-Profit Preschools in Taiwan: A Case Study

Shu-Hui Lee
Shu-Te University

Abstract

Since 2007, encouraging non-profit organizations (NPOs) to join the effort of expanding market share of public preschools has been one of the key elements of Taiwan's early childhood edu-care policy. Up to April 2019, there are 182 non-profit preschools run by some 60 participating NPOs. Among them are 10 universities standing out as distinctive contractors.

What are the advantages that make universities better partners with government than other types of NPOs? This case study, targeting at a university in southern Taiwan, looked closely into its process of collaborating with government agencies and how to utilize manpower and resources of its own, while receiving public supplement, to provide quality preschool services with much affordable cost to the parents.

Results of this study indicated that start-up funding from government helps university to overcome financial threshold of stepping into the field of early childhood edu-care services. By doing this, university not only fulfilled their social responsibility, but also created new job opportunities for students. Thanks to the input from faculties in both Department Infant and Child Care and others, the quality of services can be further ensured. Yet, managing preschools also poses hung pressure and workload on university.

It is recommended that the findings of this study be consider as references for universities thinking about establishing preschools and future policy adjustment.

A Study on the Development and Implantation of Inclusive Education in a Non-Profit Preschool

Ya-Lin Ko

National Taipei University of Nursing and Health Sciences

Abstract

This study surveyed a Non-profit Preschool which implements inclusive education and recruits children with special needs on a preferential basis, attempting to find out how inclusive education has been developed and implemented in that Preschool. As required by the research purpose, this study has completed interviews and observations, along with relevant literature review, to analyze data and summarize results. The major findings are followings:

1. Over the past years, this Preschool had relied on theme-based teaching as its primary teaching method which was supplemented by learning area activities. As required by the inclusive education, this Preschool had adjusted its teaching method – from theme-based teaching to learning area – to satisfy the children with special needs.
2. The development of inclusive education is divided into three phases, namely, individual instructions given by resource teachers specialized in special education, support services rendered by external professionals, administrative support and teacher-student cooperation in this Preschool.
3. Implementation process: in the beginning, resource teachers provided instructions individually for the children with special needs. However, children were still not good at learning performance. The process was discussed and then adjusted accordingly. Resource teachers started to provide instructions for the whole class, and at the same time a number of goals were integrated into outdoor activities. In the last few years, preschool itinerant teachers have integrated IEP into the routine activities, using peer support and teacher-student cooperation to assist the children with special needs.
4. Through preschool educators' awareness and introspective ability, this Preschool has repeatedly revised its environment and teaching approaches based on the learning characteristics of the children with special needs, and at the same

time continued to abide by its educational beliefs – standing for respecting the individual difference, and looking after each and every child.

Paper Session 1, Room 205

13:00~14:15, Saturday, July 13, 2019

Chair: Chih-Shiu Ou

Pre-school, Family and Community

Learning Together: A Parent Intervention Research Project

Huini Zhan,
*Chor Hang Educational Research
Institute,
China*

Hong Kong Young Children's Home Numeracy Environment and Its Relation to Their Interest in Mathematics

Sum Kwing Cheung,
*The Education University of Hong
Kong,
Hong Kong*

The Role of the Father in Children's Care (Case Study in Panyingkiran Karawang 2015)

Munifah Bahfen,
*Universitas Muhammadiyah
Jakarta,
Indonesia*

How Did Newly Immigrant Mothers Arrange the Summer Activities for Children's Transition to First Grade? A Comparative Study in Taiwan

Ying-Fang Fan,
*National Taiwan Normal
University,
Taiwan*

Learning Together: A Parent Intervention Research Project

Huini Zhan

Chor Hang Educational Research Institute

Dandan Zhang

Chor Hang Educational Research Institute

Huimin Tao

Chor Hang Educational Research Institute

Abstract

Self-regulation is the ability to manage your emotions and behaviors according to the demands of the situation. It includes being able to calm yourself down when you get upset, to control your impulse to stop doing something if needed, to adjust to a change in expectations. It is a set of skills that enable children to direct their own behaviors towards a goal. Some research has shown that the ability for young children to self regulate is associated with higher, future education levels. It's an extremely important skill that children should develop in their early years.

The purpose of this parent intervention research project is to engaging parents in their children's learning and development can have a positive impact on their attainment. We assume that sending regularly parenting ideas to parents that they can interact with their children, as well as the information on child development could promote the positive parent-child interactions and learning at home, and improve the parenting skills of parents and children's self-regulation skill.

We firstly started this parent intervention research project in 2018. A small-scale randomized controlled trial (RCT) was carried out in a kindergarten in Shenzhen, China, with the aim of assessing the effects of the intervention on parents and children. The trial was an individual randomized trial comprising an intervention group who received parenting resources every week and a control group who did not. A total of 120 families were recruited and individually assigned to one of the two groups. The intervention

lasted for 16 weeks. Both parent and child measures were completed by the parent at pre-test, prior to randomization, and repeated at post-test. However, the result of data analysis showed that our intervention did not have significant effect on improvement of parents parenting skills and children's self-regulation skills.

We reflected on our research project and found some possible reasons. Then we modified some factors, such as our questionnaires, the intervention contents and the way we randomized the two groups. We restart this intervention research project in 2019 in the same kindergarten. We have done the pre-test. The weekly intervention is continuing. We would like to present our findings at the meeting.

- * This research project received help and support from Professor Kathy Sylva (University of Oxford, Department of Education) and Professor Susan Fowler (University of Illinois).

Hong Kong Young Children's Home Numeracy Environment and Its Relation to Their Interest in Mathematics

Sum Kwing Cheung

The Education University of Hong Kong

Suzannie Kit Ying Leung

The Chinese University of Hong Kong

Abstract

Home numeracy environment can be broadly defined to include parents' attitudes towards mathematics and their children's mathematical learning, as well as numeracy activities that parents engage children in at home. Though home numeracy environment is often found to be associated with children's early numeracy skills, little is known about its relation with children's early interest in mathematics. In fact, children's interest in mathematics plays an important role in their journey of mathematical learning. The present study therefore aimed to explore the home numeracy environment experienced by Hong Kong young children and examine its relation to their interest in mathematics. Specifically, there were four research questions: (1) Did Hong Kong parents regard mathematics as more dynamic or static in nature? (2) Did Hong Kong parents emphasize mastery or achievement goals in mathematics more for their young children? (3) What was the most and least frequently occurred numeracy activities among Hong Kong children? (4) What were the relations between Hong Kong parents' beliefs about the nature of mathematics, achievement goals in mathematics for their children, frequency of home numeracy activities, and their children's interest in mathematics?

To answer our research questions, data were collected via questionnaire from 330 Hong Kong parents with children studying at the second or third year of kindergarten. Results of paired samples t-tests showed that Hong Kong parents in our sample were inclined to regard mathematics as dynamic rather than static in nature. Moreover, they tended to emphasize mastery goals more than achievement goals in

mathematics for their children. Meanwhile, results of repeated measures analyses showed that the seven home numeracy activities under investigation differed significantly in their frequency. Post-hoc analyses revealed that talking about and practicing counting in everyday activities occurred the most frequently, whereas reading mathematics-related children's books occurred the least frequently. Last but not least, linear regression analysis showed that after controlling for children's gender and grade level, children's interest in mathematics was positively associated with parents' level of endorsement of the dynamic nature of mathematics and the frequency of home numeracy activities, but negatively associated with parents' emphasis of achievement goals in mathematics for their children. Parents' level of endorsement of the static nature of mathematics and emphasis of mastery goals in mathematics, on the other hand, were not significant correlates.

Findings of the present study suggest that parents play a critical role in the development of early interest in mathematics. It is therefore important for early childhood educators to provide parents with support on how to foster young children's interest in mathematics in their everyday life. Possible strategies include helping parents to recognize that mathematics can be learnt through open-ended inquiry tasks, and sharing with parents examples of numeracy activities that they can engage young children in at home.

The Role of the Father in Children's Care (Case Study in Panyingkiran Karawang 2015)

Munifah Bahfen

Universitas Muhammadiyah Jakarta

Abstract

The purpose of this research is to get to know how does the role of the father in childcare whose mothers works overseas for a long time. The method used in this research is qualitative with case study in Panyingkiran, Karawang. The role of the father as the head of the family in Indonesian's culture with matrilineal structure has shifted, husbands allow his wife works even asking them to work overseas, women become the head of the family and breadwinner in the big family. The money is being used for the whole family. The fathers tend to hand over the childcare to his mother's in law, because the mother tend to believe the childcare to grandmother. There is a sense of concern for mothers towards the father while being left to work overseas, the fathers will have fun and will not take care the child. The child is only attach to grandmother and grandfather.

**How Did Newly Immigrant Mothers Arrange
the Summer Activities for Children's Transition to First Grade?
A Comparative Study in Taiwan**

Ying-Fang Fan

National Taiwan Normal University

Wen-Feng Lai

National Taiwan Normal University

Abstract

The summer prior entering first grade was an important transitional period for young children. Many parents would register extra-curricular programs specifically designed for such a transitional time. For instance, learning Chinese phonetics (注音符號) has been a common activity during the particular summer in Taiwan. For Taiwanese families with newly immigrant mothers, what kinds of activities would they plan for their children in that summer? How did they make decisions and why? The present study focused on how newly immigrant mothers from Mainland China and Southeast Asia countries arranged the summer activities for children. It aimed to understand families of these mothers' thoughts and process of decision making for arranging the summer activities.

Five families with immigrant mothers from Mainland China and 5 with immigrant mothers from Southeast Asia countries were recruited in Taipei, Taiwan. The focal participants were the immigrant mothers and their young children. Other family members such as fathers, grandparents, or siblings were included. Overall, there were 30 participants in the study. Semi-structural interviews and participant observations were conducted to collect data. Interviews and observations occurred in three time periods: before the summer, during the summer, and after the summer. Each interview lasted about 90 minutes (range: 75 ~ 105 minutes). All the interviews were audio recorded and transcribed. Data included interview transcripts, observation notes,

programs of extra-curricular activities, and children's extra-curricular worksheets, and the researcher's reflection notes. Qualitative methods were applied to analyze data. The primary results were as follows:

- (1) All ten immigrant mothers thought activities relevant to learning in first grade was crucial to spent time in the summer. They arranged activities about academic lessons, artistic and sport activities, summer camps and free play. Regarding academic lessons, they thought knowing how to write and pronounce Chinese phonetics was important. They all registered programs specifically for learning Chinese phonetics. Additionally, math and English classes were also arranged.
- (2) Immigrant mothers all deemed the summer should involve preparation for first grade. However, cross-cultural and social barriers prevented them from planning the summer as effectively as native mothers. They relied on limited information obtained from elementary schools, their own experience from native countries or information from neighbors or relatives.
- (3) Differences were found among two groups of immigrant mothers. The differences stemmed from family socioeconomic status and the original nationalities of the mothers. The language and educational systems were more accessible to mothers from Mainland China. Yet mothers from Southeast Asia countries needed more assistance from family members or neighbors.
- (4) These mothers' expectation for their children suggested a common idea of "not lagging behind peers," which reflecting worries of the mothers about their children's future achievement.

Discussion and implication for educational policies were included in the paper.

Paper Session 2, Room 205

14:20~15:35, Saturday, July 13, 2019

Chair: Yin-Ping Teng

Pre-school, Family and Community

Applying Flow Theory to Young Children's Violin Learning in Japan

Taichi Akutsu,
Seisa University/ Shujitsu University,
Japan

Parent Expectation About Child Care for Age 0-2: A Pilot Study of Taipei City Experimental CPNH Program

Chunchuan Chen,
National Taipei University of Nursing and Health Sciences,
Taiwan

Emotion Regulation and Parenting: A Longitudinal Study of Parents with Preschoolers

Si Si Tao,
The Education University of Hong Kong,
Hong Kong

Follow-Up Study of Family Socioeconomic Status, Mother Self-Efficacy and Preschoolers' Adjustment in Taiwan Families

Yin-Ping Teng,
Shih Chien University,
Taiwan

Applying Flow Theory to Young Children's Violin Learning in Japan

Taichi Akutsu

Seisa University / Shujitsu University

Shizuka Sutani

Fukuoka Women's Junior College

Abstract

The purpose of this study was to apply the conceptual framework of flow theory to young children's violin learning in Japan. Flow was stated as "the experience of complete absorption in the present moment" (p.195) in which a person participating in an activity is fully immersed with a feeling of active involvement and enjoyment in the process (Nakamura & Csikszentmihalyi, 2009). Csikszentmihalyi (1990) criticized that many music teachers and caregivers overemphasize performance, and generally are not interested in whether the children are actually enjoying the playing. Unlike the most conventional methods of string teaching, this study investigated how young children experience flow in the process of violin learning.

By employing Custodero's (2005) Flow Indicators in Musical Activities (FIMA), the study descriptively analyzed young children's flow indicators such as self-assignment, self-correction, deliberate gesture, anticipation, expansion, extension and social awareness. More than 10,000 video episodes of young children, ranging in age from 2.0-5.5 years, playing the violins at home and in music learning settings were captured and analyzed by the researchers in past 15 years. Data generation techniques such as observation, field logs and caregiver journaling (e.g. Custodero, 2006; Akutsu, 2018) have provided deep insight into the nature and extent of young children's musical engagement. Based on the gathered data, the author designed the observation protocol.

Findings included critical examination of readiness in violin teaching and learning, and variations on violin-specific challenges associated with enjoyment and satisfaction for beginning string players. As Marsh & Young (2006) illustrated, the present study

indicated that the complexity and sophistication of children's musical play with instruments goes beyond many adult preconceptions.

Within the framework of flow theory, the presentation proposes and demonstrates an alternative approach of string pedagogy for young children by recognizing children's flow experience in the process of violin learning. In addition to the video examples that we share, the presentation also offers the structure of science and art embedded in the bowed string instruments by using actual violins.

Parent Expectation About Child Care for Age 0-2: A Pilot Study of Taipei City Experimental CPNH Program

Chunchuan Chen

National Taipei University of Nursing and Health Sciences

Abstract

Background

In 2015, Taipei City began to pilot a new child care service which named community public nursery homes (CPNH), expecting to achieve the goals of parity, quality, and accessibility, as well as fulfill the needs of parents. Different from the public or private section's baby care center and home-based nanny, the CPNH only provide the capacity of 12 children, and four Nursery staffs (including one director) provide care services. This study aim to discuss whether CPNH could meets the expectations of parents and whether this model can be promoted continuously.

Method

The main methods are focus group and questionnaire survey. In the focus group, we organized 3 sessions discussion and collected opinions from parents who were already using CPNH service; in the part of the questionnaire, we sent the questionnaire to 683 parents who had child under 2. Questionnaires was created to ask parents about current childcare arrangements, willingness to pay and expectations for using childcare services, etc.

Result

The main conclusions of the focus group include the high acceptance of miniaturization and community-based care services by parents, and they believe that CPNH have the advantages of better infection control and more social interaction for their child. The results of the questionnaire survey show that the parent's expectations for publicized nursery services are 1) reasonable price, 2) close to home and 3) government involved is more trustworthy. The proportion of children currently being

cared for by their parents or grandparents is close to 60% of respondents, 40% of their children are sent to a private baby care center or a babysitter. The reason for choosing to take care of children by self is that 1) the cost of the childcare is relatively high, and 2) parents do not like the child taken care by the home-based nanny. 3) the family can take care of the child right now, or 4) could not find any suitable place for nursery where is close to own house or the workplace, etc. Parents who send their children to a baby care center or home caregiver are willing to pay the child's day care (8-10 hours/day) cost between 10,000 and 15,000 NT dollars (350-500 US dollars per month).

Emotion Regulation and Parenting: A Longitudinal Study of Parents with Preschoolers

Si Si Tao

The Education University of Hong Kong

Yi Hung Lau

The Education University of Hong Kong

Abstract

Parenting is an important predictor to children's development. Parental warmth, for example, is positively related with parent-child relationship and children's well adjustment (reviewed by Khaleque, 2013). In contrast, strategies of parental control (e.g., love withdraw) may raise children's internalizing and externalizing problems thus bring negative outcomes to their development (reviewed by Olsen *et al.*, 2002). While previous research links better parental emotion regulation to positive parenting and poor parental emotion regulation to maladaptive parenting (Crandall, Deater-Deckard, & Riley, 2015), most of these studies have been cross-sectional. As parent-child dyads are not static but change over time, longitudinal studies are needed to understand how parents' emotion regulation affect parenting behavior with time. The current study was therefore aimed at investigating the longitudinal effects of parental emotion regulation on parenting behavior. Participants were 312 parents of children from 5 kindergartens in Hong Kong (Mother = 158, Father = 154; M of mother's age = 35.7, SD = 4.68; M of father's age = 40.1, SD = 6.27). At both time 1 (November 2017) and time 2 (May 2018), parents reported on their own emotion regulation (reappraisal and suppression) and parenting behaviors (warmth and control) by survey. Reappraisal is indicative of positive emotion regulation that refers to rethinking one's outlook, while suppression is indicative of poor emotion regulation that means hiding one's emotions (Gross & John, 2003). Results revealed that for mothers, time 1 (T1) maternal reappraisal was a significant predictor for time 2 (T2) warmth. However, no significant prediction was

found between suppression and maternal control. As for fathers, paternal suppression was not significantly predictive of T2 control. No significant prediction was found between father's reappraisal and warmth. As previous cross-sectional studies identified that better emotion regulation was associated with positive parenting, findings of this study expanded the literature by providing the longitudinal evidence to the relations of reappraisal and maternal warmth. It was appealed that mother's emotional regulation training should be involved in parental intervention programs for the purpose of increasing maternal warmth and in turn, promote children's well-being.

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Follow-Up Study of Family Socioeconomic Status, Mother Self-Efficacy and Preschoolers' Adjustment in Taiwan Families

Yin-Ping Teng
Shih Chien University

Abstract

The present study examined the relations of family socioeconomic status, mother self-efficacy (MSE) and preschoolers' adjustment, and to identify the effect of the first year to the second year's MSE and preschoolers' adjustment. The methodology included: descriptive statistics, Person correlation and path analysis. The stratified cluster random sampling was used to select school-based 3-6 year-olds from Taipei and Taitung cities. The first year's data was 577; the same participants who joined the study in the second year were 203. Mothers reported their family characteristics and MSE. Mothers and teachers rated preschoolers' adjustment. Results showed that families with higher incomes, mothers with higher educational levels and lived in urban (Taipei) area, their MSE were higher, and their preschoolers' adjustments were better. Based on the path analysis we found support for the unique relations of SES to MES and preschooler's adjustment: higher family incomes, the first year's higher MSE affected the second year's higher MSE. The first year's girls and mothers with higher educational levels affected the second year's preschoolers' better adjustments (mother reported). The first year's boys and whoever lived in urban area (Taipei) affected the second year's preschoolers' more maladjustment (teacher reported).

Paper Session 3, Room 205

15:45~17:00, Saturday, July 13, 2019

Chair: Susan Shu-Chin Chen

Curriculum and Teaching

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| Comparative Analysis of the Knowledge, Attitude, and Practice of 1st to 3rd Grade Teachers of Private and Public Schools Towards Free Play | Marison Felicidad Dy,
<i>UP Los Banos,</i>
Philippines |
| Parental Support in the Teaching and Learning of Mathematics in Their Children | Ndileleni Mudzielwana,
<i>University of Venda,</i>
South Africa |
| An Action Research Project to Implement a Musicking Practice in a Japanese Kindergarten and Nursery | Shizuka Sutani
<i>Fukuoka Women's Junior College,</i>
Japan |
| Democratic Skill Development for Young Children | Cheerapan Bhulpat
<i>Suan Dusit University,</i>
Thailand |
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**Comparative Analysis of the Knowledge, Attitude,
and Practice of 1st to 3rd Grade Teachers
of Private and Public Schools Towards Free Play**

Marison Felicidad Dy

UP Los Banos

Clarizza Jon Feliciano

UP Los Banos

Abstract

The study investigated the knowledge, attitude and practices of early grade school teachers regarding free play. The study used the quantitative and qualitative approaches. The 193 respondents were 73 early grade school private teachers and 120 public school teachers of Los Baños, Laguna. Data were obtained through a survey with the permission of the Department of Education, district and division offices, as well as the school principals. The respondents' socio-demographic and teaching characteristics, and KAP on free play were presented through descriptive statistics. The relationships between the teaching characteristics with KAP on free play were determined through Cramer's V test and the difference in private and public school's KAP on free play was determined through Mann-Whitney U-test. Regression analysis was done to determine the effects of the teaching factors to the KAP on free play.

Majority of the early grade teaching group were 21-35 year old females across both types of school. Most only have a Bachelor's degree in teaching. Teaching characteristics showed noticeable differences in teaching years, number of pupils, income, seminar participation, and teaching style. Results show that early grade teachers of private and public schools in Los Banos were knowledgeable about free play and its developmental benefits and effects to school-aged children. However, free play was perceived negatively relative to its association to school learning. Prioritizing academic-related tasks, exclusion of play materials, and little or no free time for play

were the reasons that affected teachers' attitude regarding free play. Also, the study found that teachers have good practice in students' free play during vacant times but significantly showed a little chance of practicing free play during class hours.

In the knowledge domain, there was no significant difference between the public and private school teachers. However, there were significant differences between them for the attitude and practice domains on free play. The teaching characteristics, generally, had moderate associations to the KAP on free play. For private school teachers, having 16-30 pupils had a significant effect on attitude to free play while an average frequency of seminar participation had a significant effect on knowledge of free play. For the public school teachers, teaching for 11-15 years and an average frequency of seminar participation had a significant effect on practice of free play while the delegator teaching style had a significant effect on attitude to free play.

Parental Support in the Teaching and Learning of Mathematics in Their Children

Ndileleni Mudzielwana
University of Venda

Abstract

Parental involvement remain critical in the education their children. Parents should assist children in partnership with teachers. In South Africa, despite government efforts, Mathematics remains a challenge in schools from the early grades. The purpose of the study is to establish how parents as stakeholders of schools help their children to develop mathematics skills. The study is qualitative and embedded within an interpretive case study of five schools. Data were collected using focus group discussions and one interview with teachers and parents from five schools. Data were analyzed using themes derived from the research questions. Data were reported in a form of thick descriptions and verbatim quotes from the participants. The findings of the study revealed that parents feel that teachers are there to teach their children. They feel that teachers should be responsible to teach and that their responsibilities as parents are to clothe their children and provide food and shelter for them. The study recommended that there should be mechanisms in place to encourage and motivate parents to be involved in the development of mathematical skills of their children.

An Action Research Project to Implement a Musicking Practice in a Japanese Kindergarten and Nursery

Shizuka Sutani

Fukuoka Women's Junior College

Taichi Akutsu

Seisa University/ Shujitsu University

Abstract

Musicking is the term originally introduced by Christopher Small (1998) that simply means the act of music making. For Small (1998), music is not a fixed artwork, but an act, which is defined by singing, listening, playing, practicing, composing and dancing (Small, 1998). In the realm of music education, Elliott (2001) also described the direction of musicking as multidimensional, inclusive and reflective practice. Although there is a vast array of literature describing musicking as a philosophy, there are very few examples of practicing musicking, especially in the field of early childhood education settings. Ultimately, this study investigates the process of constructing the musicking practice in two Japanese kindergartens and nurseries in Tokushima, Japan.

The study relied on Rother's (2010) PDCA (plan-do-check-act), an iterative four-step management method used in business, the study aims to improve the quality of practices. The practitioner-researcher spent three years conducting a series of workshops designed to practice a model of musicking. By implementing the mixed use of traditional instruments, Information and Communication Technology (ICT) devices, and by combining other expressive art forms such as singing, exploration, and moving to music, the researchers gradually improved her/ his practice of musicking. After the set of workshops by the researcher including the ones at New York University in 2017 and at the Japan Music Education Society in 2018, the study conducted two workshops in February 2019, at a kindergarten and a nursery in Tokushima Japan.

The researchers prepared 4 areas and separate booths for 1) playing traditional instruments, 2) playing with ICT devices, 3) singing and dancing station, and 4) drawing to music section, and children rotated to experience various different areas in 60-90 minutes. The study used the theme of Beethoven's 9th Symphony in all four units, and at the end, all the children participated to perform the Beethoven in their own choice of art-form. There was a total of 210 children, with caregivers and teachers also participating in the practice.

In addition to the researchers' logs, photos and videos, the study gathered reflective voices by caregivers and teachers in written forms. The researchers co-constructed the narrative to illustrate the two model cases of musicking practice in early childhood education. In essence, narrative inquiry is illustrated as "shared relational work" among researchers and participants that led to collaborative story construction (Connelly and Clandinin, 1990, p. 12). By using the video data and narratives by teachers and caregivers, this presentation particularly introduces the author designed musicking practice in early childhood education settings.

Democratic Skill Development for Young Children

Cheerapan Bhulpat

Suan Dusit University

Jiraporn Rodpuang

Suan Dusit University

Abstract

Thailand has been governed by a democracy with the King as the Head of State since B.E. 2475 (1932). Up to the present, the establishment of the stable democratic system has not yet occurred. Several coups d'état are one of many causes affecting the children's development of continuous knowledge, understanding and faith in democracy. Some people have viewed on democracy as only an election for a representative to the Parliament without paying attention to the other dimensions of the system. Democratic skills are crucial and have to be nourished since the early years, so this survey research was conducted to obtain the basic information and propose the ways for the cooperation in developing the democratic skills for young children.

The objectives of this survey research were: 1) to study the young children's characteristics which lead to the democratic skills development and 2) to study the ways to develop the democratic skills in the school. The 207 samples composed of administrators, kindergarten teachers, lecturers and students from the early childhood education program were asked to complete the questionnaires. The frequency, percentage, means and standard deviation were used to analyze the data.

The results were: 1) the importance of the democratic characteristics leading to democratic skills were found at the high and the highest levels; the first important characteristic is the respect of one's own right and the others, the second is the respect of the agreement, rules and regulations as well as participating in group working and learning from the group. 2) The proposed guidelines to develop the democratic skills in the school were ranked at the highest level of appropriateness. The first most

appropriate one is integrating through play and direct experience from hand-on activities in order to help children to understand and absorb the skills. The other way is the cultivation of ethics, consciousness and self-discipline in daily activities depending on occasions and ages, allowing young children to think together and to give a reasonable explanation in making agreements in the classroom and respecting the agreements, rules and regulations.

This research proposed the basic data for schools, parents, communities and the stakeholders to develop the democratic skills for young children by integrating into their daily activities. The research results will be used as the basic information for further research design as needed.

Paper Session 4, Room 205

10:45~12:00, Sunday, July 14, 2019

Chair: Ishien Li

Others

- | | |
|--|---|
| Effects of Musical Expression Activities on the Development of Young Children's Executive Functions | Taku Kosokabe,
<i>Miyagi University of Education,</i>
Japan |
| Leadership Framework in Kindergarten Education | Joanne Marie Escalona,
<i>Tarlac State University,</i>
Philippines |
| Development of an Individual Interview Manual for Newly Appointed Teachers: With a Focus on the Improvement of Parent-Teacher Relationships and Communication Skills | Soonhwan Kim,
<i>Ewha Womans University,</i>
South Korea |
| Understanding Young Children's Creativity Through Dramatic Play – in the Culturally Diverse Context of Aotearoa New Zealand | Ray Xu,
<i>The University of Auckland,</i>
New Zealand |
| Relationship Between Perceived Maternal Emotion Expression and Young Children's Moral Understanding | Yu-Ju Chou,
<i>National Tsing Hua University,</i>
Taiwan |
-

Effects of Musical Expression Activities on the Development of Young Children's Executive Functions

Taku Kosokabe

Miyagi University of Education

Makoto Mizusaki

Tokyo Gakugei University

Miwa Honda

Aichi Gakusen College

Wakako Nagaoka

Hamamatsu Gakuin University Junior College

Noriyuki Suzuki

Tokiwa Junior College

Yusuke Moriguchi

Kyoto University

Abstract

Recently, “executive functions” which are non-cognitive skills, which are strongly correlated with self-control have been focused in the field of developmental psychology. However, few studies have examined the types of activities that strongly influence the executive functions of young children. To date, it has been suggested that pretend play, exercise, and mindfulness is effective for the development of executive functions. This study developed a program of activities for musical expression that was based on words, sounds, and motions, as indicated by Carl Orff. The program was administered in two Japanese kindergartens for two months, and its effects on the development of children's executive functions were examined. Tasks assessing executive functions were conducted before and after administering the program, and changes in the values were statistically analyzed, and the effects of the program were quantitatively demonstrated.

Leadership Framework in Kindergarten Education

Joanne Marie Escalona
Tarlac State University

Abstract

This study investigated the current status of leadership in kindergarten education with an end-in-view of proposing a Leadership Framework in Kindergarten Education. The performance of leadership roles and responsibilities in the six key components by school heads from public and private schools and the traits and leadership styles they exemplified was looked into. This study made use of quantitative and qualitative research. The perceptions of the school heads and the kindergarten teachers were obtained through questionnaires and interviews. The number of participants in the study was 265. The difference in the perceptions of the participants was computed using the z-test. Results showed that the school heads were guided by RA No. 10157 (Kindergarten Education Act) in the performance of their roles and responsibilities. The professional traits exemplified by the school heads include: having a clear understanding of the vision, mission and goals of the program, maintaining one's integrity, treating others with respect and supports staff and their professional development. The personal traits include: committed, dedicated, nurturing, kind, trustworthy, honest, and being a visionary. The leadership styles employed were: Distributive, Pedagogical, Contextual, Principle-centered and Transformational. The challenges encountered by school heads from public schools were: the lack of funds for the improvement of physical environment and for the purchase of instructional materials, the insufficient supply of resources and the shortage of qualified kindergarten teachers while in private schools these were the negative reactions of parents towards a play-based execution of the lessons; and the confusion in the use of the Mother Tongue as medium of instruction. Based on the results, it is recommended that teachers should qualify themselves in the field, leadership responsibilities should be shared with other

stakeholders, linkages with them must be established and a playground for kindergarten pupils should be present in the program.

Development of an Individual Interview Manual for Newly Appointed Teachers: With a Focus on the Improvement of Parent-Teacher Relationships and Communication Skills

Soonhwan Kim

Ewha Womans University

Youngmee Lee

Cheju Halls University

Abstract

Early childhood education institutions frequently use parent interviews as a means of communication (Kim Yong-nam, 2011). Of the several interview types between parents and teachers, individual interviews are the most active means of communication for parents (Maloughlin, 1987). Teachers and parents get to support and enhance their relationship through these interviews. In individual interviews, teachers and parents exchange a lot of knowledge about young children based on mutual understanding and share concrete and useful information to help young children at home and at the educational institution (Bjorklund & Burger, 1987). There is no doubt that effective communication has positive influences on teacher-parent relationships, but early childhood teachers sometimes have difficulties communicating with parents. Newly appointed teachers, in particular, experience difficulties with communication in the interview process with parents regarding young children. It is thus needed to conduct research on interviewing methods and communication strategies for newly appointed teachers so that they can establish positive teacher-parent relationships. This study set out to develop a parent interview manual for newly appointed teachers and investigate whether the interview manual would be effective for relieving their anxiety with parent interviews in a pre- and post-test.

As for methodology, the study developed a parent interview manual for newly appointed teachers based on theoretical inquiries into parent interviews and interview

results with early childhood teachers. The manual was designed to introduce examples of general conversations during the interview process according to the interview flow and provide a set of communication strategies for the interview by providing good and bad examples so that teachers would be able to make proper use of communication strategies in an interview situation. In addition, the manual contained materials and interviewing methods required before, during, and after an interview to help teachers reduce fear and trial and error in the preparation process for the interview. The manual, for instance, offered a procedure of reminding parents of a scheduled upcoming interview on an ongoing basis so that they would not forget about it and prepare for it (Hwang Hyeon-ju, 2003). It also offered some self-assessment methods to help teachers evaluate themselves after an interview. After applying the manual to eight newly appointed teachers with a career of one to three years, the investigator translated and used the Parent-Teacher Conference Anxiety Scale (PTCAS) by Nichols (2002) to examine the manual's effects.

The results show that early childhood teachers decreased their anxiety about parent interviews and improved their parent-teacher relations and communication skills.

Understanding Young Children's Creativity Through Dramatic Play – in the Culturally Diverse Context of Aotearoa New Zealand

Ray Xu

The University of Auckland

Abstract

As creativity becomes a popular notion in modern societies, very little research has been conducted on young children's creativity. Traditional creativity assessments, mainly creativity tests, are not so applicable in early childhood contexts. Also, diversity in the educational or working environment has long been considered a positive influence on creativity, but limited research can be found regarding this topic in early childhood education. This research explores the characteristics of young children's creativity in the culturally diverse context of New Zealand to identify the environmental elements that affect children's creativity.

Methodologically this research is a case study, using observations and interviews to collect data in two early childhood centres in Auckland, New Zealand. One centre is a branch of a New Zealand national educational group, while the other is a Māori language medium ECE centre on a university campus. The participants were young children 2 to 5 years of age, and their parents/caregivers and teachers. Ethics for the research were approved by The University of Auckland Human Participants Ethics Committee. The observations were guided by the framework of dramatic play and creative processes (Russ, 1993). Only children-led dramatic play was observed and recorded via video and field notes, based on the consents being given. Together with observations was interviews with a small number of teachers and parents. There were 6 teachers and 6 parents participated in the semi structured interviews.

During the data analysis phase, the videos and field notes from the observations were broken down into episodes. Each episode is defined as the same child or the same group of children playing under a common theme or with the same set of props. In each

episode, the children, time, place, play theme, play props, spoken words, actions and interactions were recorded and transcribed into words. An episode ranges from one to 30 minutes in length. A total of 53 episodes were transcribed and then analysed using Nvivo software.

The qualitative results have shown the characteristics of children's creativity through dramatic play from two aspects—cognitive and affective. Cognitively, props were used in different ways to fit into different play requests; affectively, many kinds of emotions were expressed in dramatic and sociodramatic play. A preliminary finding suggests that children's creativity may be affected by environmental factors, such as the physical settings of the centres, the materials provided for play, the teacher's instructions, as well as the different context the centre provided. In the future data analysis iterations, the theory of Distributed Creativity (Glăveanu, 2010) will be applied to further examine how young children's creativity is distributed among themselves, with the physical and social artefacts, and along the timeline.

Relationship Between Perceived Maternal Emotion Expression and Young Children's Moral Understanding

Yu-Ju Chou

National Tsing Hua University

Pei-Chi Kuo

National Tsing Hua University

Abstract

Parents play a key role in young children's moral socialization. According to a literature review of the influence of parenting on young children's moral reasoning, apart from the parents' cognitive teaching of moral knowledge, parental emotions expressed when children do something wrong seems to be even more influential and is related to young children's moral learning. Recent studies also found that the ability to be aware of and to interpret parents' emotion expression are crucial in young children's moral development. Therefore, the purpose of this study is to investigate the influence of parental emotion expressions on the development of children's moral reasoning abilities.

The study was conducted with a sample of 139 parent-child dyads, including 69 boys and 70 girls aged between 49-82 months and their mothers. The children comprised 41 four-year-olds, 43 five-year-olds, and 55 six-year-olds. Of the mothers, 6.4% completed junior school, 17.3% senior high school, 19.9% college, 40.4% university, and 16.0% graduate school and above. The mothers completed the "Parenting and Moral Education Questionnaire" and the children were administered the "Children's Moral Reasoning Test" individually in kindergarten. The children's answers to items on moral judgment, moral judgment reasoning, moral emotion, and justifications of moral emotion attribution were collected.

The results showed that young children's moral judgment reasoning and moral emotion reasoning all increased with age with no gender differences. In terms of the mother's emotion expression, when a child makes a mistake, 46.0% of the mothers self-

reported that they express their angry feelings, 33.5% reported calmly talking to the child, and 20.5% said they express their disappointment or sadness about the children's behavior. However, up to 74.8% of the children said that their mothers would lose their temper when they did something wrong, 18.7% said that their mother would be sad, and only 6.5% of the children said that their mothers would talk to them calmly. The possible reasons might be that the mothers thought of themselves as calm and reasonable, but the young children actually sensed their mother's anger.

An ANOVA showed that the maternal self-reporting of emotion expressions has nothing to do with the children's moral reasoning. However, the emotion expressions of the mothers that were perceived by the children has a main effect on the moral emotion reasoning scores of the Children's Moral Reasoning Test. The results of post hoc comparisons showed that children who are aware of the mother's expression of sadness or calmness have significantly higher moral reasoning scores than those who are aware of the mother's expression of angry emotions.

Based on the results of this study, it is recommended that parents and teachers be aware of their emotion expressions when they teach young children about morality, and pay more attention to the children's perception and reaction to their emotion expression. This will help young children to experience moral emotions and develop corresponding abilities on moral understanding.

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The Taiwan Committee of PECERA 2019

Name	Affiliation
Chang, Yin-kun 張盈堃	National Cheng-Chi University, Graduate Institute of Childhood Education 國立政治大學幼兒教育研究所
Chen, Fu-Mei 陳富美	Fu Jen Catholic University, Department of Child and Family Studies 輔仁大學兒童與家庭學系
Chen, Shu-Chin 陳淑琴	National Taichung University of Education, Department of Early Childhood Education, 國立台中教育大學幼兒教育學系
Cheng, Su-Tan 鄭舒丹	Shu-Te University, Department of Child Care & Family Studies 樹德科技大學兒童與家庭服務系
Chiu, Chiung-Hui 邱瓊慧	National Taipei University of Nursing and Health Sciences, Department of Infant and Child Care 國立臺北護理健康大學嬰幼兒保育系
Fann, Guang-Jong 范光中	Project Manager of PECERA 2019/ National Taipei University of Nursing and Health Sciences, General Education Center 2019 PECERA 國際研討會籌備處主任/ 國立臺北護理健康大學通識中心
Hsiung, Tung-Hsing 熊同鑫	National Taitung University, Department of Early Childhood Education 國立台東大學幼兒教育學系
Lee, Lo-Hsun 李駱遜	National Academy for Educational Research, Research Center of Curriculum and Instruction 國家教育研究院 課程及教學研究中心
Lee, Shu-Hui 李淑惠	Shu-Te University, Department of Child Care & Family Studies 樹德科技大學兒童與家庭服務系

Li, Ishien 李宜賢	HungKuang University, Department of Child Care and Education 弘光科技大學幼兒保育系
Lin, Yu-Wei 林育瑋	National Taiwan Normal University, Department of Human Development and Family Studies, 國立台灣師範大學人類發展與家庭學系
Ni, Ming-Shiang 倪鳴香	National Cheng-Chi University, Graduate Institute of Childhood Education 國立政治大學幼兒教育研究所
Ou, Chih-Shiu 歐姿秀	National Taipei University of Nursing and Health Sciences, Department of Infant and Child Care 國立臺北護理健康大學嬰幼兒保育系
Shing, Marn-Ling 幸曼玲	University of Taipei, Department of Early Childhood Education 台北市立大學幼兒教育學系
Tu, Miao-Ju 涂妙如	Fu Jen Catholic University, Department of Child and Family Studies 輔仁大學兒童與家庭學系
Yang, Liu-Sheng 楊六生	Caterpillar Philosophy Foundation for Children 財團法人毛毛蟲兒童哲學基金會
Yang, Mau-Hsiu 楊茂秀	Caterpillar Philosophy Foundation for Children 財團法人毛毛蟲兒童哲學基金會

The List of Participants

Last Name, First Name	Name of Institution / University / School	S/N
Aemavat Duangkamol	Promkun Kindergarten School	C001
Ahju Rosalind	Help University, Malaysia	C002
Aiichiro Sakai	Kyoritsu women's university	C003
Aiping Liu	Child Research Net	C004
Aisyah Ali	Universiti Kebangsaan Malaysia	A001
Akamine, Yuko	Okinawa Christian Junior College	C005
Aki Uemura	Ohkagakuen University / Nagoya City University	A002
Akutsu, Taichi	Okayama Prefectural University	C006
Alontaga, Jasper Vincent	De La Salle University	C007
Amnuaiphai, Pornnapha	Chulalongkorn University	B001
Andriyani, Dewi	Universitas Terbuka	H001
ANG KWEE CHING	Learning Centre, Ayer Hitam, Johor, M	H110
Anna Chammat	Yew Chung Education Foundation	H002
Anukulkarnkusol Jiratchaya	Chulalongkorn	A003
Asidah Bte Mohd Sa'aban	Sunflower Preschool @ Punggol Field Pte Ltd	H003
Awang Maidin Nurlaila Asnidah	University Malaysia Sabah	B002
Badhra Beayzuana Amylian Natasyah	University Malaysia Sabah	B003
Bahfen, Munifah	Universitas Muhammadiyah Jakarta	H004
Bhulpat, Cheerapan	Faculty of Education, SuanDusit University	D001
Bilesanmi Temitope Gbenga	YABA COLLEGE OF TECHNOLOGY	C008
Bo Rim Kim	student/ Sunshin Women University/	B004
BONG SIEW FONG	ECCE Centre, Kuching, Sarawak, M'ysia	H103
Byeon Mira	Kangnam University	A004
Chan Lydia	PECERA International / Yew Chung Education Foundation	D002
Chan Siok Bin	YWCA Outram Child Development Centre	H005
Chandrawati, Titi	Universitas Terbuka	H006
Chang, Hui-Ling	XIA • EN Kindergarten	E001
Chang, Li-Fen	Department of Early Childhood Education/ National University of Tainan	E002
Chang, Shih-Chen	Dahua Preschool	E003
Chang, Ya Ling	National Taichung University of Education	G001

Chau, Nga Lei	The University of Hong Kong	C009
Chaya Tomoyuki	Matsumoto Junior College	C010
Chen Shuchi	University of Taipei	E005
Chen Yu-Jun	Shu-Te University	E006
Chen, Chihsheng	Southern Taiwan University of Science and Technology	E007
Chen, Hsi-Ju	National Tainan University	E009
Chen, Jia-Yun	New Taipei City Municipal Yingge Preschool	H007
Chen, Yi Yun	National University of Tainan	G026
Chen, Yinghan	Cardinal Tien Junior College of Healthcare and Management	E010
Chen,Pi-Shin	National University of Tainan	G002
Cheng Pui Ying Venus	Yew Chung College of Early Childhood Education	C011
Cheng, Ronald	Tinkerseeds Children's Workshop	F002
Chen-Ya Juan	Hsin Sheng Junior College of Medical Care and Mngement	H008
Cherrington, Sue	Victoria University of Wellington	D003
Cheung Shuk Yee	Yew Chung College of Early Childhood Education	B005
Cheung Sum Kwing	The Education University of Hong Kong	C012
Chia-Chang Hsu	Hsin Sheng Junior College of Medical Care and Mngement	H009
Chia-Hsin,Tu	Department of Human Development and Family Studies, National Taiwan Normal University	G003
Chiaki Kida	Nagoya Bunka Gakuen Nursery and Kindergarten Teachers College	D004
Chien-Yu Hu	Hsin Sheng Junior College of Medical Care and Mngement	H010
Chihfeng Chien	New Taipei City Private Preschool Affiliated in Fu Jen Catholic University	H101
Chin See Moi	PCF Sparkletots Preschool @ Bedok Reservoir-Punggol Blk 475C (DS)	H011
Ching-I Kuo	Hsin Sheng Junior College of Medical Care and Mngement	H012
Chisto, Kusumoto	OKAYAMA PREFECTURAL UNIVERSITY	C013
Chiu Yi-Ting	Shanghai Zhongshan Kindergarten	H013
Chiu, Ka Man Carman	The Education University of Hong Kong	A005
Cho Chia-An	Shanghai Zhongshan Kindergarten	H014
Cho, Anna	Kangnam University	C014
Cho, Yu-Lin	National Taiwan Normal University	G004
Choi, Ae Young Annie	University of Saint Joseph, Macao	B006
Choi, Eun-Young	Kicce	D005
Choi, Yunchul	Korea National University of Education	D006
Chong Har Tshin	Association for Early Childhood Educators (Singapore)	H015
Chou, Yu-Ju	National Tsing Hua University	E015

Chow Man Ching	Yccece	C015
Chun-Chuan Chen	National Taipei University of Nursing and Health Sciences	E016
Chunrong Sun	chunrong sun	C016
Chusang, Pawara	Chulalongkorn University	B007
Cici Murniasih	Universitas Terbuka	H016
Ciou,Shujhen	Cheng Shiu University	G005
Ciwas Pawan	Hungkuang University	C017
Connie Shin	Connie Shin@ Connie Cassy Ompok	C018
Dandan, Zhang	Chor Hang Educational Research Institute	H017
Darwis, Herlina	Universitas Negeri Makassar	H018
DATIN SARAH NALLA	Kindergarten, Kuching, Srwk, M	H108
Del Rosario, Patricia Isabel	De La Salle University	A006
Dewi, Sari	Early Childhood Education Study Program of Universitas Negeri Padang	C019
Dhieni, Nurbiana	Universitas Negeri Jakarta	H019
Dias Cardoso, Nair Alexandra	USJ - University Saint Joseph of Macau	A007
Ding Zhen Xin	Preschool Market	C020
Doran, Kim	Konkuk Univrtsity	H020
Dr. Lau Kwok Ling	CHERI, YEW CHUNG EDUCATION FOUNDATION	E017
Dzainudin, Masayu	Universiti Kebangsaan Malaysia	B008
Eliza, Delfi	Universitas Negeri Padang	H021
Escalona, Joanne Marie	Tarlac State University	D007
Eunhee, Kim	Konkuk Univrtsity	H022
Eunju Lee	Graduate School of Kangnam University	A008
Fan, Chun-Ching	Providence University	G023
Fan, Ying-Fang	National Taiwan Normal University	G006
Fangyi, Liao	New Taipei City Private Preschool Affiliated in Fu Jen Catholic University	E018
Farah Mashhur Ali	Iyad-Perdaus Nurture Care	H023
FRANCES LEE	FLEP Centre, JB, Johor, M	H109
Frani, Ma. Catrina Sian	De La Salle University - Manila	C021
Fuji Shohei	Hiroshima University	A009
Fujio Kanoko	Elisabeth University of Music	C022
Fuminori Nakatsubo	Hiroshima University	C023
Gatot, Masitowati	Ibn Khaldun Bogor University	C024
Gatot, Masitowati	Universitas Ibnu Chaldun	H024
Gondo,Keiko	Kyoritsu Women's University	C025
Gota Matsui	Kagawa University	C026
Gue, Nam	Daejeon Health Institute Of Technology	H025

Ha, Hsiao-Ju	Season Arts Education Institute	E021
Hamana, Kiyoshi	MUKOAINOSONO Kindegarten	A010
Han	Ji Won	B009
Hartati, Sofia	Universitas Negeri Jakarta	H026
Haruhito Mizutani	NPO 法人 家庭的保育支援協会	H027
Hasegawa, Ryo	Kobe University	C027
Hiroko Toriumi	Akikusa Gakuen Junior College	C028
Hirotake Tomioka	Mihara primary school attached to hiroshima university	C029
Hitoe Shinzato	NPO 法人 家庭的保育支援協会	H028
Ho Mee Khuen	YWCA Pasir Ris Child Development Centre	H029
Ho Phuy Ling	Bedok Methodist Church Kindergarten	H030
Ho, Grace	Ministry of Education, Singapore	C030
Ho, Hsiang-ju	National Chiayi University	E022
Ho, Ka Lee Carrie	University of Saint Joseph	D008
Ho, Kuei -Yao	JEY KANG INFANT CENTER	E023
Hung, Shu Chiu	National Taipei University of Nursing and Health Science	G025
Hood, Mary Ann	Yew Chung College of Early Childhood Education	D010
Hori, Sachiko	Nagoya Women's University	H031
Hosoi Kaori	TOKYO KASEI UNIVERSITY	C031
Hotta Hiroshi	SONODA Women's University	C032
Hsiao, Ching-Yuan	National University of Tainan	E024
Hsieh Ming Kun	National Taichung University of Education	F005
Hsieh, Chun-I	national taipei university of nursing and health sciences	E025
Hsieh, Wen-Huei	Chang Gung University of Science and Technology	E026
Hsieh, Wu-Ying	University of Northern Iowa	F006
Hsieh, Ya Fang	National Taipei University of Nursing and Health Science	G027
Hsin, Ching-Ting	National Tsing Hua University, Taiwan	E027
Hsin-I Pao	Minghsin University of Science and Technology	E028
Hsu Yu-Chen	New Taipei City Private Yu Shuo Preschool	H032
Hsu, Meng-Chin	Hsin Sheng Junior College of Medical Care and Mnagement	H033
Huang Yaochen	University of Taipei	G007
Huang, Li-Ching	Tainan University of Technology, Taiwan R.O.C	E029
Huang, Mei Man	SHU-TE University	E031
Huei Ling, Yang	National Pingtung University	E032
Huimin, Tao	Chor Hang Educational Research Institute	H034
Huini, Zhan	Chor Hang Educational Research Institute	H035
Hwa Jiou	Owl-Smile Co, Ltd. 幸福親子發展股份有限公司	H102

Hwamee Sing	ZhongShan Kindergarten /ChengChi University Taiwan	H036
Hwang, Injoo	Jeonghwa Arts College	D011
Ida, Megumi	Saitama University	A011
Ihwani, Chandrika Dwi	Universitas Negeri Jakarta	H037
Im, Ungjin	IM UNGJIN BARUNMOM oriental medical clinic	C033
Inae, Hwang	Sungshin Women's Universty	D012
Issei Yamamoto	Shiga University	C034
Ito Satomi	Kunitachi Collge of Music	C035
Ito Yu	Shimane University	C036
Ivy Kok Chui Lan	Association for Early Childhood Educators (Singapore)	H038
Jahng, Kyung Eun	Kyung Hee University	D013
Jalal, Fasli	Universitas YARSI	H039
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Jang, Won-Ho	Chung-Ang university	B010
Janthon, Ua-Aree	Suan Dusit University	C037
Jeanne Teisina	AUT University	A012
Jegatheswary D/O Sundarrajo	Sunflower Preschool @ Punggol Field Walk Pte Ltd	H041
Jhieh-Sian, Lin	Ph.D. program of Multicultural Education, National Dong Hwa University	G008
Jhong, Jing-Fen	Taoyuan City Municipal Luzhu Preschool	H042
Jhong, Su-Ling	New Taipei City Municipal Xinzhuang Preschool	H043
Jingsi Mao	Deakin University	A013
Jing-ting	Fu Jen University	E033
Jinxianying	Korea National University of Education	B011
Ji-Young, Yoon	changwon national university	D014
Jo-Lin Chen	Fu Jen Catholic University Child & Family Studies	H099
Jung A Lee	Kookje University	D015
Junya Takase	Obihiro Otani Junior College	C038
Junying Peng	Sichuan Normal University	C039
Junyu Tengan	Ryukyu University	C040
Juypiam Sirodom	Chulalongkorn University	B012
Kai, Mariko	Wayo Women's University	C041
Kaki, Ho	The Education University of Hong Kong	C042
Kaneko, Yoshihide	Nippon Sport Science University	C043
Kaori Hosoi	Tokyo Kasei University	C044
Kaoru Shinozawa	Tokyo Gakugei University United Graduate School of Education	A014
Kato, Nozomi	Aichi Mizuho Junior College	C045
Kawabata, Miho	Hokkaido University of Education	C046
Kenji Shimizu	Hiroshima International University	C047
Khin Lay Phyu	Ewha Womans University	C048

Ki Yeong, Lee	kangnam univerty	A015
Kiichiro Okahana	University of the Ryukyus	C049
Kikuchi, Rie	St. Mary's College, Nagoya	H044
Kim, Daeun	Department of Child and Family Studies, Kyung hee University	A016
Kim, Gayun	Korea National University of Education	B013
Kim, Hye Won	Lingnan University	D016
Kim, Minjin	Chung-Ang University	D017
Kim, So-Yeon	Korea National University of Education	B014
Kitano, Sachiko	Kobe University	D018
Ko, Jung-Chun Roslyn	The Graduate Institute of Children's Literature at National Taitung University (Taiwan)	E034
Ko, Ya-Lin	National Taipei University of Nursing and Health Sciences	F008
Koma, Kumiko	Chiba University	C050
Kosolsombat, Pimsawat	Chulalongkorn university	B015
Kotani, Takuya	Osaka Ohtani University	C051
Kraisoraphong Kamkeo	Kornkaew Montessori School	C052
Krisnaveni D/O Palanasamy Krishna	PCF Sparkletots Preschool @ Braddell Heights Blk 246 (CC)	H045
Kuo-Chun Hou (James)	Department and Master Program of Visual Design, College of Arts, National Kaohsiung Normal University	G009
Kuok, Hoi Man	University of Saint Joseph	H046
Kuramori Mihoko	Fukuyama City Univercity	C053
Kuswantono, Sri	Universitas Negeri Jakarta	H047
Kwon, Hyejin	Sooncheunhyang University	D019
Kwon, Sojeong	Seoul National University	A017
Kyeongyeon, Lee	Konkuk Univrtsity	H048
Kyoung Ok, Kang	chang4dong National daycare center /Konkuk University	H049
Kyungryeong, Lim	Konkuk Univrtsity	H050
Lai Wan Maria Lee	PECERA (HK)	H051
Lai, Hsiao-Chi	National Taitung University Department of Early Childhood Education In-service master student	G010
Lai, Ka Wa	YCCECE	C054
Laksmi, Dyah Wardhani	Universitas Muhammadiyah Jember	H052
Lau Yi Hung Eva	The Education University of Hong Kong	C055
Leaño, Adelaila J.	PHILIPPINE NORMAL UNIVERSITY NORTH LUZON CAMPUS	C056
LEE AH MUI	ECCE Centre, JB, Johor, M	H111
Lee Boon, Ng	Association of Registered Child Care Provider Sarawak	A018
Lee Misuk	KOREA NATIONAL UNIVERSITY	B016

Lee Nung Kion	Universiti Malaysia Sarawak	C057
Lee So Hyun	KYUNG DONG UNIVERSITY	D020
Lee, Chao-Ming	University of Taipei	E035
Lee, Hwayoung	You & I Psychological Counseling Center	D021
Lee, Jeehyun	Konkuk University, College of Education	H053
Leh Rean	University Malaysia Sabah	B017
Leonardo, Patricia Louise	De La Salle University	C058
Lertsakworkul Pongsakorn	Chulalongkorn University	B018
Leung	Yew Chung College of Early Childhood Education	A019
Li Mei Sun	YCIS	C059
Liangqun, Kang	YCIS shanghai	C060
Liao, Sou-Fen	New Taipei City Municipal Yingge Preschool	H054
LIAW NYUK JIN	Kindergarten, Kuching, Srwk, M	H104
Limei, Sun	ycis	C061
Lin Tien-Ai	Shanghai Zhongshan Kindergarten	H055
Lin Yi Man	Chang Gung University of Science and Technology	E038
Lin, Chia-Hui	National Taichung University of Education	E039
Lin, Chia Hui	National Taiwan Normal University	G022
Lin, Wan-Chi	Department of Early Childhood Care and Education	E041
Liu Piek Yin	KinderJoy Education Group	C062
Liu, Huei-Chun	Nanhua University	E042
Liu, Pei-Rong	National Tsing Hua University/ Hsinchu Teachers College	G011
Liu, Shuying	National Tsing Hua University Hsinchu Teachers College	E043
Liu, Wei-Ping	Shu-Te University	F009
Liu, Yu-Feng	NATIONAL CHENGCHI UNIVERSITY	G012
Long Yee Fah	PCF Sparkletots Preschool @ Tampines-Changkat Blk 284 (KN)	H056
Lu, Maple	Yew Wah International Education School - Guangzhou	C063
Lu, Wen-Yueh	University of Taipei	E045
Lu, Yu-Hsuan	TSING HUA UNI.	G013
Lungka, Phornchulee	Suan Dusit University	C064
Lydia Foong	SEGi University	D022
Maguigad, Tejada Richmond Zito	Universiti Pendidikan Sultan Idris, Malaysia	A020
Makoto Mizusaki	Tokyo Gakugei University	C065
Mami Matsuzaki	Ochanomizu University	A021
Maria Rita Tapales	De La Salle University	C066
Marison Ranit Dy	University of the Philippines Los Banos	D023
Mary Wong	PECERA (HK)	H057

Masahiro Inai	Ooe Elementary School	C067
Matsuyama, Hiro	Ashikaga Junior College	D024
Matsuyama, Hiro	Ashikaga Junior College	D024
Mayar, Farida	Universitas Negeri Padang	H058
Meacham, Sohyun	University of Northern Iowa	C068
Meesomsarn, Kantawan	Chulalongkorn University	B019
Mera, Akiko	Shirayuri University	C069
Michelle Hiong Kuan Thai	HELP UNIVERSITY	B020
Miho Imoto	Okayama University of Science	C070
Mika Sugai	Owl-Smile Co, Ltd. 幸福親子發展股份有限公司	H059
Mimura, Mayumi	HIROSHIMA UNIVERSITY	C071
Mineun Kim	Konkuk University Graduate School	B021
Mingoa, Thelma	De La Salle University Manila	D025
Minowa, Junko	Musashino University	C072
Miwo Morino	Nagasaki University	C073
Mizobe Kazushige	Hyogo University of Teacher Education	C074
Mizuno, Yu	Chubu Gakuin University	H060
Mizuochi, Hiroshi	Tokai Gakuen University	H061
Monungolh, Kerstine Olive	De La Salle University - Manila	A022
Mori Michiyo	Fukuyama City University	C075
Murata, Ayumi	Nagoya Women's University	H062
Murata, Yasuto	St. Mary's College, Nagoya	H063
Nagai Kumiko	KoBE WOMEN'S JUNIOR COLLEGE	C076
Nagasawa, Nozomi	Hiroshima Bunkyo University	C077
Nakahashi, Aoi	Kobe University	A023
Nakamatsu, Akari	Okinawa Christian Junior College	C078
Nangkasem Natthaphong	Chulalongkorn University	B022
Nanyo, Yoshiko	Hosen College of Childhood Education	C079
Naoko Murai	Kyoto Women's University	C080
Naomi Ciaookada	Kobe University	A024
Ndileleni Paulinah Mudzielwana	University of Venda	C081
Ng Kwee Huay	PCF Sparkletots Preschool @ Toa Payoh East-Novena Blk 6 (EYC)	H064
Nii Hitomi	Hokkaido University of Education	C082
Noor Saazai Binti Mat Saad	UNIVERSITI SAINS ISLAM MALAYSIA	C083
Noorlinda Bte Buang	PCF Sparkletots Preschool @ Jurong Central Blk 404 (CC)	H065
Nurjanah	Universitas Negeri Jakarta	H066
Ogawa, Junko	Child Research Net	C084

Ohashi, Satsuki	Wako University	D026
Ohnishi Masafumi	University of Fukui, Faculty of Education, Japan	C085
Okabe, Yasuyuki	Kobe University	C086
Okuda, Enji	SHIGA UNIVERSITY	C087
Onishi Kaoru	Gifu Shotoku Gakuen University Junior College	C088
Oshima, Nanae	Kobe University	A025
Ota, Ken	Seibi gakuen college	C089
Ou Hui-Min	Southern Taiwan University of Science and Technology	E046
Owada Shigeru	Sony Computer Science Laboratories, Inc.	C090
Pai, Hwa-Chih	Tainan University of Technology	E047
Payakkamas, Pisawat	Chulalongkorn University	A026
Pei-Chun Chen	Univ. of Northern Iowa	E048
Perez, Mary Antoinette P.	De La Salle University Manila	C091
Ping, Shi	Chor Hang Educational Research Institute	H067
Png Yunhui	Just Kids @ Jurong Pte. Ltd.	H068
Priscilla, Yeung	Yew Chung Education Foundation	H069
Priyanti Nita	STKIP Panca Sakti	C092
Priyanti, Nita	Universitas Panca Sakti	H070
Puteh-Behak, Fariza	Universiti Sains Islam Malaysia	C093
Qing Liu	Qing Liu	A027
Rahardjo, Maria Melita	Universitas Kristen Satya Wacana	C094
Rahmatunnisa, Sriyanti	Universitas Muhammadiyah Jakarta	H071
Ray Xu	THE UNIVERSITY OF AUCKLAND	B023
Ritchie, Jenny	Victoria University of Wellington	C095
Ro, Yujung	Chadwick International	C096
Rodpuang, Jiraporn	Faculty of Education, Suandusit University	C097
Rutsuko, Ueyama	Fukuyama City University	C098
Ryo Watanabe	NPO 法人 家庭的保育支援協会	H072
Sachiko Takahashi	Himeji University	D027
Sakata, Tetsuhito	Otsu Women's University	C099
Sanae Yoshinaga	Tokyo Kasei Gakuin University	C100
Sano, Mina	Osaka-Shoin-Women's University	D028
Sarina Binte Shaik Othuman	Sunflower Preschool @ Pasir Ris Pte Ltd	H073
Sathiraphan, Wanlapa	Chulalongkorn University	B024
Say Xiangrui	Babies By-The-Park Pte. Ltd.	H074
Sayaka Nakanishi	Nayoro City University	C101
Sayuri Nishizaka	Kyoritsu Women's University	C102
Seenuan Thoen	Faculty of Education, Pibulsongkram Rajabhat University	C103
Seiyama Rina	Kobe University	A028

Selene Neo Seow Bee	PCF Sparkletots Preschool @ Tampines-Changkat Blk 273 (CC)	H075
Senoo, Tomoko	Akita University	C104
Seung Jin Kim	Chung-Ang university	B025
Seungsuk, Lee	Moanuri education research institute	D029
Shang-Shang Lin	Hsin Sheng Junior College of Medical Care and Mngement	H076
Sharmila Devi	Open University Malaysia	A029
Shau Wan Sanly Kam	PECERA (HK)	H077
Shen, Meiyi	Southern Taiwan University of Science and Technology	F010
Shih Chiu-Chiung	New Taipei City Private Yi Chuan Preschool	H078
Shih-Ya, Hung	National Pingtung University	G014
Shimizu Hisayo	Hiroshima University	C105
Shizuka Sutani	Fukuoka Women's Jounior College	A030
Shizuko Matsunaga	akikusa gakuen junior college	C106
Shohei Uchida	Nagoya City University	C107
Shou-Chi Huang	Fu Jen Catholic University	H100
Shu-Juan Wang	Hsin Sheng Junior College of Medical Care and Mngement	H079
Shu-Jung, Ho	Shu-Zen Junior College of Medicine and Management	E049
Shu-Min, Hsu	The Affiliated Preschool of New Taipei Municipal Zhanghe Junior High School	E050
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Sing-Yiing Chung	WenDou Family Education Organization	E051
Siti Annisha Binte Aripin	Iyad Perdaus Child Development Centre	H080
Siti Rohaizan Binte Abdul Razak	Harmoni Preskool @ Yishun Pte Ltd	H081
Siu Wai Adelina Kong	PECERA (HK)	H082
Slamet, Sri	Universitas Muhammadiyah Surakarta	C110
Sofyan Hendra	Jambi University	C111
Sono, Hiroaki	J.F.Oberlin university	D030
Steven, Melissa	Open University Malaysia	B027
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Suk Kyung Jang	Kookje college	D031
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Sum, Chee Wah	Early Childhood Development Agenc, Singapore	D033
Sumantri, Syarif	Univeritas Negeri Jakarta	H084
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Sun, Li-Ching	National Chiayi University	E053
Syu, Shu-Shen	New Taipei City Municipal Yingge Preschool	H085
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Taku Kosokabe	Miyagi University of Education	C116
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Tan Yee Tzen	OPEN UNIVERSITY MALAYSIA	C118
Tang, Chi-Chieh	Department of Early Childhood, National Pingtung University, Taiwan	F011
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Thahirah Binte Ibrahim	Iyad-Perdaus Child Development Centre	H088
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Tsai, Hsiao-Ling	Shu-Te University	F012
Tsao, Ya-Lun	NATIONAL TSING HUA UNIVERSITY	E054
Tseng, Suping	Department of Human Development and Family /National Taiwan Normal University	G015
Tseng, Ting Hsuan	National Tainan Chia Chi Senior High School	E055
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Uchida, Chiharu	Toyo University	D036
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Wakayama, Ikuyo	University of Toyama	D037
WAN LEE SIAM	Kindergarten, Kuching, Srwk, M	H105

Wang, Chun An	National Taiwan Normal University	G016
Wang, Hui Min	Shih Chien University	F013
Wang, Yungchih	Teachers Education College, Jimei University	E058
Wardhani, Wahyu Dyah Laksmi	Universitas Muhammadiyah Jember	C125
Watanabe Mari	Sophia School of Social Welfare	C126
Wei Xiurong	MOE Kindergarten @ Punggol Cove	C127
WONG AI LIN	Kindergarten, Kuching, Srwk, M	H106
Wong, Fei Ping (Ann)	Smith College	G017
Wong, Kit-Mei	The Education University of Hong Kong	C128
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Wyver, Shirley	Macquarie University	D038
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Yau Lin Lau	PECERA (HK)	H092
Yau, Shuet Ching Kiko	Yew Chung College of Early Childhood Education	A038
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Yeona, Eun	Korea National University of Education	B031
Yeow Sok Han Anne	PCF Sparkletots Preschool @ Braddell Heights Blk 417 (KN)	H093
Yin Kam Ng	PECERA (HK)	H094
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Young Ran, Chae	Honam University, South Korea	D040
Youngran, Chae	Honam University	D041
Younsun Lee	Pusan National University	C134
You-Syuan Chen	NATIONAL TSING HUA UNIVERSITY	G021
Yu-Fen Lu	Hsin Sheng Junior College of Medical Care and Mnagement	H097
Yukari Hotta	The University of Tokyo	A041
Yuko Ninomiya	Tokyo Tokyo Women's College of Physical Education	C135
Yuko Suzuki	Aichi University of Education	D042

Zamzam, Rohimi	Universitas Muhammadiyah Jakarta	H098
Zhang Yuwei	hiroshima university	A042
Zheng, Ji	Yew Chung International School of Shanghai China	C136
Zhou, Xinhui	HIROSHIMA University	A043
Zhu, Jie	The University of Hong Kong	A044

The List of Staff

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財團法人毛毛蟲兒童哲學基金會

蒼玄珍、羅安璇、曹盛泰、趙廣琳、翁慧齡、鄭雅丰、李郁翎
林穎萱、徐子涵

National Taipei University of Nursing and Health Sciences, Department of Infant and Child Care

國立臺北護理健康大學嬰幼兒保育系

系主任	歐姿秀
教師	邱瓊慧、潘愷、江弘基
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*隨車參訪志工

Fu Jen Catholic University, Department of Child and Family Studies

輔仁大學兒童與家庭學系

帶隊老師	陳富美
研究生	林燕玲、江明珊、江先如、余欣凌、陳冠璇、林郁玟*
大學部	李若萍、李殊凡、蔣若星、沈建宇、宗雲喬、簡廷維* 何逸芸、余采璇、胡善媛、陳品蓉、鄭湘蓉、翁靜翎、翁欣容

*隨車參訪志工

Shu-Te University, Department of Child Care & Family Studies

樹德科技大學兒童與家庭服務系

帶隊老師	鄭舒丹
研究生	趙曼菁、葉嘉玉、陳玉麟、柯玉純、王芷鈴、洪麗敏、謝家綦、 陳姝吟、林潔瑩、蕭惠美、李秋實、梁瑜庭、阮天心、黃佳柔 許楨櫻、蔣采芳

Hungkuang University, Department of Child Care and Education

弘光科技大學幼兒保育系

帶隊老師	李宜賢
教師	卓淑美老師、黃齡瑩老師

National Chengchi University, Graduate Institute of Childhood Education

國立政治大學幼兒教育研究所

帶隊老師	張盈瑩
助教	劉俐紋、王心恩、林芳仔

Volunteers

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--

*隨車參訪志工