

# Symposium 1

Tuesday 16th February | 12.30 – 2.00pm

## CURRICULUM, DOCUMENTATION AND COVID-19

TITLE	PRESENTER(S)
<p><b>Virtually Pen Green</b></p>	<p>KAT CLARK AND SANDRA MOLE Pen Green Research, Development and Training Base, UK</p>
<p><b>The Impact of COVID-19 in ECE in Spain. Implications for ECE Education Policy</b></p>	<p>NOELIA CEBALLOS AND ÁNGELA SAIZ-LINARES University of Cantabria, Spain</p>
<p><b>The Impact of a Literacy Playshop on Children's Literacy Practices and Engagement in a Kindergarten</b></p>	<p>MAY ALKHUNAIN Princess Nourah Bint Abdulrahman University, Saudi Arabia / The University of Sheffield, UK</p>
<p><b>Supporting Children with Identified Speech, Language and Communication Needs at Two-years-old: Voices of Early Years Practitioners</b></p>	<p>NYREE NICHOLSON Bishop Grosseteste University, UK</p>
<p><b>Entanglements with Quality: Deconstructing Early Years Quality Documents in the Light of Covid</b></p>	<p>LINDA SHAW AND NIUMAI HAMILTON-PEACH Oxford Brookes University, UK</p>
<p><b>An Exploration of English and Swedish Pre-School Teachers' Perspectives on Their Roles and Values</b></p>	<p>FAYE STANLEY University of Wolverhampton, UK</p>
<p><b>The Voices of Preservice Early Childhood Teachers about Online Practicum</b></p>	<p>NADA ALWADAANI Prince Sattam bin Abdulaziz University, Saudi Arabia</p>

# Symposium 2

Tuesday 16th February | 3.30 – 5.00pm

## LEADERSHIP AND WORKFORCE

TITLE	PRESENTER(S)
<p><b>Acknowledging the Emotional Aspect of Leadership and Considering the Role That Collaborative Clusters Can Play in Providing a Supportive and Nurturing Space</b></p>	<p>CARLA SOLVASON University of Worcester, UK</p>
<p><b>Relational Pedagogy and the Need for an Embedded Ethic of Care</b></p>	<p>ZOE RAVEN Royal Holloway, University of London, UK</p>
<p><b>Exploring Supervision as a Means to Building Communities of Practice in the Early Years Profession</b></p>	<p>RAFAELLE MONTEIRO AND AOIFE PRENDERGAST Limerick Institute of Technology, Ireland</p>
<p><b>Early Childhood Educators' Perceptions of Peer Relationships as a Pre-Condition for Children's Happiness, Social &amp; Emotional Wellbeing, School Success, Life Preparation and Learning: Cross-cultural Perspectives from India and England</b></p>	<p>JANBEE SHAIK MOPIDEVI ITRAC, UK</p>
<p><b>Exploring Chilean Early Years Educators' Professional Identities through Their Figured Worlds</b></p>	<p>MARIA-JOSE OPAZO University of Chile, Chile</p>
<p><b>Preservice Childhood Educators' Perceptions of Outdoor Play for Children</b></p>	<p>AMANDA NORMAN University of Winchester, UK WENDY CROCKER Northeastern University, Boston, USA</p>

# Symposium 3

Wednesday 17th February | 9.30 – 11.00am

## PEDAGOGY

TITLE	PRESENTER(S)
What's My Pedagogy	JANE REYNOLDS University of Hull, UK
The Ever-present Potential Within a Play-based Pedagogy	TANSY WATTS Canterbury Christchurch University, UK
What Happens When We Talk to Girls about Block-Play?	CATRIONA GILL Greengables Nursery & Family Centre / Edinburgh University, Scotland
Exploring Forest School Practitioners' Perspectives on the Pedagogical Principles of Forest Schooling Within an English Early Years Context.	HAYLEY BULLARD University of Huddersfield, UK
Taking Account of the Voice of the Child Within the Regulatory Inspection Process of Early Years Services	DEIRDRE MOLLOY TUSLA Child and Family Agency, Ireland
Exploring the Benefits of Supporting the Development of Self-Regulation (SR) in Young Children.	MINE CONKBAYIR Mine Conkbayir Consultancy, UK
What Do Young Children Have to Say? Recognising their Voices, Wisdom, Agency and Need for Companionship During the COVID Pandemic	CHRIS PASCAL AND TONY BERTRAM Centre for Research in Early Childhood (CREC), UK

# Symposium 4

Wednesday 17th February | 12.30 – 2.00pm

## 21ST CENTURY EDUCATION

TITLE	PRESENTER(S)
<p><b>SOS: Researching Uncomfortable Spaces: Conceptions of Power, Agency and Pedagogies for the 21st Century - Practitioners as Experts</b></p>	<p>HELEN LYNDON Centre for Research in Early Childhood (CREC), UK</p>
<p><b>SOS: Researching Uncomfortable Spaces: Conceptions of Power, Agency and Pedagogies for the 21st Century - Developing Ethnic Identity</b></p>	<p>SHARON COLILLES Birmingham City University / Centre for Research in Early Childhood (CREC), UK</p>
<p><b>SOS: Researching Uncomfortable Spaces: Conceptions of Power, Agency and Pedagogies for the 21st Century - Refugee Voices</b></p>	<p>DONNA GAYWOOD Birmingham City University / Centre for Research in Early Childhood (CREC), UK</p>
<p><b>A Mixed Methods Study of Introducing Social Justice Issues to Early Years Practitioners in Higher Education</b></p>	<p>ANNA COLGAN Abingdon and Witney College, UK</p>
<p><b>Ordinary Lives; Extraordinary Circumstances</b></p>	<p>SANDRA MOLE AND EMMA HEWITT Pen Green Research, Development and Training Base, UK</p>
<p><b>Exploring Early Years STEM Engagement with Museum Objects: Radicalising Practice at the Science Museum, London, UK</b></p>	<p>MARIA SERVETA Science Museum Group, UK</p>
<p><b>Colour as a Meaning Making Tool for Young Emergent Bilinguals</b></p>	<p>SALLY BROWN Georgia Southern University, USA</p>