



# HOME LEARNING CULTURES



**MAC Birmingham, Cannon Hill Park**  
Tuesday 18<sup>th</sup> February 2020



# BRITISH EARLY CHILDHOOD EDUCATION RESEARCH ASSOCIATION (BECERA)

BECERA is an independent organisation for those early childhood practitioner and researchers working in the British Isles who want a space to meet, enquire and discuss issues relevant to their work with young children and families.

BECERA aims to stimulate, support, create and disseminate rigorous, grounded and conceptual knowledge and its applications to our early childhood services. It does this through an annual conference where research is presented and subjected to peer-review. The knowledge generated from each conference will be made available in an online, searchable database.

## **WHAT ARE BECERA'S AIMS?**

BECERA is particularly interested in practitioner research and exploring paradigms and methodologies which impact directly on services.

BECERA is interested in how knowledge is constructed, who listens and who speaks, and in capturing the voices of all, including parents and children.

BECERA will provide a unique British forum to bring together research, practice and policy and strengthen the early childhood research community in the vital contribution it makes to British practice and policy.

## **WHO RUNS BECERA?**

BECERA is an independent, self-funding organisation run by the Centre for Research in Early Childhood (CREC) which has dedicated itself to improving services for young children and families in the UK for more than 25 years. CREC's Directors are Professor Tony Bertram and Professor Christine Pascal OBE.

## **HOW IS BECERA FUNDED?**

CREC has undertaken to cover start-up costs and hopes to attract sponsorship from several major UK organisations.

## CENTRE FOR RESEARCH IN EARLY CHILDHOOD (CREC)

The Centre for Research in Early Childhood, more commonly referred to as CREC, is the home of CREC in Birmingham (Charitable Trust) and Amber Publications and Training (APT).

Established by Professor Chris Pascal and Professor Tony Bertram, CREC has been working to improve Early Years provision for over 20 years.

Located in the St Thomas Children's Centre near Birmingham city centre, CREC specialises in early childhood research which has relevant and meaningful outcomes for practice and policy.

Some of its research is transformed into training and development programmes designed for the specific needs of the early years sector.

CREC also delivers postgraduate and research degrees through its close affiliations with Midlands universities, particularly Birmingham City University and Wolverhampton University.

In 2015, in partnership with the St. Thomas Centre Nursery and various Nursery and Primary schools across the West Midlands we launched the CREC Early Years Partnership SCITT (School Centred Initial Teacher Training), delivering Early Years focused Teacher Training with Qualified Teacher Status (QTS). Since then over 40 teachers have successfully gained QTS through the programme.

CREC has a strong reputation for undertaking reviews, reports, evaluations and consultancy work with many UK local authorities, NGOs and countries.

Examples include the British Council, QDCA, OECD, Portugal, Qatar, South Australia, Birmingham and Gloucestershire.

CREC has also been EECERA's strategic partner supporting the delivery of the annual conference since 2009.

# CONTENTS

WELCOME FROM THE CONFERENCE COMMITTEE	5
CONFERENCE INFORMATION	6
GENERAL INFORMATION	7
CONFERENCE OVERVIEW	10
PROGRAMME OVERVIEW	11
CONFERENCE PROGRAMME	14
CONFERENCE PROGRAMME: SYMPOSIUM SET I	14
CONFERENCE PROGRAMME: SYMPOSIUM SET II	15
CONFERENCE PROGRAMME: POSTER SYMPOSIUM	16
CONFERENCE PROGRAMME: SYMPOSIUM SET III	17
ABSTRACTS: SYMPOSIUM SET I	18
ABSTRACTS: SYMPOSIUM SET II	28
ABSTRACTS: POSTER SYMPOSIUM	34
ABSTRACTS: SYMPOSIUM SET III	43
INDEX	49
EECERA 2020	50

## WELCOME FROM THE CONFERENCE COMMITTEE

Dear friends and colleagues,

In November last year, the UK Government, working with the Literacy Trust and other interested organisations produced a policy document entitled *Improving the Home Learning Environment (HLE)*. It set out an evidence base underpinning HLE. In addition, with an online 'behaviour change model' called Hungry Little Minds, they claimed this joint project would 'bring together the latest evidence and draw on the experience of what works on the ground'. The stated ambition was 'to halve the proportion of children who do not achieve at least expected levels across all goals in the 'communication and language' and 'literacy' areas of learning at the end of reception year by 2028'.

Internationally, research evidence does indeed demonstrate the significance of HLE to early language development and early literacy skills, but this year's BECERA conference seeks to explore more fully what 'HLE' might mean to our early childhood community. Magnetic letters on the fridge maybe helpful but we want to explore the multiple ways that 'Home Learning Cultures' shape and develop the whole child and its fundamental part in the relationship between setting and home. For example:

- What part does social and cultural capital play?
- What are the families' inherent social and cultural values and how do they sit with the child's settings?
- How do the interactions and relationships within the home shape the child and their development?
- How is a child's educative dispositions, curiosity, exploratory drive and persistence encouraged at home and then between home and setting?
- What are the learning 'affordances' in the home culture and how does the setting recognise and extend them?
- How open is the setting to the communities it serves?
- How does the setting support the significant adults in a young child's life and support their interest and responsiveness to their child's learning?

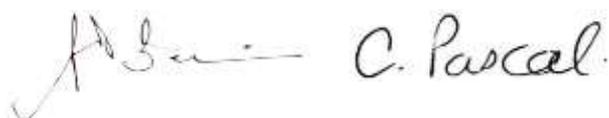
It is these wider and more complex issues and questions that we are addressing in the theme of Home Learning Cultures.

To help us frame our discussions we have been fortunate to obtain the input of two outstanding international speakers:

Prof. Kathy Sylva, one of the foremost scholars in the field of early childhood research in the UK and internationally. Kathy's major contribution through the longitudinal EPPE project has had a significant impact on policy development and she continues to make a considered and rigorous approach to research in our field. Kathy was also an acknowledged contributor to the recent HLE policy document.

Dr Margy Whalley, who as the former Director of the Pen Green Research Base, developed parental and community practices and theories about how integrated settings could work collegially with parents and others. Her book on 'Involving Parents in their Children's Learning' made an important contribution to the debate.

Yours sincerely,



**Professor Tony Bertram and Professor Chris Pascal**

# CONFERENCE INFORMATION

## LOCAL ORGANISING COMMITTEE

Centre for Research in Early Childhood (CREC)

## SCIENTIFIC COMMITTEE

Professor Tony Bertram, CREC, Birmingham, UK

Professor Christine Pascal, CREC, Birmingham, UK

## MAJOR CONFERENCE SPONSORS

Centre for Research in Early Childhood (CREC)  
& Amber Publications & Training Ltd (APT)  
[www.crec.co.uk](http://www.crec.co.uk)



## GENERAL INFORMATION

### HOST

The host of the 10th BECERA Conference is the Centre for Research in Early Childhood (CREC).

### REGISTRATION DETAILS

The conference delegate fee includes: admission to the conference, delegate pass and bag, including the conference programme book, refreshments and lunch.

### COFFEE BREAKS AND LUNCH

Arrival refreshments are served at the Arena Bar. Lunch and refreshments during all scheduled breaks will be served at the Performance Studio. During the last 5 minutes of each break, please make your way to the room in which the plenary or your chosen symposium is located.

### EXHIBITION

We invite all delegates to visit our exhibition located in the Performance Studio during lunch and tea/coffee breaks. Our exhibition this year includes:

- **Books Education** is the UK's largest provider of education bookstalls at conferences and courses. We offer 10% discount on all titles, both on bookstall days and on our website, all books supplied post-free. This discount will apply at BECERA, larger, quantity discounts may be negotiated. [www.bookseducation.co.uk](http://www.bookseducation.co.uk).
- **EasyPeasy** - a digital early years home learning programme that improves early childhood development and school readiness through increasing positive parent-child interactions and learning. Designed for parents with children aged 2 - 5 years old, EasyPeasy provides inspiration for developmental play straight to their mobile phones. Parents receive a bank of game ideas, communicated via video clips of real families playing in their homes, which are accessed through a web-app. Game ideas, plus tips and advice about learning through play, are sent to parents via regular text messages, with new releases each week to help families practise playing and form habits around home learning. <https://www.easypeasyapp.com/>
- **Scalchery Training and Development** is an early years training and consultancy company, dedicated to the welfare and development of children through interactive, innovative childcare courses and workshops for all early years practitioners. <https://www.scalchery.co.uk/>
- **Centre for Research in Early Childhood (CREC)** – visit our stand for any questions regarding the BECERA Conference after the morning registration closes. We will also provide further details about our CPD days, our postgraduate courses starting in September 2020 – MA in Education, SCITT and Certificate for Music Educators. We can also provide more information on the upcoming EECERA Conference in Zagreb, Croatia. <http://www.crec.co.uk/>
- **Effective Early Learning (EEL) and Baby Effective Early Learning (BEEL)** (run by CREC in conjunction with Scalchery Training & Development) are programmes of supported self-evaluation and improvement for all settings that provide early education and care for young children aged 0-7 years. Designed for Early Years practitioners to become practitioner-researchers in their own settings and to drive quality improvement through a cycle of reflective practice built on child and adult observations. <http://www.crec.co.uk/EEL-BEEL>

- **Pen Green Research, Development and Training Base** is an early years research and higher education organisation located in Corby, Northamptonshire. We offer practitioners in the early years, health and social sectors, a comprehensive range of professional development opportunities including a full early years degree programme, teacher training, short courses, conferences, seminars and bespoke training. <https://www.pengreen.org/>
- **Parental Engagement Network (CIC)** is a not-for-profit organisation working with schools, settings and community organisations to better engage parents and families, particularly from disadvantaged communities, in their children's learning and development. We provide training and information for staff and parents, develop creative projects and sustainable resources, and network with other organisations to spread good practice. Visit the PEN stand to find out more about our current membership offer. <https://penetwork.co.uk/>
- Getting it right in the early years is critical, especially for children facing the biggest challenges. And we know that what happens at home during these first five years is pretty important. At **Boromi**, we're an award-winning network of play libraries working with early years settings across the country to empower parents to support their child's early development through powerful, purposeful play together at home. <https://www.boromi.co.uk/>

#### INFORMATION DESK

The registration and information desk will be located in the foyer of the MAC. After 10am queries should be directed to the CREC stand which will be located in the Performance Studio.

#### STAFF ASSISTANCE

The CREC team will be happy to provide assistance with practical matters during the conference. The team will be stationed around the venue during the conference and there will always be one member of the team at the CREC stand.

#### NOTE FOR PRESENTERS

Each symposium room is equipped with a PC and a data projector. We recommend you save your presentations as a Microsoft PowerPoint file to avoid any compatibility issues. We also recommend that you locate your symposium room in advance and arrive at your symposium room at least 10 minutes prior to your symposium start time in order to load your presentation and ensure a prompt start. All PCs are fitted with USB ports and we recommend you load your presentation on a USB memory stick.

#### NOTE FOR CHAIRS

Please be present in your symposium room at least 10 minutes prior to your session. It is important that the sessions stay on schedule so that individuals who want to listen to a specific talk may do so, and each presenter gets an equal opportunity to present their work. If a presentation is cancelled you may either convene a general discussion, or instead call a recess.

#### SYMPOSIUM ROOMS

Symposia will take place across 4 rooms. Depending on which room your intended symposium is in, it may take up to 5 minutes to walk between rooms. We recommend you make your way to the symposium rooms in advance to make sure you get there in good time to find a seat.

#### CONFERENCE BADGES

Your personal badge is your entry ticket to all keynotes, symposia, exhibition and lunch. We ask that you wear your badge at all times whilst at the venue.

## TRANSPORT TO/FROM THE CONFERENCE VENUE

The MAC is located in Cannon Hill Park, Birmingham, opposite the County Cricket Ground on Edgbaston Road, off Pershore Road (A441) and Bristol Road (A38). The MAC is easily accessible using all the major city road routes and is served by a number of buses from Birmingham City Centre including 1, 35, 45, 47, X61 and 63. For more information on bus routes you can use [www.traveline.co.uk](http://www.traveline.co.uk) or other route-planning facilities.

Car parking is available at Queens Ride, next to the MAC & on a first come, first serve basis. Please note that this is chargeable via Birmingham City Council who manage the car park by pay & display or phone via park mobile.

- Up to 4 hours = £2.20
- Up to 16.5 hours = £3.30

For those who wish to call a taxi you can try the following local firms:

TOA taxis: 0121 427 8888 Castle Cars: 0121 472 2222 Falcon Cars: 0121 477 7777

## LIABILITY INSURANCE

The conference cannot accept any liability for personal injuries or for loss or damage to property belonging to the delegates, either during, or as a result of the meeting. Please check the validity of your own personal insurance before travelling.

## WIFI

Please search for 'EVENT WIFI' and enter the password 'Macarts2019'.

## SOCIAL MEDIA

You can follow the BECERA conference on both Facebook ("BECERA") and Twitter ("@BECERAssoc"). We encourage everyone to post and tweet using hashtag #BECERA2020.

# CONFERENCE OVERVIEW

Tuesday 18<sup>th</sup> February 2020

Time	Item	Location
08:00 – 09:15 (15 mins)	Registration & Refreshments	<i>Foyer (registration) Arena Bar (tea/coffee)</i>
09:15 – 09:30 (15 mins)	Opening session	<i>Cinema</i>
09:30 – 10:15 (45 mins)	KEYNOTE I – Prof. Kathy Sylva - Helping parents support learning at home: workshops, apps and more!	<i>Cinema</i>
10:15 – 10:45 (30 mins)	Coffee break & Exhibition	<i>Performance Studio</i>
10:45 – 12:05 (80 mins)	Symposium Set I	<i>A: Pinsent Masons 1 B: Pinsent Masons 2 C: Cinema</i>
12:05 – 12:50 (45 mins)	Lunch & Exhibition	<i>Performance Studio</i>
12:50 – 13:50 (60 mins)	Symposium Set II	<i>A: Pinsent Masons 1 B: Pinsent Masons 2 C: Cinema</i>
13:50 – 14:05 (15 mins)	Coffee break & Exhibition	<i>Performance Studio</i>
14:05 – 14:35 (30 mins)	Poster symposium delivered by the University of Worcester undergraduate students	<i>Coffee break &amp; Exhibition</i>
14:35 – 15:35 (60 mins)	Symposium Set III	<i>A: Pinsent Masons 1 B: Pinsent Masons 2 C: Cinema</i>
15:35 – 15:45 (10 mins)	Short coffee break	<i>Performance Studio</i>
15:45 – 16:30 (45 mins)	KEYNOTE II – Dr Margy Whalley – Recognising the powerful learning that is going on in the home - collaborating with parents as co-educators.	<i>Cinema</i>
16:30 – 16:45 (15 mins)	Closing session	<i>Cinema</i>

## **PROGRAMME OVERVIEW**

TUESDAY 18<sup>TH</sup> FEBRUARY 2020

**09:15 – 10:15 Opening Session & Keynote I**

**Cinema**

### **Helping parents support learning at home: workshops, apps and more!**

*Prof. Kathy Sylva*

Many research studies, including the Effective Preschool, Primary and Secondary Education (EPPSE) project, have shown the powerful effects of the Home Learning Environment on children's development. These well-established effects are more powerful than the effects of early childhood provision and even the effects of social class.

Although the benefits of learning at home have been known for decades, effective interventions to support parents have proved elusive, especially in the case of busy parents living on low incomes and in disadvantaged neighbourhoods. The Sutton Trust funded several promising approaches to supporting parents, including the Parent Engagement Network (PEN) based in Manchester which trains early years staff to lead workshops for parents of young children.

Another approach, also evaluated by the Sutton Trust, is the EasyPeasy parent app which delivers short videos direct to parents' phones that feature parents and children playing together. Three evaluation studies will be summarized, carried out in different locations but all suggesting that it is possible to support parents through both parent workshops and also mobile apps.

What is the way forward? Supporting parents requires a multi-pronged approach and consistent rather than one-off services. As Naomi Eisenstadt has often said, 'Supporting poor parents is not rocket-science - it's MUCH HARDER!'

**SYMPOSIUM SET I: 10:45 – 12:05**

	<b>Symposium Title</b>	<b>Room</b>
I/A	HOW CAN PROFESSIONALS SUPPORT THE HOME LEARNING ENVIRONMENT?	PINSENT MASONS 1
I/B	LEARNING OUTDOORS	PINSENT MASONS 2
I/C	BUILDING AND SUSTAINING EQUAL AND ACTIVE RELATIONSHIPS WITH PARENTS LIVING THROUGH COMPLEXITY, RAISING CHILDREN WITH SEND OR OTHER VULNERABILITIES	CINEMA

**SYMPOSIUM SET II: 12:50 – 13:50**

	<b>Symposium Title</b>	<b>Room</b>
II/A	RETHINKING OUR VIEWS OF CHILDREN AND PARENTS	PINSENT MASONS 1
II/B	RELATIONSHIPS BETWEEN CHILD, HOME AND SETTING	PINSENT MASONS 2
II/C	EXPLORATION AND UNPICKING OF 'ENABLING ENVIRONMENTS'	CINEMA

**POTER SYMPOSIUM: 14:05 – 14:35**

	<b>Symposium Title</b>	<b>Room</b>
I - VIII	POSTER SYMPOSIUM DELIVERED BY THE UNIVERSITY OF WORCESTER UNDERGRADUATE STUDENTS	RANDLE STUDIO

**SYMPOSIUM SET III: 14:35 – 15:35**

	<b>Symposium Title</b>	<b>Room</b>
III/A	EXPERIENCES OF MINORITY GROUPS AND THEIR IMPLICATIONS FOR POLICY AND PRACTICE	PINSENT MASONS 1
III/B	PHYSICAL ACTIVITY AND ROUGH AND TUMBLE PLAY	PINSENT MASONS 2
III/C	APPROACHES TO SUPPORTING PARENT AND CHILD INTERACTIONS	CINEMA

**15:45 – 16:30 Keynote II**

**Cinema**

**Recognising the powerful learning that is going on in the home - collaborating with parents as co-educators.**

*Dr Margy Whalley*

Transferring and using knowledge that derives from existing best practice is often problematic (Fullan, 2002); however parents and practitioners at Pen Green, working collaboratively, have been able to develop a pedagogically grounded 'learning focus' (Jackson, 2001) - co-education. The "Parents Involvement in their Children's Learning Approach," developed over many years of practitioner research in Corby (1995-2020), is fundamentally about knowledge sharing. It is about early years educators in ECEC settings, and teachers and LSA's in primary schools, recognising the critical nature of the learning that goes on in the home, acknowledging the key role that parents have as co-educators, and working in an equal and active partnership to ensure the best possible outcomes for all children.

Pen Green's research and practice builds on the powerful work of Chris Athey and Tina Bruce (Athey, 1990) and the findings of their pioneering Froebel Early Education Project (1973-8). Chris Athey's rallying call for a proper parent professional partnership in all settings must be realised in the 2020's. This way of working is without doubt the silver bullet all good governments seek to oppose the injustices of inequality.

"In the Pen Green paradigm, involvement begins and ends with an aspiration to equality. There is no pretence, nor any passing the buck. Staff are the experts on children in general: carers are the experts on the particular child. Their pooling of knowledge makes the chance of engendering progress for the child so much more likely. Carers' perspectives are respected and needed" (Fletcher, 2014).

We know from our own work and significant international studies that young children are happier and achieve more when parents and professionals collaborate and share ideas on how best to support and extend children's learning (Meade, 1995; Blanden, 2006). We must build on parents palpable concern, curiosity and commitment and their often unacknowledged enthusiasm for a deeper more extended dialogue about their child's learning and development. Teaching and learning and curriculum issues, previously the fairly uncontested domain of professional staff, will need to be opened up for a wider discussion with parents across both ECEC settings and schools. We need to develop a rich and relevant dialogue between parents and practitioners which can be sustained over time - a dialogue rooted in close observations of their child's learning and achievements and our shared pedagogic practice. We must recognise the positive impact of engaging with parents so that we understand how and what their child is learning at home which should inform how we can best support children's learning and developing in the ECEC or school setting.

**16:30 – 16:45 Closing Session**

**Cinema**

# CONFERENCE PROGRAMME

SYMPOSIUM SET I: 10:45 – 12:05

---

## **SYMPOSIUM I/A**

HOW CAN PROFESSIONALS SUPPORT THE HOME LEARNING ENVIRONMENT?

ROOM: PINSENT MASONS 1

---

**CHAIR:** Charlotte Hardacre, University of Cumbria

**Relational pedagogy starts with a home visit - getting parent partnerships off to a flying start**

Zoe Raven and Aimee Pawlak, Acorn Early Years Foundation

**The role of social workers in allocation and monitoring of Pupil Premium Plus for looked after children**

Ben Taylor, University of East London

**Supportive power: The role of family learning in developing home learning cultures**

Charlotte Hardacre, University of Cumbria

---

## **SYMPOSIUM I/B**

LEARNING OUTDOORS

ROOM: PINSENT MASONS 2

---

**CHAIR:** Michael Gasper, Starfish Enterprise

**Muscles and minds: Supporting significant adults in a young child's life to embrace the importance of outdoor play**

Betty Liebovich and Amanda Furtado, Goldsmiths University of London and Chelwood Nursery School

**Development of outdoor learning cultures for babies and toddlers**

Nicola Kemp, Canterbury Christ Church University and Jo Josephidou, Open University

**An exploration of the influential relations between children, adults and natural environments**

Tansy Watts, Canterbury Christ Church University

---

**SYMPOSIUM I/C**

BUILDING AND SUSTAINING EQUAL AND ACTIVE RELATIONSHIPS WITH PARENTS  
LIVING THROUGH COMPLEXITY, RAISING CHILDREN WITH SEND OR OTHER  
VULNERABILITIES

ROOM: CINEMA

---

**CHAIR:** Fliss Dewsbery, Pen Green Centre for Children and Their Families

**The impact of PICL across Mid Lothian**

Jo Benford and Fliss Dewsbery, Pen Green Centre for Children and Their Families

**Building and sustaining equal and active relationships with parents living through complexity**

Tracy Studders, Pen Green Centre for Children and Their Families

**Parents involvement in their children's learning and development across a community drop in group and a nursery.**

Kerry McNulty, Pen Green Centre for Children and Their Families

SYMPOSIUM SET II: 12:50 – 13:50

---

**SYMPOSIUM II/A**

RETHINKING OUR VIEWS OF CHILDREN AND PARENTS

ROOM: PINSENT MASONS 1

---

**CHAIR:** Julie Ovington, University of Sunderland

**'Turning to notice' what matter matters to two-year-old children in early years education**

Julie Ovington, University of Sunderland

**Parent partnership: Raising cultural capital of parents through coffee mornings**

Lauren Coates, St. Thomas Centre Nursery School and Daycare

---

**SYMPOSIUM II/B**

RELATIONSHIPS BETWEEN CHILD, HOME AND SETTING

ROOM: PINSENT MASONS 2

---

**CHAIR:** Chris Pascal, Centre for Research in Early Childhood

**Vygotsky and family perspectives in home learning cultures**

Michael Gasper, Starfish Enterprise

**Interrelationship between child, home and setting: Findings from the HAWWC Boys Project**

Chris Pascal and Tony Bertram, Centre for Research in Early Childhood

---

**SYMPOSIUM II/C**

EXPLORATION AND UNPICKING OF 'ENABLING ENVIRONMENTS'

ROOM: CINEMA

**CHAIR:** Tansy Watts, Canterbury Christ Church University

**Super-diversity in England: The impact of a reception classroom's physical layout on the creation of third space**

Christina Fashanu, Sheffield Hallam University

**Enabling and disabling factors in the early years**

Christine Elsby, Open University

POSTER SYMPOSIUM 14:05 – 14:35

ROOM: RANDLE STUDIO

---

**CHAIR:** Michelle Rogers, University of Worcester

**Poster I: What do children learn from the home learning environment? Is it what we think?**

Aishah Bibi, University of Worcester

**Poster II: Considering the home learning environment and thinking about positive learning landscapes**

Caitlin Ford, University of Worcester

**Poster III: Considering the home learning environment and thinking about positive learning landscapes**

Lucy Ballard, University of Worcester

**Poster IV: What do children learn from the home learning environment? Is it what we think?**

Michelle Rogers, University of Worcester

**Poster V: What is the impact of poverty on home learning cultures?**

Katie Corbett and Katie Azad, University of Worcester

**Poster VI: How does the home learning environment support mental health in children, young people & their families?**

Julia Gibbs, University of Worcester

**Poster VII: How does the home learning environment support mental health in children, young people & their families?**

Ali Goodwin, University of Worcester

**Poster VIII: What impacts on children's learning in the home environment?**

Naila Arif, University of Worcester

SYMPOSIUM SET III: 14:35 – 15:35

---

**SYMPOSIUM III/A**

EXPERIENCES OF MINORITY GROUPS AND THEIR IMPLICATIONS FOR  
POLICY AND PRACTICE  
ROOM: PINSENT MASONS 1

---

**CHAIR:** Donna Gaywood, Centre for Research in Early Childhood and Birmingham City University

**The lived experiences of refugee children in ECEC settings: Implications for practice and pedagogy**

Donna Gaywood, Centre for Research in Early Childhood and Birmingham City University

**Heritage language transmission among Polish families in the Republic of Ireland**

Liz Kerrins, Early Childhood Ireland

---

**SYMPOSIUM III/B**

PHYSICAL ACTIVITY AND ROUGH AND TUMBLE PLAY  
ROOM: PINSENT MASONS 2

---

**CHAIR:** Helen Lyndon, Centre for Research in Early Childhood

**Researching physical activity practice, perceptions and performance in early childhood**

Helen Battelley, Centre for Research in Early Childhood and Birmingham City University

**Rough and tumble play: Supporting this play in the school setting**

Rachna Joshi and Carla Jones, Hargrave Park School

---

**SYMPOSIUM III/C**

APPROACHES TO SUPPORTING PARENT AND CHILD INTERACTIONS  
ROOM: CINEMA

---

**CHAIR:** June O'Sullivan, London Early Years Foundation

**Can dialogic reading promote reading at home?**

June O'Sullivan and Mandy Cuttler, London Early Years Foundation

**A study of children's self-regulation, social-behavioural development and EYFSP attainment in Oxfordshire**

Kathy Sylva, University of Oxford and Jane Bradbury, EasyPeasy

# ABSTRACTS

**SYMPOSIUM SET I, 10:45 – 12:05**

**SYMPOSIUM I/A**

ROOM: PINSENT MASONS 1

## **HOW CAN PROFESSIONALS SUPPORT THE HOME LEARNING ENVIRONMENT?**

**CHAIR:** Charlotte Hardacre, University of Cumbria

### **Relational pedagogy starts with a home visit - getting parent partnerships off to a flying start**

Zoe Raven and Aimee Pawlak, Acorn Early Years Foundation

*Theme: What impedes or enhances our support of home learning cultures?*

#### **Research aims**

This ongoing action research project is evaluating the impact of home visits as part of the transition to starting at nursery. The benefits for children, their families, and for early years practitioners, are explored, and how their experiences have informed the development of the practice.

#### **Relationship to previous research works**

This research builds on work on parental engagement (Whalley et al, 2017) and on transitions (Dunlop & Fabian, 2007, Brooker, 2008, O'Connor, 2018), recognising the importance of parental engagement from the start of a child's transition into nursery.

#### **Theoretical and conceptual framework**

The theoretical frameworks underpinning this research are the Ethics of Care (Noddings, 1984, Tronto, 1993) and Relational Pedagogy (Papatheodorou, 2009).

#### **Paradigm, methodology and methods**

The research has a social constructionist paradigm, with qualitative methods. Questionnaires and interviews were used to collate feedback from children, parents and early years practitioners in a range of nurseries, about their experience of home visits and their impact.

#### **Ethical considerations**

Participation in the research project was voluntary, with explicit consent gained from adult participants, and BERA ethical guidelines (2018) were followed throughout.

#### **Main findings or discussion**

The main findings so far are that home visits have a positive and lasting impact on the settling-in process, and on the relationship between families, the child and their key person. There was also a positive impact on early years practitioners' perceptions of their professional identity.

#### **Implications, practice or policy**

Home visits by managers and key persons provide an ideal opportunity to begin a mutually respectful and trusting relationship between home and nursery, providing an insight for practitioners into home learning cultures and improving practitioners' self-identity as early years professionals.

**Keywords:** *action research, pedagogy, personal social and emotional development, parents perspectives, transitions*

## **The role of social workers in allocation and monitoring of Pupil Premium Plus for looked after children**

Ben Taylor, University of East London

*Theme: What impedes or enhances our support of home learning cultures?*

### **Research aims**

This article presents findings from a small-scale, original, empirical study, exploring the role of social workers in the decision-making process around the allocation of pupil premium plus for looked after children. In this context 'home' is perceived to include professionals working with and for children, and specifically social workers who in many cases hold or share parental responsibility. The extent to which they are involved in pupil premium planning and monitoring, and what informs this is key when considering the educational support for this vulnerable group.

### **Relationship to previous research works**

This is part of an ongoing, wider doctoral study (Taylor, unpublished) looking at the planning, use and monitoring of pupil premium plus.

### **Theoretical and conceptual framework**

Humanism (Rogers, 1967) and social pedagogy (Cameron, 2018).

### **Paradigm, methodology and methods**

Qualitative data was gathered via in-depth semi-structured interviews with five social workers with experience of working with looked after children and their schools. The data was analysed thematically.

### **Ethical considerations**

Participants' well-being was prioritised and so every effort was made to ensure that they were fully informed, and that they were not distressed by the questions nor how they were asked.

### **Main findings or discussion**

The findings revealed that social workers are strong advocates for their young people and feel that a multi-agency approach is needed, as well as up to date information and best practice guidance.

### **Implications, practice or policy**

The implications and recommendations arising from these findings are that positive, regular communication between all stakeholders is vital and that in particular social workers need to engage with the virtual schools to ensure expert input at key personal education plan meetings.

**Keywords:** *applications, early childhood professionalism, impacts, real world, parent participation*

## **Supportive power: The role of family learning in developing home learning cultures**

Charlotte Hardacre, University of Cumbria

*Theme: What impedes or enhances our support of home learning cultures?*

### **Research aims**

This talk aims to explore the 'supportive power' Local Authority funded Family Learning enacts upon parents and children and to ask how this impedes or enhances the development of Home Learning Cultures.

### **Relationship to previous research works**

The concept of 'supportive power' was introduced by Wainwright and Marandet (2013). This is a friendly, relational power that is deployed to encourage attendance and retention at classes designed to build reading, writing, maths and parenting skills.

### **Theoretical and conceptual framework**

This talk is the result of a doctoral study which applied a working theory of family learning to empirical investigation in order to extend the theory, incorporating anomalies, unexpected insights and new understanding. It sits within a pragmatic theoretical framework which holds that 'truth is found in 'what works' and that truth is relative to the current situation' (McCaslin, 2008).

### **Paradigm, methodology and methods**

The study used the Extended Case Method (Burawoy, 1998) through participatory mapping and conversation over the course of 3 academic years in five schools. 33 parents shared their thoughts on the role of family learning in their lives.

### **Ethical considerations**

This project received approval from the University of Cumbria ethics board and also used an everyday ethics (Banks, 2016) approach to bridge regulatory forms of ethics with daily ethical choices in complex real-world contexts.

### **Main findings or discussion**

The study uncovered Three Characteristics of Authentic Family Learning which impact on the home learning environment. How to avoid corrective, instructive and instrumental approaches will be explored through the lens of supportive power.

### **Implications, practice or policy**

Practical applications for the Three Characteristics of Authentic Family Learning will be set out.

**Keywords:** *pedagogy, applications, early childhood professionalism, authenticity*

## **SYMPOSIUM I/B**

ROOM: PINSENT MASONS 2

### **LEARNING OUTDOORS**

**CHAIR:** Michael Gasper, Starfish Enterprise

#### **Muscles and minds: Supporting significant adults in a young child's life to embrace the importance of outdoor play**

Betty Liebovich, Goldsmiths University of London and Amanda Furtado, Chelwood Nursery School

*Theme: How can home learning cultures be developed to benefit the child?*

#### **Research aims**

Learning outside promotes the development of confidence, self-esteem, challenge and resilience in young children. This research involved parents, practitioners and children in creating outdoor learning built on children's interests to develop an understanding and appreciation of the depth and range of learning that evolves from unrestricted movement play and physical exploration, from birth which is essential for the brain to fully develop.

#### **Relationship to previous research works**

Tovey (2007) 'Playing Outdoors'; Panksepp and McIntyre, 1998; Sally Goddard Blythe, 2004; Margaret McMillan, 1919; Loris Malaguzzi, 1993.

#### **Theoretical and conceptual framework**

Social constructivist theory propounds that learning should be facilitated, learners be given a voice and more knowledgeable others can support those learning. This action research embraced the idea of a community of learners (families, practitioners and children) working together to create outdoor learning spaces based on children's interests and understand and value the plethora of learning opportunities that evolve in the outdoors.

#### **Paradigm, methodology and methods**

Through questionnaires, observations and consultation with practitioners, parents and children, this research has used case studies to develop an understanding and appreciation for outdoor, active learning for young children.

#### **Ethical considerations**

This research has been mindful to ensure that all individuals and communities are treated in a way that is free from prejudice regardless of cultural identity (EECERA Ethical Code for Early Childhood Researchers, 2014, p.2).

#### **Main findings or discussion**

We can only imagine what the world will look like when these children have grown up. In order to prepare them for the future we need to support them in becoming responsive, reflective, flexible and creative thinkers.

#### **Implications, practice or policy**

A sense of empowerment through participation

**Keywords:** *personal social and emotional development, physical development, play, children's perspectives, outdoor play*

## **Development of outdoor learning cultures for babies and toddlers**

Nicola Kemp, Canterbury Christ Church University and Jo Josephidou, Open University

*Theme: How can home learning cultures be developed to benefit the child?*

### **Research aims**

This Froebel Trust funded research aims to explore the nature and extent of outdoor provision for under twos in ECE settings.

### **Relationship to previous research works**

The first stage of this project (systematic literature review) has confirmed Bilton, Bento & Dias' (2017) concern that there is a lack of research related to the outdoor experiences of the youngest children in settings.

### **Theoretical and conceptual framework**

This research is underpinned by Froebelian principles. He took for granted that young children would grow up 'in' and 'with' nature but that it was the role of the family to support this. In this research we consider the implications as increasing numbers of under twos experience out of home care.

### **Paradigm, methodology and methods**

An online survey was sent to all settings in Kent with babyrooms. Five settings were explored in detail as case studies (using interviews, outdoor walk & talk).

### **Ethical considerations**

Our lens is one of appreciate inquiry looking to gather examples of good practice as we are mindful of the pressures facing practitioners.

### **Main findings or discussion**

This paper draws on empirical research data to highlight the mutual interdependence of home and setting cultures in relation to the outdoor experiences of babies and toddlers.

### **Implications, practice or policy**

The boundaries between home and setting are particularly permeable when considering under twos. Parental perspectives and practices in relation to the outdoors are poorly understood but clearly bear significant influence on the setting practices. Equally, professional knowledge and experience can influence home cultures. These influence may be mutually reinforcing (creating a virtuous cycle of outdoor practice) or challenging (initiating a vicious cycle which discourages outdoor experiences).

**Keywords:** *pedagogy, case study*

## **An exploration of the influential relations between children, adults and natural environments**

Tansy Watts, Canterbury Christchurch University

*Theme: What impedes or enhances our support of home learning cultures?*

### **Research aims**

To explore a consideration of the educational context as constituted by families, community and local environment.

### **Relationship to previous research works**

There is an identified contemporary problem in the child and nature relationship due to barriers associated with urbanisation (Soga et al, 2018). Children's access to 'nature spaces' is now often dependent on adults (Chawla, 2015) and this research explores the influential opportunities offered within these circumstances.

### **Theoretical and conceptual framework**

Froebelian philosophy has been explored for its contemporary relevance, with a focus on the suggestion that play "unites the germinating life of the child attentively with the ripe life of experiences of the adult and thus fosters the one through the other"(Froebel, cited by Liebschner, 1992, p24).

### **Paradigm, methodology and methods**

Sensory ethnography has framed use of child-worn Go-Pros during family visits to nature spaces, and footage gathered the means for adult reflections on "children's unique perspectives of being-in-the-world" (Burbank, 2018, p323). Analysis has drawn upon the Theory of the Evolution of Human Consciousness (Gebser, 1949) as a vocabulary that can "talk about otherwise difficult-to-acknowledge aspects of children's experience of the natural world" (Chawla, 2002, loc 2606).

### **Ethical considerations**

All child and adult permissions have been gained.

### **Main findings or discussion**

Findings have demonstrated the ways in which young children can influence adults across a holistic consideration of time in days, years and moments, and through sensory, exploratory and storied relations with place.

### **Implications, practice or policy**

An holistic perspective highlights the connective role of early years services across all relations between children, families, community, nature, culture and society, and highlights the potential value of considering benefits as essentially within these terms.

**Keywords:** *pedagogy, play, children's perspectives, outdoor play*

**SYMPOSIUM I/C**  
ROOM: CINEMA

**BUILDING AND SUSTAINING EQUAL AND ACTIVE RELATIONSHIPS WITH PARENTS LIVING THROUGH COMPLEXITY, RAISING CHILDREN WITH SEND OR OTHER VULNERABILITIES**

**CHAIR:** Fliss Dewsbery, Pen Green Centre for Children and Their Families

Parents Involved in their Children's Learning (PICL) not only provides an approach which can underpin the delivery of high quality Early Learning and Childcare, but also a framework in which to engage parents in theirs and their children's development.

PICL is different from content-led parenting programmes. It is a way of working that aims to:

- Challenge and support workers to find ways of involving all parents (mothers and fathers) and to develop effective parent-worker relationships where knowledge about the child is shared in an ongoing dialogue;
- Increase parents' enjoyment and confidence in being with their child;
- Increase parents' knowledge about their child's interests and how to support their child's learning and their ability to be an advocate for their child;
- Promote an effective home learning environment;
- Support the child's learning and development over time and improve outcomes for children across the early years

Since its inception in 1983 the Pen Green Centre has developed the PICL approach and worked with children and families to support them when they are living with complexity, such as having a child who has a Special Educational Need or Disability (SEND), or whose circumstances are likely to make them vulnerable in some way such as being socially excluded or having some kind of mental health difficulty. This symposium looks at the work of three practitioners using the PICL approach at Pen Green who are currently working with families who live with these kinds of complexities.

## **The impact of PICL across Mid Lothian**

Jo Benford and Fliss Dewsbery, Pen Green Centre for Children and Their Families

*Theme: How can home learning cultures be developed to benefit the child??*

### **Research Aims**

This research aims to consider the impact PICL has had on children, families and 72 practitioners across Midlothian.

### **Relationship to previous research work**

The Framework for Engaging Parents (PICL) was developed through a research project between 1997 and 2000 (Whalley, 2007).

### **Theoretical and conceptual framework**

- Wellbeing (Laevers, 1997)
- Involvement (Laevers, 1997)
- Schema (Athey, 2007, Arnold 2015)
- Pedagogic Strategies (Pen Green, 2005, Lawrence & Gallagher, 2015)

### **Paradigm, methodology and methods**

This is interpretive research, employing a qualitative methodological approach involving observations, case studies and semi structured interviews with parents and practitioners.

### **Ethical considerations**

All participants were assured that their identities and data would be anonymised and protected respectively and that they could withdraw from the research at any time.

### **Main findings**

Equal and active partnership with parents;

Parents and workers were involved in finding a range of successful models of engagement;

Supports parents to reclaim their own education and build up their self-esteem;

encourages parents to child-watch, to be involved in and respectful of their children's learning process and development.

### **Implications, practice or policy**

The benefits revealed by participants have the potential to improve life chances of children and achieve actual savings for the state.

**Keywords:** *parents, partnership, home learning, nursery, disadvantage*

## **Building and sustaining equal and active relationships with parents living through complexity**

Tracy Studders, Pen Green Centre for Children and Their Families

### **Research Aims**

This research aims to consider the impact transitioning from an Early Years setting to school has on a family who are living in complexity.

### **Relationship to previous research works**

This paper builds on the START project (2016), working with children aged 0-3 and their families (Whalley et al, 1997) Supporting children's transitions within a nursery school (Medhurst, 2014).

### **Theoretical and conceptual framework**

This research uses an action-research approach (Kemmis and McTaggart 2000) that includes qualitative methods based on questionnaires, interviews and document reviews.

### **Paradigm, methodology and methods**

This is interpretive research, employing a qualitative methodological approach involving observations, case studies and semi structured interviews with parents and practitioners.

### **Ethical Considerations**

All participants were assured that their identities and data would be anonymised and protected respectively and that they could withdraw from the research at any time.

### **Main Findings**

- Transitions evoke unconscious processes in the adults as well as the child.
- Parents really need to have a clear perspective and understanding of the school.
- Reflections upon the support for the whole family.
- The consequence of not getting your chosen school.

### **Implications, practice or policy**

Considerations are required for the transition work between nursery settings and schools in terms of advocating alongside the family, particularly if the family is living with complexity.

**Keywords:** *parents, partnership, home learning, nursery, disadvantage*

## **Parents involvement in their children’s learning and development across a community drop in group and a nursery**

Kerry McNulty, Pen Green Centre for Children and Their Families

### **Research Aims**

This paper illustrates the way a child with SEND’s learning and development is tracked using the assessment tool “making children’s learning visible (MCLV)” and the depth and richness of involving parents and practitioners in the process. The child’s learning and development is tracked alongside their parent when they are in a community drop in group called ‘growing together’ and alongside the parent and practitioner in the child’s nursery setting.

### **Relationship to previous research works**

This paper builds on Making Children’s Learning Visible: Uncovering the curriculum in the child written by Kate Haywood and Eddie McKinnon (2014), Loris Malaguzzi in Reggio Emilia (1993) and the START project (2016), working with children aged 0-3 and their families (1997) Working with parents (Whalley, et al 2013).

### **Theoretical and conceptual framework**

This research uses an action-research approach (Kemmis and McTaggart 2000) that includes qualitative methods based on questionnaires, interviews and document reviews.

### **Paradigm, methodology and methods**

This is interpretive research, employing a qualitative methodological approach involving observations, case studies and semi structured interviews with parents and practitioners.

### **Ethical Considerations**

All participants were assured that their identities and data would be anonymised and protected respectively and that they could withdraw from the research at any time.

### **Main Findings**

Making small points of progress is very challenging particularly when documenting the learning and development of children with SEND. What is created for children with SEND is a ‘spikey profile’.

### **Implications, practice or policy**

The development of a celebratory assessment tool for children with special educational needs and/or disability.

**Keywords:** *parents, partnership, home learning, nursery, disadvantage*

## **SYMPOSIUM SET II, 12:50 – 13:50**

### **SYMPOSIUM II/A**

ROOM: PINSENT MASONS 1

### **RETHINKING OUR VIEWS OF CHILDREN AND PARENTS**

**CHAIR:** Julie Ovington, University of Sunderland

#### **'Turning to notice' what matter matters to two-year-old children in early years education**

Julie Ovington, University of Sunderland

*Theme: What impedes or enhances our support of home learning cultures?*

#### **Research aims**

Policy introducing free early education and care for two-year-old children significantly alters 'school readiness' debates, especially how children acculturate themselves to bridge their home and settings.

#### **Relationship to previous research works**

The research decentred the child to blur subject object divides articulating how all things are interrelational with discursive materiality to articulate individual uniqueness (Hickey-Moody and Page, 2016), complimenting current movements toward post-humanism and new materialism.

#### **Theoretical and conceptual framework**

The research focused on the intra-actions, reactions, agential cuts and cutting-together apart to present the identity, subjectivity and voices of two-year-old children using a Deleuzoguattarian framework (Frigerio et al., 2018; Deleuze and Guattari, 1994).

#### **Paradigm, methodology and methods**

Illuminating affective capacities of school readiness, the child and early years practitioners entangled within in a rhizome as fragmentary wholes using sensory methodology via a rhizomatic approach to conducting and analysis, the research 'turned to notice' colourful sensations emanating from children's bodies in communication with a productive capacity which glo'ed (MACClure, 2013).

#### **Ethical considerations**

Aims, objectives and preconceived ideas were discussed, followed by written information to overcome concerns of judgement prior to obtaining informed consent. Assent booklets were used to gain child informed consent. Northumbria University granted ethical approval.

#### **Main findings or discussion**

The research provides an original contribution to knowledge, breaking from dominant discourses disrupting the status quo, creating a space for a field of enquiry which extends beyond the child, policy and ascribing voices to rethink school readiness as an issue which implicates children (Spyrou, 2017).

#### **Implications, practice or policy**

The productive colours emanating from children disrupt the current thinking of treasure baskets during intra-actions, influencing thinking and pedagogical approaches to think differently.

**Keywords:** *case study, children's perspectives, research paradigms, creativity, transitions*

## **Parent partnership: Raising cultural capital of parents through coffee mornings**

Lauren Coates, St Thomas Centre Nursery School and Daycare

*Theme: What impedes or enhances our support of home learning cultures?*

### **Research aims**

This Masters research project set out to explore parental partnerships through the phenomena of a coffee morning in an inner-city Maintained Nursery School.

### **Relationship to previous research works**

Recent research (Pascal and Bertram, 2019) explores the value added by nursery schools during this current climate of austerity. Bourdieu's concept of cultural capital was applied to the project which, like Moylett (2019), sought to celebrate difference, rather than identify families solely as disadvantaged.

### **Theoretical and conceptual framework**

The new Early Years Inspection Framework (OFSTED, 2019) references raising Cultural Capital in children without recognising the need to support the cultural capital of the parents or family as a whole.

### **Paradigm, methodology and methods**

Operating within a qualitative paradigm, as a practitioner researcher, I applied an ethnographic, phenomenological methodology in which ethical considerations were central.

### **Ethical considerations**

EECERA ethical guidelines were followed providing a democratic, anonymised and purposeful research design utilising interviews and focus groups.

### **Main findings or discussion**

The key themes that arose from the research in relation to the value of a coffee morning were: building relationships and friendships; learning new skills; being active partners in children's education; building individual confidence; and developing a valued community. Furthermore engagement in the group developed the cultural capital of parents as well as their children.

### **Implications, practice or policy**

This all emphasises the vital importance for practitioners to take time and effort to build trusting and respectful relationships with parents. This enables us to provide the best possible outcomes for children and their families.

**Keywords:** *cultural capital, parent partnership, parental engagement, coffee morning*

## **SYMPOSIUM II/B**

ROOM: PINSENT MASONS 2

### **RELATIONSHIPS BETWEEN CHILD, HOME AND SETTING**

**CHAIR:** Chris Pascal, Centre for Research in Early Childhood

#### **Vygotsky and family perspectives in home learning cultures**

Michael Gasper, Starfish Enterprise

*Theme: What are the characteristics of Home Learning Cultures?*

#### **Research aims**

Identifying and recording emerging key skills captured by Grandparents' and Parents' reflecting Ben's progress from 1 to 2 years.

#### **Relationship to previous research works**

Building on BECERA 2019 paper. Influenced by Pen Green research (Whalley et al. 2007) and Conkbayir's (2017) neuroscience research.

#### **Theoretical and conceptual framework**

Grounded in Vygotsky's 'socio cultural' theory (1978) this paper also draws on Alison Clark's (2005) 'Mosaic Approach'.

#### **Paradigm, methodology and methods**

Epistemological and Action Research informing a single child case study. The presentation uses family photographic records of Ben between 1 and 2 years of age.

#### **Ethical considerations**

Personal bias minimised in terms of illustration choices and interpretation by sharing and agreeing these between Grandparents and Parents. Parental permission to share the presentation was asked for and granted. The need to allow withdrawal is acknowledged.

#### **Main findings or discussion**

The majority of the situations recorded were of the child with either one or both grandparents and or parents. Family observations provided a rich source of information. Sharing them pre-supposes a positive, open and trusting relationship with professionals.

The researcher would argue that the several perspectives enriched the interpretation of the photographic record. Findings support Vygotskian theory.

#### **Implications, practice or policy**

Many of the developing skills observed at home were in advance of what was expected. Subsequently these were verified by staff at the Nursery attended. This underscores the value of communication between family and settings and vice versa, the importance of mutual trust and reinforces the validity of data provided by family observations.

The research raises questions about how best to involve parents an family in research to retain authenticity while maintaining research veracity.

**Keywords:** *action research, play, practice based inquiry*

## **Interrelationships between child, home and setting: Findings from the HAWWC Boys Project**

Chris Pascal and Tony Bertram, Centre for Research in Early Childhood

*Theme: What are the characteristics of Home Learning Cultures*

### **Research aims**

The project worked with high-achieving, young, white working class boys and their families as positive role models within local communities, to identify and disseminate home and setting behaviours and interactions that enable less advantaged two-year-old children to better achieve social mobility.

### **Relationship to previous works**

Feinstein et al's, (2004) research suggests complex interactions between contexts, behaviours and interactions with parents, carers, settings and practitioners, and the dispositions of these young children lead to different outcomes, but there is very little qualitative evidence in the literature, as Springate et al (2008) confirm.

### **Theoretical and conceptual framework**

Adopting Cooperrider's (1999) strategy of appreciative inquiry, it looked at those who succeed despite the known negative predictive factors.

### **Paradigm, methodology and methods**

We had chosen an affirmative and appreciative stance in our project design, which focused on white working class communities in Birmingham (city), Oxfordshire (rural) and North Yorkshire (coastal). 30 case studies of high achieving young boys at entrance to KS1 form the study data, each of which were constructed through interviews with parents, children and nursery/preschool practitioners using life story techniques (Miller, 1999).

### **Ethical considerations**

Issues of informed consent, confidentiality, anonymity and participatory knowledge generation had been addressed.

### **Main findings or discussion**

This presentation will focus on the analysis of the findings from the 30 case studies, highlighting factors between the child, the home and the nursery or preschool setting which lead to positive outcomes for the child.

### **Implications, practice or policy**

The study has created knowledge to

- help providers deliver the two-year-old entitlement to better engage with underachieving, white working class communities, and
- enhance the quality of practice and support for white working class parents to create the best possible home-learning environment, with the aim to close the attainment gap.

**Keywords:** *closing the gap, boy's attainment, home learning environment, two-year-old entitlement*

## **SYMPOSIUM II/C**

ROOM: CINEMA

### **EXPLORATION AND UNPICKING OF 'ENABLING ENVIRONMENTS'**

**CHAIR:** Tansy Watts, Canterbury Christ Church University

#### **Super-diversity in England: The impact of a reception classroom's physical layout on the creation of 'third space'**

Christina Fashanu, Sheffield Hallam University

*Theme: What impedes or enhances our support of home learning cultures?*

#### **Research aims**

This paper aims to demonstrate how children's creation of 'third space' that bridges cultural dissonance between home and school discourses is impacted by the physical layout of a reception classroom.

#### **Relationship to previous research works**

Recent studies have documented how children from diverse backgrounds create 'third space' to bridge the resultant interplay between home and school discourses (Levy, 2008; Yahya & Wood, 2017).

#### **Theoretical and conceptual framework**

This research adopts a socio-cultural framework drawing on Rogoff (1993,95)

#### **Paradigm, methodology and methods**

Vignettes are drawn from a year-long study of thirty ethnically and linguistically 'super-diverse' children in an inner-city school in the north of England. Ethnographic observations were conducted which the researcher then used to co-produce cartoons with the children.

#### **Ethical considerations**

Children were involved in the production of the cartoons and in their analysis as the study adopted the perspective that it is necessary to address the inherent power imbalance between young participants and the adult-researcher in order to be ethical.

#### **Main findings or discussion**

The findings reveal that when the children occupied spaces which facilitated free or structured play, they were able to draw on funds of knowledge from the home environment and create 'third space' in order to make sense of the world around them. Contrastingly, in the more formal spaces of the classrooms, the 'school discourse' was dominant, affording few opportunities for children to create 'third space'.

#### **Implications, practice or policy**

The implication of these findings is that children from such super-diverse backgrounds need to be provided spaces to engage in play-based activities in early childhood settings in order to assist them in exploring tensions between home and school discourses.

**Keywords:** *children's perspectives, learning environment*

## **Enabling and disabling factors in the early years**

Christine Elsby, Open University

*Theme: What impedes or enhances our support of home learning cultures?*

### **Research aims**

In my doctoral pilot study I attempted to identify which factors in early years pre-school provisions 'enable' or 'disable' children identified as having a delay in 'Speech, Language and Communication'.

### **Relationship to previous research works**

Goodley argued that the social model of disability includes all disabled people, and that the main aim was always to "understand and change disabling socio-political and cultural practices" (Goodley, 2014).

### **Theoretical and conceptual framework**

I used a qualitative methodology, which is in keeping with my theoretical position of sociocultural theory (Twining et al., 2017), (Cohen, et al, 2011).

### **Paradigm, methodology and methods**

The methods used were; 'In the Picture'; observations, and semi-structured interviews. I used a case study of one child in one setting.

### **Ethical considerations**

I used the University of Leicester CERD, and I identified that there were vulnerable participants. To keep these from harm, I kept at the forefront of my mind respect the participants in the research, the structural inequalities and power balance between myself and the participants (BERA, 2018, p.6).

### **Main findings or discussion**

While the term 'enabling environment' is one of the four guiding principles of the EYFS curriculum, the term was rarely used by practitioners, and was not recognised by parents. Practitioners and parents had differing views of appropriate practice.

### **Implications, practice or policy**

The model of disability which underpins the EYFS may be a disabling factor, as it influences practitioners' understanding of disability and difference. Early Years training courses should include disability studies. There is a need for practitioners to draw on the home learning culture and to work with parents in order to develop consistent and meaningful approaches.

**Keywords:** *impacts, children's perspectives, communication language and literacy, parents' perspectives, curriculum*

**POSTER SYMPOSIUM, 14:05 – 14:35**  
ROOM: RANDLE STUDIO

This session is delivered by a group of undergraduate students from the University of Worcester, chaired by Michelle Rogers, Senior Lecturer at the Department for Children and Families.

***Considering Social Policy, its influences and the impact for the learning of children in the home environment is complex requisite for undergraduate students. This research is in its initial stage of design, the collaborative methodology (Armstrong et al 2005) and theoretical framework will continued to be shaped by the professional dialogue held by practitioners and experienced researchers in this field during, and if appropriate, after the conference. BECERA 2020 provides a research rich landscape which ensures that students' knowledge is further challenged and enhanced in their application and the ultimate design of research methodology and conceptual framework.***

**Poster I: What do children learn from the home learning environment? Is it what we think?**

Aishah Bibi, University of Worcester

*Theme: What impedes or enhances our support of home learning cultures?*

**Research aims**

- To investigate ways in which socio-economic factors have an influence on home learning, with consideration of government policies and guidelines that are aimed at children and their families.
- To challenge the idea of home learning environment's being adequately supportive in relation to children's learning.

**Relationship to previous research works**

This research is recurring upon previous research related to how well parents apply learning in the home environment, from knowledge gained through setting initiatives.

**Theoretical and conceptual framework**

The research was based within an area of Birmingham that had low educational attainment levels. This raised questions on the home learning environment, and how well children are supported; drawing on a much needed dialogue with practitioners and parents as well as considering theoretical viewpoints.

**Paradigm, methodology and methods**

Data will be collected through various methods, within the context of a sampler paradigm.

**Ethical considerations**

Ethical consideration is essential when collating data. Participants may be vulnerable in telling their narratives. The safeguarding and wellbeing of participants will be supported and their anonymity protected in accordance with University's policy, BERA (2018) and ECERA (2014).

**Main findings or discussion**

The home learning environment is regarded as highly influential with views of positive learning and development of children. However, consideration needs to be sought on how it can be impacted upon detrimentally; often clashing with how we foster early childhood care and education. More on ethical issues the study faced and how they were dealt with e.g. anonymity, informed consent

**Implications, practice or policy**

As a practitioner/student, it was imperative to consider the parental-involvement policy which covers home learning and to adhere to other policies and procedures. The results give for an understanding of what can affect children's learning to support children and their families adequately.

**Keywords:** *impacts, real world, outcomes, learning environment, parent participation*

## **Poster II: Considering the home learning environment and thinking about positive learning landscapes**

Caitlin Ford, University of Worcester

*Theme: How can home learning cultures be developed to benefit the child?*

### **Research aims**

- Looking at the importance of parents working with a child's setting, as well as other agencies. We will be doing this to see how it is beneficial for a child's learning, development and also their wellbeing.
- Do children get enough learning support in their home?

### **Relationship to previous research works**

This research will help us with our studies and will help with supporting us in our future practice. It will also help use support with our own families and children, and will help us to understand what we can do.

### **Theoretical and conceptual framework of research**

The research context is based within the bordering counties of Sunderland, UK. Focus will be on the holistic approach to early years settings.

### **Paradigm, methodology and methods**

We will use a range of qualitative methods to support the completion of our research.

### **Ethical considerations**

Safeguarding sensitive landscapes are essential in collating data, in doing so participants may be vulnerable in telling their narratives. Agency, wellbeing and advocacy of all participants will be supported and anonymity protected of participants in accordance with own institution policy, BERA (2018) and ECERA (2014).

### **Main findings or discussion**

- Children and their families need support in their home as well as in their setting so it is important to find strategies that can help with this.
- Not all home environment are productive and this could mean that they are significantly harmful to children's ongoing development and learning.

### **Implications, practice or policy**

As Early Childhood students, we would like to deepen our own understanding and deepen the understanding of others, about working together to support each child.

**Keywords:** *early childhood professionalism, case study, integrated services, learning environment, parent participation*

## **Poster III: Considering the home learning environment and thinking about positive learning landscapes**

Lucy Ballard, University of Worcester

*Theme: How can home learning cultures be developed to benefit the child?*

### **Research aims**

We aim to look at the importance of parents working with a child's setting, as well as other agencies to see how it is beneficial for their learning and development and also their wellbeing.

### **Relationship to previous research works**

This research will help us with our University studies as well as supporting us in our future practice. It will also help us support our own families and children, and will help us to understand what we can do.

### **Theoretical and conceptual framework**

The research context is based within the bordering countries of Sunderland, UK. Focus will be on the holistic approach to Early Years settings.

### **Paradigm, methodology and methods**

We will use a range of qualitative methods to support the completion of our research.

### **Ethical considerations**

In doing so participants may be vulnerable in telling their narratives. Agency, wellbeing and advocacy of all participants will be supported and anonymity protected of participants in accordance with own institution policy, BERA (2018) and ECERA (2014).

### **Main finding or discussion**

- Children and their families need support in their home and setting so it is important to find strategies that can help with this.
- It is important to remember that each child's home culture is unique. Not all home environments are productive and this could mean that they are significantly harmful to children's ongoing development and learning.

### **Implications, practice or policy**

As Early Childhood Students, we would like to deepen our own understanding deepen the understanding of others, about working together to support each child. This will help practitioners find useful strategies whilst engaging with policy and will help towards finding the next steps.

**Keywords:** *early childhood professionalism, learning environment*

## **Poster IV: What do children learn from the home learning environment? Is it what we think?**

Michelle Rogers, University of Worcester

*Theme: What impedes or enhances our support of home learning cultures?*

### **Research aims**

This research aims explore the way in which Social Policy impact on the home learning culture (HLC), considering the implication of government agendas for social policy on children, their families who are static or displaced; to challenge the concept that HLC are best placed to support learning for children.

### **Relationship to previous research works**

This research is a starting point for further collaborative research between academics, students, their settings, children and families.

### **Theoretical and conceptual framework**

Research context is based within bordering counties of Worcestershire, UK. Within this context, the research will predominately be qualitative and ethnographic, drawing on multiple narratives from students lived experiences, mentors in early years, families and children.

### **Paradigm, methodology and methods**

Within the ethnographic paradigm, range of mixed methods will be considered for data collection.

### **Ethical considerations**

Safeguarding sensitive landscapes are essential in collating data, participants' vulnerability in telling their narratives are potential risks. Agency, wellbeing and advocacy of participants will be supported and anonymity protected of participants, BERA (2018) and ECERA (2014).

### **Main findings or discussion**

HLC are regarding as fundamental to the ongoing development and learning of children. However, it is critical to consider that HLC can be significantly restrictive for the children, in some situations entirely in conflict with ECEC. Transitional cultures need to be consider in a decade in which displaced families globally experience a transient home life.

### **Implications, practice or policy**

To engage professionals to understand the diverse influences that impact learning, equipping practitioners of tomorrow to have proactive strategies to support children's learn and their families to understand the impact of influences considered within the umbrella of social policy.

**Keywords:** *early childhood professionalism, impacts, multiple narratives, multiprofessional collaboration, transitions*

## **Poster V: What is the impact of poverty on home learning cultures?**

Katie Corbett and Katie Azad, University of Worcester

*Theme: What impedes or enhances our support of home learning cultures?*

### **Research aims**

- To explore the impact of poverty on children's Home Learning Cultures.
- To identify a range of support strategies to overcome barriers to Home Learning Cultures.

### **Relationship to previous research works**

- This research relates to current learning within our university study.
- The research will aid our future practice with children and families.
- The research will allow to use strategies to support others and our own understanding

### **Theoretical and conceptual framework**

The research context is based within bordering counties of Worcestershire, UK. Within this context, the research will be predominately qualitative and ethnographic, drawing on narratives from students lived experiences, mentoring early years and youth practitioners, families and their children.

### **Paradigm, methodology and methods**

We will use both qualitative and quantitative data collection methods to gain the most up to date statistics and facts.

### **Ethical considerations**

Safeguarding sensitive landscapes are essential in collating data, in doing so participants may be vulnerable in telling their narratives. Agency, wellbeing and advocacy of all participants will be supported and anonymity protected of participants in accordance with own institution policy, BERA (2018) and ECERA (2014).

### **Main findings or discussion**

This research is based around poverty and the reasons how and why it can have a negative impact upon children and families home learning culture. Within this research, we will take into consideration how every child is unique, and their circumstances will differ in relation to poverty and the way this is identified and supported.

### **Implications, practice or policy**

Poverty is an area of interest, based on our own practice-based experiences, we hope that the findings from this research will support us in our future practice.

**Keywords:** *impacts, case study, integrated services, learning environment, parent participation*

## **Poster VI: How does the home learning environment support mental health in children, young people and their families?**

Julia Gibbs, University of Worcester

*Theme: How can home learning cultures be developed to benefit the child?*

### **Research aims**

How positive early learning experiences at home can lead to substantial social, educational benefits and have lasting life changing impacts on a healthy minds.

### **Relationship to previous research works**

This research is a starting point for further collaborative research between academics, students and their settings.

### **Theoretical and conceptual framework**

The research context is based within the UK. Within this context, the research will be drawing on narratives from students lived experiences.

### **Paradigm, methodology and methods**

Within the ethnographic paradigm, a range of mixed methods will be considered for data collection.

### **Ethical considerations**

Safeguarding sensitive landscapes are essential in collating data, in doing so participants may be vulnerable in telling their narratives. Agency, wellbeing and advocacy of all participants will be supported and anonymity protected of participants in accordance with own institution policy, BERA (2018) and ECERA (2014).

### **Main finding or discussion**

Home learning cultures are regarding as fundamental to the ongoing development and learning of the families children, however it is critical to consider that family's home learning culture can be significantly restrictive for the children, in some situations entirely in conflict with early years care and education within these boundaries, with this in mind how does home learning affect and support the mental health of children today.

### **Implications, practice or policy**

To understanding the diverse influences that impact development and learning and equip the practitioners of tomorrow to have suitable proactive strategies to support children and their families to understand the wider impact and influences considered within the umbrella of social policy and gather feedback from other professionals within the home educator network.

**Keywords:** *action research, personal social and emotional development, impacts, multiprofessional collaboration, learning environment*

## **Poster VII: How does the home learning environment support mental health in children, young people and their families?**

Ali Goodwin, University of Worcester

*Theme: How can home learning cultures be developed to benefit the child?*

### **Research aims**

- Explore how socio-economic influences impact the home learning culture, considering the implication of government agendas for social policy on children and their families.
- How positive early learning experiences within the home can lead to substantial social and educational benefits and how they can have lasting, life changing impacts; however, how mental health issues within the home can inhibit learning.

### **Relationship to previous research works**

Starting point for further collaborative research between academics, students, settings and the children and families they support.

### **Theoretical and conceptual framework**

Research will be drawing on narratives from students lived experiences. Theoretical framework needs specifying

### **Paradigm, methodology and methods**

Range of mixed methods will be considered for data collection.

### **Ethical considerations**

Safeguarding sensitive landscapes are essential in collating data, participants may be vulnerable in telling their narratives. Agency, wellbeing and advocacy of all participants will be supported, anonymity protected of participants in accordance with institution policy, BERA (2018) and ECERA (2014).

### **Main finding or discussion**

Home learning cultures are regarded as fundamental to a child's ongoing development and learning. All young people deserve the best start. Too often, young people with a mental health problem are not able to fulfil their potential. Therefore, the family's home learning culture can cause significant restriction. With this in mind how does home learning affect and support their mental health?

### **Implications, practice or policy**

Understand the diversities that influence and impact development and learning and equip the practitioners of tomorrow to have suitable proactive strategies to support both children to learn and their families to understand the impact of their influence. Within the umbrella of social policy, I will gather feedback from professionals within the home education network.

**Keywords:** *action research, early childhood professionalism, personal social and emotional development, assessment, physical development, focus groups*

## **Poster VIII: What impacts on children's learning in the home environment?**

Naila Arif, University of Worcester

*Theme: What impedes or enhances our support of home learning cultures?*

### **Research aims**

- Does the home learning environment expose risks to children when using the internet?
- What impact does the increasing use of technology and social media have on the home learning culture?

### **Relationship to previous research works**

Starting point for further collaborative research between academics, students and their settings, their children, young people and families they support

### **Theoretical and conceptual framework**

The research context is based within the UK however can be applied globally. Research will be predominately qualitative, drawing on information collated from sources such as Ofcom, ONS, Censuswide and NSPCC.

### **Paradigm, methodology and methods**

Range of methods will be considered for data collection.

### **Ethical considerations**

Safeguarding sensitive landscapes are essential in collating data, in doing so participants may be vulnerable in telling their narratives. Agency, wellbeing and advocacy of all participants will be supported and anonymity protected of participants in accordance with own institution policy, BERA (2018) and ECERA (2014).

### **Main finding or discussion**

Home learning cultures are regarded as fundamental to the ongoing development and learning of the family's children with access to digital learning tools supporting this. However, it is important to consider the dangers of being online. We want to ensure children and their families can continue to access the internet however are educated about safety.

### **Implications, practice or policy**

Research will raise awareness of the dangers children are exposed to online. Providing information of good practices which can be implemented in the home to keep children safe. It will help us to better understand the influence that technology can have on learning and development and being able to continue to use this effectively from a safeguarding perspective.

**Keywords:** *impacts, learning environment, technology and ICT, parent participation*

## **SYMPOSIUM SET III, 14:35 – 15:35**

### **SYMPOSIUM III/A**

ROOM: PINSENT MASONS 1

### **EXPERIENCES OF MINORITY GROUPS AND THEIR IMPLICATIONS FOR POLICY AND PRACTICE**

**CHAIR:** Donna Gaywood, Centre for Research in Early Childhood and Birmingham City University

#### **The lived experiences of refugee children in Early Childhood and Education Care settings: Implications for practice and pedagogy.**

Donna Gaywood, Centre for Research in Early Childhood and Birmingham City University

*Theme: How can home learning cultures be developed to benefit the child?*

#### **Research aims**

To capture the lived experience of young refugee children in Early Childhood and Education Care settings and consider the implications of the findings to inform everyday practice and pedagogy.

#### **Relationship to previous research works**

This study is inspired Freire (1970), Rayner (2017) and Tobin et al (2016). It builds on the findings of Kalkman and Clark (2017) and Prior and Niesz (2013).

#### **Theoretical and conceptual framework**

A complex quadratic theoretical lens was developed to be responsive to the sensitive field. Social Identity Theory (Tajfel: 1979); Orientalism (Said: 1978 ); Social and Cultural Capital (Bourdieu: 1979) and Social Learning Theory (Vygotsky: 1978) were used.

#### **Paradigm, methodology and methods**

This is a qualitative, real world study which employed an emergent hybrid praxeological and polyvocal methodology (Formosinho and Formosinho, 2012; Pascal and Bertram, 2012) (Tobin et al:2016). Methods were developed using a drawing methodology (Theron et al: 2011) and the Mosaic approach (Clark and Moss:2011) to elicit the child's voice.

#### **Ethical considerations**

The study has adopted the ECEERA ethical code. The primary ethical consideration has been to ensure the very young refugee children voices are sensitively captured and heard, within a contentious local and national narrative, whilst interrogating my own and others professional attitudes.

#### **Main findings or discussion**

The experiences of the refugee children seem to have a dual effect simultaneously. They either isolate the children from their peers or enable connection, acting as both islands and bridges.

#### **Implications, practice or policy**

Lessons learnt through the research process could support future researchers with refugee children. A pedagogy of welcome could be developed to reduce the experiences that isolate and build on the connections.

**Keywords:** *pedagogy, methods, methodological approaches, real world, children's perspective*

## **Heritage language transmission among Polish families in the Republic of Ireland**

Liz Kerrins, Early Childhood Ireland

*Theme: What impedes or enhances our support of home learning cultures?*

### **Research aims**

This paper explores heritage language (HL) transmission and maintenance among Polish families in Ireland. Research questions are: What motivates parents to facilitate the transmission of the language to their child; how do they do so; what challenges do they face?

### **Relationship to previous research works**

The national Census, and Ireland's national children's longitudinal study data-set (La Morgia, 2011; Roder et al, 2014 Frese et al, 2015) suggest that young children in second-generation immigrant families learn and use English as they move from home into school/ECEC domains, and heritage language use declines. Our qualitative study is the first such study published in Ireland.

### **Theoretical and conceptual framework**

The role of the family in HL transmission is well-established (Souza 2015); but second-generation immigrant children live in the socio-cultural context of the host country. This paper uses Spolsky's (2004) ecological 'theory of family language policy and management' to explore language practices, ideologies/beliefs, and strategies within domains where language happens (family, school/ECEC, governmental).

### **Paradigm, methodology and methods**

Thirty-five semi-structured interviews with parents; Irish Census data on Polish demographic and languages; literature reviews on HL transmission and Irish HL policy.

### **Ethical considerations**

Ethical approval was granted by the Research Ethics Committee, School of Social Work and Social Policy, TCD, which was content that participants were not vulnerable. Voluntary, informed consent was sought: Anonymity and confidentiality were assured.

### **Main findings or discussion**

Parents (family domain) bear the burden of HL maintenance, believing it aids inter-generational relationship and cultural heritage maintenance. ECEC policy is more supportive than primary school of heritage languages.

### **Implications, practice or policy**

School/ECEC and governmental domains should work with families to maintain children's heritage language use.

**Keywords:** *communication language and literacy, learning environment, parents perspectives*

## **SYMPOSIUM III/B**

ROOM: PINSENT MASONS 2

### **PHYSICAL ACTIVITY AND ROUGH AND TUMBLE PLAY**

**CHAIR:** Helen Lyndon, Centre for Research in Early Childhood

#### **Researching physical activity practice, perceptions and performance in early childhood**

Helen Battelley, Centre for Research in Early Childhood and Birmingham City University

*Theme: How can home learning cultures be developed to benefit the child?*

#### **Research aims**

This research explores physical activity practice seeking to increase physical development opportunities for staff and children in Primary education in England.

#### **Relationship to previous research works**

Recent studies demonstrate practitioners' reluctance to engage in physical activities (Wilkes et al 2013; Chalke 2015; Doherty and Brennen 2013); they believed this should be covered by parents. Skilled professional development for educators and parents/carers will address this, scaffolding can be undertaken by any individual who is more skilled at the task (Fernhough, 2008).

#### **Theoretical and conceptual framework**

The supporting theoretical framework includes Merleau-Ponty's (1962) focus on the body playing a central role in all learning as the 'knowing system', delivered using a schema theory (Schmidt 1975) and building upon Bandura's (1971) social learning theory.

#### **Paradigm, methodology and methods**

The study was conducted within a qualitative, interpretive, research paradigm. The data collected over the duration of the study combined interviews with practitioners, photographs, practitioner interviews with children, observations, draw-a-person testing and the Leuven scale of well-being and involvement.

#### **Ethical considerations**

Ethical approval adhering to EECERA (2015) was sought from supervisors and permission and consent requirements were sought from parents of the participating children, head teacher and the staff involved. All respondents were given the opportunity to withdraw from the study at any time.

#### **Main findings or discussion**

The data demonstrated that daily planned movement and dance positively impacted children across multiple developmental areas.

#### **Implications, practice or policy**

Further research into integrated movement programmes is recommended.

**Keywords:** *data gathering, physical development, practice based inquiry*

## **Rough and tumble play: Supporting this play in the school setting**

Rachna Joshi and Carla Jones, Hargrave Park School

*Theme: How can home learning cultures be developed to benefit the child?*

### **Research aims**

This study aimed to investigate whether intervening in children's rough and tumble play would have an effect on how children managed social situations and negotiated with peers in a North London Nursery and Reception setting.

### **Relationship to previous research works**

The action research project was based on Tovey and Tannock's current work on rough and tumble play and the importance of it in children's lives. The research suggested that rough and tumble provided children with opportunities to self-regulate.

### **Theoretical and conceptual framework**

Theoretical frameworks drawn upon base themselves in an action research model which comes under the qualitative umbrella of research, the focus was driven by children's behaviour and interests. Child participation through expressing ideas and agency to partake develops a positive self image.

### **Paradigm, methodology and methods**

The baseline data showed a small group of children struggling to manage social cues as well as self-regulation during rough play with peers. 30 minute interventions took place three times a week for six weeks.

### **Ethical considerations**

Information was shared with families to ensure safeguarding and ethical considerations were upheld. At each intervention children had the choice to participate providing another layer of consent to the project.

### **Main findings or discussion**

Exit data measured against development matters showed an improvement in children's ability to notice social cues and an overall improvement in well-being compared to baseline. Children were able to negotiate rough and tumble play during free flow independently.

### **Implications, practice or policy**

Further implications for practitioners in the setting meant that teaching social cues to children became embedded into practice such as during weekly PE lessons as well as 'in the moment' opportunities.

**Keywords:** *action research, pedagogy, personal social and emotional development, play, practice based inquiry*

## **SYMPOSIUM III/C**

ROOM: CINEMA

### **APPROACHES TO SUPPORTING PARENT AND CHILD INTERACTIONS**

**CHAIR:** June O'Sullivan, London Early Years Foundation

#### **Can dialogic reading promote reading at home?**

June O'Sullivan and Mandy Cuttler, London Early Years Foundation

*Theme: How can home learning cultures be developed to benefit the child?*

#### **Research aims**

This research investigates whether dialogic reading (DR) benefits parents' approach to reading at home.

#### **Relationship to previous research works**

This research builds on work by Whitehurst and Lonigan (1998) Bast & Reitsma (1998); ICAN (2014) Simsek & Erdogan (2015) who identified the benefits of dialogic reading.

#### **Theoretical and conceptual framework**

The theoretical framework for this study draws upon current theories of DR (Whitehurst 1998) and communities of practice within early years. (Coherson 2016).

#### **Paradigm, methodology and methods**

This is an action research project. The data are collected through interviews with parents measuring if their confidence to read to their children at home has improved and using the organisational development scales to measure the competence of staff to support parents use DR.

#### **Ethical considerations**

A consent form and information sheet was provided to all participants. Informed consent was negotiated with the children involved.

#### **Main findings or discussion**

Current findings highlighted the importance of building staff confidence to lead pedagogical conversations to arouse parents' interest in why reading matters supported by staff-led DR training workshops introducing DR prompts with supporting book bags and follow up staff conversations with parents.

#### **Implications, practice or policy**

Early years staff need support and guidance to build their confidence to lead pedagogical conversations in such a way as to persuade parents of the benefit of DR. They also need more training to understand and deliver dialogic reading workshops to parents so that they get parents full engagement and motivate them to want to increase their reading times with their children and use the DR prompts.

**Keywords:** *action research, pedagogy, parent participation*

## **A study of children's self-regulation, social-behavioural development and EYFSP attainment in Oxfordshire**

Kathy Sylva, University of Oxford and Jane Bradbury, EasyPeasy

*Theme: How can Home Learning Cultures be developed to benefit the child?*

### **Research aims**

To evaluate the impact of the EasyPeasy parenting app on children's self-regulation, social-behavioural development and EYFSP attainment.

### **Relationship to previous research works**

There is evidence that engaged parents and a vibrant home learning environment are major influences on children's development; positive experiences can have lasting and life changing impacts. However, little is known about how to better support families who struggle to provide this.

### **Theoretical and conceptual framework**

EasyPeasy is designed to promote responsive and consistent parent-child interactions by giving parents simple and fun game ideas to play at home.

### **Paradigm, methodology and methods**

Children's self-regulation, social-behavioural development, and EYFS attainment were investigated. The 'Intervention' group consisted of children whose parents received EasyPeasy via school. The 'Comparison' group was children whose parents did not receive EasyPeasy.

### **Ethical considerations**

This research was approved by the University of Oxford's Central Research Ethics Committee.

### **Main findings or discussion**

Children in the Intervention group increased significantly more than the Comparison group on cognitive, emotional, and behavioural self-regulation and sociability and pro-social behaviour. 84.6% of intervention children achieved 'Good' Level of Development compared with 65.1% of comparison children; this difference was significant.

### **Implications, practice or policy**

A powerful way to support disadvantaged children is to work with their families because parents are key to helping their child get the best start in life. EasyPeasy's work with parents was previously found to impact cognitive self-regulation. This study extends the positive effects of EasyPeasy to EYFSP and GLD performance. More evidence is needed on the different approaches designed to improve parental engagement.

**Keywords:** *cognitive self-regulation, parents, families, Oxford, EYFS*

# INDEX

Arif, Naila	16, 42	Hardacre, Charlotte	14, 18, 20
Azad, Katie	16, 39	Jones, Carla	17, 46
Ballard, Lucy	16, 35	Joshi, Rachna	17, 46
Battelley, Helen	17, 45	Kemp, Nicola	14, 22
Benford, Jo	15, 25	Kerrins, Liz	17, 44
Bertram, Tony	15, 31	Liebovich, Betty	14, 21
Bibi, Aishah	16, 34	Lyndon, Helen	17, 45
Bradbury, Jane	17, 48	McNulty, Kerry	15, 27
Coates, Lauren	15, 29	O'Sullivan, June	17, 47
Corbett, Katie	16, 39	Ovington, Julie	15, 28
Cuttler, Mandy	17, 47	Pascal, Chris	15, 30, 31
Dewsbery, Fliss	15, 24, 25	Pawlak, Aimee	14, 18
Elsby, Christine	16, 33	Raven, Zoe	14, 18
Fashanu, Christina	16, 32	Rogers, Michelle	16, 38
Ford, Caitlin	16, 36	Studders, Tracy	15, 26
Furtado, Amanda	14, 21	Sylva, Kathy	11, 17, 48
Gasper, Michael	14, 15, 21, 30	Taylor, Ben	14, 19
Gaywood, Donna	17, 43	Watts, Tansy	14, 16, 23, 32
Gibbs, Julia	16, 40	Whalley, Margy	13
Goodwin, Ali	16, 41		



**Dear Friends and Colleagues,**

This year, the prestigious EECERA Annual Conference will be held 8<sup>th</sup> – 11<sup>th</sup> September, and is hosted in Croatia by the University of Zagreb. The theme of the 30<sup>th</sup> Conference is **“Democratic Early Childhood Pedagogies”**

It has been 50 years since Paulo Freire’s book ‘Pedagogy of the Oppressed’ (1968) was published. His thorough deconstruction of oppression in a traditional pedagogy gave rise to a later book, ‘Pedagogy of Freedom’ (1996). In this book he writes that liberation is not a given gift, but a mutual process which is world-mediated in an attempt to make education fully human and where dialogics is the essence of education as the practice of freedom. In the field of education, where some governments demand an increasing emphasis on a defined curriculum and measured outcomes, retaining appropriate pedagogical approaches can be challenging. Our understanding and interpretation of pedagogy in action depends on our world view, our values and beliefs. It also depends on the professionalism of practitioners and the commitment to transformation of teacher educators. EECERA has been promoting democratic pedagogies where respect and participation is not a given gift, but a mutual process demanding daily transformation to create a relational day to day form of living. The characteristics of different pedagogies, their contexts and realisations, and their research, will be the theme of the EECERA Conference this year.

We warmly invite you to join us to participate and contribute to what is acknowledged as the European early childhood research community’s most important forum. Call for papers is open until 2<sup>nd</sup> March 2020.

With warm regards,

**Adrijana Višnjić Jevtić and Edita Rogulj**  
**University of Zagreb, Faculty of Teacher Education**  
**EECERA 2020 Conference Co-Chairs**



For further information regarding the conference please visit <https://2020.eeceraconference.org/> or email [enquiries@eeceraconference.org](mailto:enquiries@eeceraconference.org) .