



**GINTL ECTE conference:
Trends and Perspectives in Early Childhood Teacher Education
Virtual conference**

<https://sites.utu.fi/ohoske/>

**November 15, 2022
University of Turku, Finland**

Conference Book



UNIVERSITY OF HELSINKI



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Warmly welcome to the conference!

You are welcome to attend GINTL Early Childhood Teacher Education Conference 2022 (GINTL-ECTE 2022), *online on the 15th of November 2022*. The theme of this conference is *Trends and Perspectives in Early Childhood Teacher Education*.

GINTL-ECTE 2022 is the first GINTL Conference which focuses on Early Childhood Teacher Education and especially the development of teaching practice. The conference will feature informative research-based presentations by skilled educational researchers and international scholars. The keynote speakers are Professor Xiumin Hong from BNU, Professor Ruben Fukkink from Amsterdam University, etc. In theme groups, you will have opportunities to join discussions and activities with other researchers.

The conference is a part of GINTL-network (Global Innovation Network for Teaching and Learning) and JoLII (Sino-Finnish Joint Learning Innovation Institute) collaboration. It invites all OHOSKE-network members from Finland and international partners to participate with their presentations. The OHOSKE network develops and clarifies the objectives and contents of teacher training practice guidance. We welcome all teacher educators, researchers and pre-service teachers of ECEC from all over the world to join the conference.

The thematic sections of this conference include in-service and pre-service early childhood teacher education, continuous learning, mentoring of teacher training practice, playful learning and playfulness in teacher education, self-efficacy, teacher's identity and agency, distance teaching during the COVID-19 pandemic, teacher's interpersonal and multi-professional competency, digital tools and collaboration in early childhood teacher education, etc.

On behalf of the GINTL-ECTE Organizing Committee,

Professor Inkeri Ruokonen and Professor Xinghua Wang

Contact: inkeri.ruokonen@utu.fi; xinghua.wang@bnu.edu.cn

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Program

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Contents: keynote speeches, theme groups

Participants: Researchers, Teachers, ECE Centre Leaders, Students

Location: ZOOM sessions

ZOOM link to main program: all links will be sent to the participants before the 15th of Nov.

Tuesday 15.11.2022	08:00 am – 3.00 pm (Finnish time)	
	08:00 am – 08:10 am	Opening of the conference Opening words: Professor Inkeri Ruokonen, University of Turku and Professor Xinghua Wang, Beijing Normal University
	08:10 am – 08:15 am	Greetings from GINTL-network Dr. Olli-Pekka Malinen, University of Helsinki
	08:15 am – 08:45 am	1. Keynote: Professor Xiumin Hong, Beijing Normal University, Early Childhood Teacher Education Policy and Practice in China: Opportunities and Challenges
	08:45 am – 09:15 am	2. Keynote: Professor Ruben Fukkink, Amsterdam University, Professional development of ECEC staff: Effects on competencies of pre-service and in-service staff and children
	09:15 am – 09:45 am	3. Keynote: Professors Nghikembua Taimi Ndapandula & Poulton-Busler Richardine Masoune, University of Namibia, Transformed Early Childhood Teacher Education at the University of Namibia
	09:45 am – 10:00 am	Coffee/Tea Break
	10:00 am – 10:20 am	4. Keynote Dr. Anitta Melasalmi & Dr. Tarja-Riitta-Hurme, University of Turku, Pre-service ECE teachers' self-efficacy beliefs: supported by video-guided reflection
	10:20 am – 10:40 am	5. Keynote Dr. Jenny Niu, University of Helsinki, Teaching and learning self-management and social emotional skills in kindergarten
	10:40 am – 11:00 am	6. Keynote Dr. Heyi Zhang, Beijing Normal University, Connecting Teachers' Emotional Support and Young Children's Self-Regulated Learning in Chinese Kindergartens
	11:00 am – 11:20 am	7. Keynote Ass.prof. Xiaowei Li, Beijing Normal University, Work-family Conflict, Organisational Commitment and Turnover Intention in Chinese preschool teachers: A Comparison of mediation models
	11:20 am – 12:00 am	Lunch break
	12:00 am – 2:45 pm	Theme groups
	2:45 pm	Summarizing and closing words Professors Inkeri Ruokonen and Xinghua Wang
3:00 pm	End of the Conference	

Theme groups

Paper presentations and discussion in theme groups (Each abstract presentation is about 15 minutes + 5 minutes for questions and discussion)		
Tuesday, Nov. 15, 8:00 am – 15:00 pm Finnish time (Group A, B, C, D, E)		
Group I: DEVELOPING INNOVATIVE ECETE EDUCATION IN GLOBAL ERA Chair: Inkeri Ruokonen Host: Meri Pihanperä ZOOM link:		
Time	Topic	Presenters
12.00-12.20	Research on the path of innovating teacher education strategies based on children's development	Zhou Rongjun
12.20-12.40	The practical path of innovation home co Education under the vision of "e-era"	Zhou Rongjun & Wang Miaomiao
12.40-13.00	Teachers for the Future? The agencies of teachers in early childhood education policies	Jonna Kangas & Heidi Harju-Luukkainen
13.00-13.10	Coffee/Tea break	
13.10-13.30	Seek a Secure Life and Raise Children with The Root of Life of The Native Culture: The Construction of Rural Children's Cultural Identity from the Perspective of Adjustment Education—Rural Preschool Teachers' "Localized" Education	Mingyang Zhao
13.30-13.50	An Ecological Perspective on Teachers' Motivation in Teaching Critical Thinking Among Preschool Children	Zhiying Liu
13.50-14.10	Synergy between collaborative action research and project approach— A promising practice to develop collaborative inquiry among early childhood in-service teachers	Siyu Wang
14.10-14.30	University-based ECEC centre ECETEC Rauman pikkunorssi	Meri Pihanperä
14.30-14.45	Discussion	
Group II: PROFESSIONAL LEARNING AND IDENTITY Chair: Anitta Melasalmi Host: Anitta Melasalmi ZOOM link:		
Time	Topic	Presenters
12.00-12.20	A Study on the Cognitive Characteristics of Burnout among Chinese Early Childhood Education Teachers	Nan Hu
12.20-12.40	A study on the relationship between preschool teachers' competence and professional happiness	Yang Li
12.40-13.00	Research on the Influence of Professional Identity on the Employment Intention of Undergraduates in Preschool Education	Liu Ruyi
13.00-13.10	Coffee/Tea break	
13.10-13.30	An Analysis of the Role and Influencing Factors of Early Childhood Teachers' Teaching Efficacy	Liu Yue
13.30-13.50	Professional Identity Conflicts and Coping Strategies of Beginning Preschool Teachers with a master's degree	Fan Shichen
13.50-14.10	Relationship between Preschool Teacher Efficacy and Emotional Labor in the Chinese Context: A Meta-Analytical Examination	Peishan Huang
14.10-14:30		
14:30-14:45	Discussion	
Group III: LEADERSHIP AND EDUCATIONAL POLICY Chair: Tuulikki Ukkonen-Mikkola Host: Tarja-Riitta Hurme ZOOM link:		
Time	Topic	Presenters
12.00-12.20	The generational gap of kindergarten teachers' leadership in kindergarten-based curriculum	Lanqing Xu
12.20-12.40	Commitments and barriers for antiracism in the Finnish early childhood education	Saara Loukola
12.40-13.00	Bail-out and Breakthrough of Teacher Education under the Bi-transitional Orientation between ECEC Institutions and Primary Schools in China	Song Shuoqi
13.00-13.10	Coffee/Tea break	
13.10-13.30	Towards Democratic Professionalism in Early Childhood Education: Ways of Participation in Educational Decision Making	Xiao Zhang
13.30-13.50	From "Teacher" to "Daxiansheng": The predicament and path of Daxiansheng from the perspective of intellectual capital	Ma Xiaoya

13.50-14.10	How do kindergarten teachers perform leadership? —From the perspective of leadership practice	Jiahui Wang
14.10-14.30	Linking Principal Leadership Styles and Teacher Leadership: The Role of Psychological Capital among Chinese Preschool Teacher	Lijia Liu
14.30-14.45	Discussion	
Group IV: PRE-SERVICE PRACTICE AND WORK LIFE Chair: Anne Sorariutta Host: Anne Sorariutta ZOOM link:		
Time	Topic	Presenters
12.00-12.20	Exploring the practice mode of online and offline integrated teaching of kindergarten teachers under the background of informatization	Xia Junwei
12.20-12.40	The Mediating Role of Self-Efficacy between Emotional Intelligence and Work Engagement in Preschool Teachers: Evidence from China	Yifei Zhao
12.40-13.00	Workplace Fun and its Relationship with Work Engagement in Kindergarten Teachers: The Mediating Effect of Psychological Capital	Jialing Yang
13.00-13.10	Coffee/Tea break	
13.10-13.30	Practice-Based-Coaching to Improve Observation Ability of Kindergarten Teachers	Dan Wang & Xinghua Wang
13.30-13.50	Research on the improvement of caregivers' responsive caregiving ability in childcare institutions	Li Qian & Liu Xin
13.50-14.10	A case study on the role identification of preschool teacher trainees from the perspective of community of practice	Yang Jinyu
14.10-14.30	The Impact of Self-Evaluation of Kindergarten Educational Quality on Teachers' Professional Learning Community	Yufan Lei
14.30-14.45	Discussion	
Group V: DEVELOPING PEDAGOGICAL FUTURE STRATEGIES OF ECTE Chair: Jarmo Kinos Host: Jarmo Kinos ZOOM link:		
Time	Topic	Presenters
12.00-12.20	Growing Up at Home -- Reflections on Distance Education for Children in the "Window Period " Under the Normalization of the Epidemic	Li Shuai
12.20-12.40	The Investigation and Enlightenment of Professional Ability Evaluation of Kindergarten Teachers in Xinjiang	Huanhuan & Abidan·Kawuli
12.40-13.00	Visual Arts Education for Creativity in Chinese Early Childhood Education	Jingyue Liang
13.00-13.10	Coffee/Tea break	
13.10-13.30	Storytelling and the Beauty Connection: Collaboration and Participation in Children's Aesthetic Experiences	Mengyun Xiao & Weihang Rong
13.30-13.50	The Action Research Project on Teaching with Picture Books in Kindergarten Based on Social and Emotional Learning Framework	Li Yu, Ran HE & Yaotong Li
13.50-14.10	The Impact of Kindergarten Teachers' Professional Learning Community on Quality of Play Activities	Jing Huang & Yufan Lei
14.10-14.30	Special Educational Content in the Programs of Finnish Early Childhood Teacher Education	Päivi Pihlaja & Sonja Ojala
14.30-14.45	Discussion	

Introduction to conference chairs and keynote speakers

Conference Chairs

Professor Dr. Inkeri Ruokonen, University of Turku, Finland



Inkeri Ruokonen is a Professor of Early Childhood Education in University of Turku. She was a Vice dean of the Faculty of Education, University of Turku 2020-2022. She is a Doctor of Education, (University of Helsinki, 2005), Music teacher (1987, Sibelius Academy) and a Licentiate of Music Education, (Sibelius Academy, 1998), she has a title of Docent of Music Education (University of Helsinki, 2010).

Inkeri Ruokonen has a long work experience in teacher education (from 1987) and she has worked as a Director of Master Program in Educational Sciences in University of Helsinki. She is a member of Helsinki University Teachers Academy. Her main research interests are early childhood education, music education, teacher education, arts pedagogy, learning environments, early giftedness, intercultural education and creativity. She has published several peer reviewed scientific articles and edited several scientific journals and books.

Professor Dr. Xinghua Wang, Beijing Normal University, China



Dr. Xinghua Wang is an associate professor and deputy director of the Institute (Department) of Early Childhood Education at Faculty of Education, Beijing Normal University. She is the deputy

secretary-general of OMEP China. Her main research interests are children's learning and development, early science education, and learning environments.

Keynote speakers

Dr. Olli-Pekka Malinen, University of Helsinki



Dr. Olli-Pekka Malinen is a University Lecturer at the University of Helsinki and works in the Global Innovation Network for Teaching and Learning (GINTL) coordination team with primary focus on China partnerships. During his career, he has worked as a schoolteacher, researcher, teacher educator, international education expert, and a vice director of a multidisciplinary research institute. His research themes include teacher efficacy, inclusive education, and evidence-based models of teacher professional development. Malinen has authored scientific and professional publications and presented in a range of conferences around the world. Having lived in four countries and collaborated with partners from five continents, Malinen interacts confidently with people from diverse backgrounds in several languages including Mandarin Chinese.

Professor Dr. Xiumin Hong, Beijing Normal University



Professor Dr. Xiumin Hong is professor and director of Institute of Early Childhood Education at Beijing Normal University. Her research interest centers on social and emotional learning, professional development, early childhood education and care policy, etc.

Professor Dr. Ruben Fukkink, University of Amsterdam



Ruben Fukkink, PhD, is professor by special appointment of Childcare and Education Services for Young Children in the Faculty of Social and Behavioural Sciences at the University of Amsterdam. He is also professor at the Amsterdam University of Applied Sciences and participates in the centre-of-expertise Urban Education. Fukkink, who has expertise in scientific and applied research, has published over 250 papers, including more than 70 articles in peer-reviewed journals. His research – conducted in collaboration with national and international colleagues – focuses among others on the pre-service and in-service professional development of teachers and includes observational, longitudinal, meta-analytic and experimental studies of video feedback, interaction skills and interprofessional collaboration.

Professor Taimi Nghikembua, University of Namibia



Dr Taimi Nghikembua is a Head of Department of Early Childhood Education and Care at the University of Namibia. She has a background in Early Language Learning and Teaching in Mother Tongue and in English. She has 13 years experience in Primary Teacher Education in Namibia, the last 11 years being at Pre-Primary and Junior Primary level. She has authored two children's books in Mother Tongue. At the moment, her academic role is primarily in Early Childhood Education and Care and has been at the helm of curriculum transformation of the Early Childhood Teacher Education programmes at the University of Namibia. Dr Nghikembua is involved in various international projects in the field of Early Childhood Education, Early Literacy acquisition and development as well as in international partnerships in general such as GINTL, e-Tale Africa, among others.

Richardine Poulton-Busler, University of Namibia



Ms Richardine Poulton-Busler, is a lecturer of Early Childhood Education and Care at the University of Namibia (UNAM) and plays an instrumental role in curriculum transformation of ECEC programmes. Her primary role is lecturing Environmental Education to full time as well as distance students in a blended, online and face to face mode. With more than 20 years of experience in teacher training, she possesses practical skills and knowledge to develop students' 21st century skills through outdoor and play pedagogies as she's passionate about the little ones. She is involved in various change projects to mitigate environmental concerns. She works closely with UNESCO on ESDGs and published her change project on 'caring for the environment' in their journal. Poulton-Busler is also involved in international projects such as GINTL.

Dr. Anitta Melasalmi



Anitta Melasalmi (PhD, Education) is working as university lecturer in Turku university, at Department of Teacher Education, in early childhood teacher education. She focuses on research areas particularly related to professional development, agency, pre-service teacher's self-efficacy beliefs and reflection.

Dr. Tarja-Riitta Hurme



Tarja-Riitta Hurme (PhD, Education) is university lecturer in Early Childhood at the Department of Teacher Education at University of Turku, Finland. Her main research interest focuses on pre-service ECEC teacher's professional development, playfulness and metacognition.

Dr. Shuanghong Jenny Niu, University of Helsinki



Shuanghong Jenny Niu, obtained her Ph.D. from the University of Helsinki in the year 2021, specializing in education, and D.Sc. from Aalto University in the year 2009, specializing in leadership and customer relationship management. Her recent publication is "Teaching and learning 21st-century competencies: paving the way to the future". Currently, she is working in GINTL coordination team in the Faculty of Educational Sciences at the University of Helsinki. She has dedicated to the research fields of school leadership and management; teachers' education and training; learning and teaching methods; and the development of 21st-century competencies. She provides teachings for school principals and teachers with the courses of School leadership and management, Educational leadership; Phenomenon-based learning, Digital storytelling pedagogical method, Skillful Class and Kids' Skills pedagogical methods. She has over 20 years of rich working experience in various positions in international companies and over 10 years' working experiences at several universities.

Dr. Heyi Zhang



Dr. Heyi Zhang is an early years specialist and developmental psychologist. She obtained her MPhil in Developmental Psychology and PhD in Education at the University of Cambridge. After working as a research assistant in Cambridge, she joined the Institute (Department) of Early Childhood Education, Faculty of Education at Beijing Normal University in 2018, teaching and supervising both undergraduate and postgraduate students. Her research interests are concerned with young children's development and learning in family and kindergarten settings, with a particular focus on the roles of parent-child interaction and teacher-child interaction in young children's psychological outcomes.

Associate professor, PhD, Xiaowei Li



Xiaowei Li, PhD, Associate professor at Faculty of Education, Beijing Normal University. My research areas include family and child development, preschool teacher professional development, etc.

Abstracts of the Keynotes

Professional development of ECEC staff: Effects on competencies of pre-service and in-service staff and children

Ruben Fukkink, Faculty of Social and Behavioural Sciences, University of Amsterdam

Abstract

The teacher is a pivotal key figure for the pedagogical quality of early childhood education and care (ECEC). Various international studies have increased our knowledge of effective approaches in the pre-service and in-service development of ECEC teachers. Recent reviews and meta-analyses of these experimental studies suggest effective components for teachers' professional development. This line of research also sketches the contours of an effective curriculum for teachers' professional development with positive outcomes for teachers, process quality and – last but not least – children in their early years.

In this key note lecture, we address the following questions:

1. What are key components in effective pre-service and in-service training for teachers in early childhood education and care?
2. Which approaches seem effective in the professional development?
3. Do outcomes of professional development improve the process quality of ECEC?
4. And do professional development outcomes also transfer to children's development?

Transforming Early Childhood Teacher Education at the University of Namibia

Dr Taimi Nghikembua & Ms Richardine Poulton-Busler, University of Namibia

Abstract

In Higher Education settings, curriculum transformation is a continuous academic exercise. The University of Namibia embarked on a major restructuring process in 2021, with curriculum transformation being one of the key processes. The then, Faculty of Education, now School of Education is also transforming its Teacher Education curricula, 10 years after the Colleges of Education merged with the University in 2011.

A quest into the quality of Teacher Education in Namibia started with a National Teacher Education Indaba in 2019, under the theme: Strengthening Teacher Preparation for Quality Teacher and Learning (29-31 October 2019). This Teacher Education Indaba (TEI) brought together various teacher education institutions in the country as well as abroad. Key stakeholders, both national and international also formed part of this important gathering. The report from the TEI highlighted, among others, the kinds of knowledge and skills, values and attitudes the 21st century teachers should possess; the need to raise entry requirements for prospective teachers in order to uplift the status of the teaching profession in the country as well as sharing of best practices in TE to ensure quality, inclusive and equitable learning opportunities for educators (UN 2015, Goal4). In the then Faculty of Education, the curriculum transformation process begun with incorporating findings of the TEI as well as a Needs analysis and grounding all that in the University's broad

curriculum transformation framework. The Needs analysis was done by university lecturers through focus group discussions with teachers and final year student teachers who were practising in the schools. There was a striking overlap between the findings of the Needs Analysis, the reasons for the University's curriculum transformation, the Teacher Education Indaba, as well as the discussions and feedback from the subsequent stakeholder consultative meetings. All pointed to an overloaded university curricula with repetitive modules, a strong leaning to theory than practice, a content-driven and examination-driven curricula rather than a skills-driven, lack of passion and soft skills in graduate teachers, lack of pedagogical skills, among others.

To respond to the needs and outcome of the Needs Analysis, the newly-formed School of Education, which is part of the Faculty of Education and Human Sciences, formed four main departments, based on an age-phase theory/approach. The department of Early Childhood Education and Care (ECEC) is among the four and is aiming to prepare teachers for the wide spectrum age-group of 0-9 years. In Namibia, this includes children from Early Childhood Development (ECD) centres, kindergardens, Pre-Primary up to Junior Primary (end of Grade 3) level. The programme Bachelor of Education in Early Childhood and Junior Primary Education has thus, been developed and is still under discussion. Development of the programme consisted of various meetings and involved participation of all staff members. Together with key stakeholders and benchmarking with other institutions and ECEC programmes in Southern Africa and around the world, the key purpose was to deliberate on some of these questions: what are the desired attributes of an Early Childhood Teacher Educator (ECTE); what is the appropriate age-group for ECTE in Namibia; what should the curriculum of that appropriate age-group include in order to respond to societal needs as well as the demands of the 21st century as well as the 4th and 5th IR? New modules were developed based on the above aspects and others. By and large, the modules are geared towards preparing a skills-based teacher who will be flexible and caring and adept to the demands of the 21st century as well as the 4th and 5th IR. Play pedagogy has been adopted as an integral approach in the curriculum and is thus infused in each and every module. Besides ECTE field – specific modules, some innovative modules to harness soft skills and other necessary skills such as Becoming a Teacher, Digital Literacy, National and Global Citizenship, Critical Thinking, Humanity and Compassion, Ethics and Morality, Multicultural Studies, Entrepreneurial Skills and others, were adopted as either University or School Core modules that will be done by all students or in some instances as electives. Being the heart of every TE programme, Teaching Practicum forms a huge part of the transformed curriculum. The process of Curriculum Transformation is on-going to ensure that the programme responds to societal and global needs, is viable and is following best practices and current trends in ECEC across the globe. One huge lesson we are learning through the process is, however that, transformation of the Teacher Educator him/herself ought to go hand in hand with the Curriculum Transformation process.

Pre-service ECE teachers' self-efficacy beliefs: supported by video-guided reflection.

Anitta Melasalmi & Tarja-Riitta Hurme, University of Turku, Finland

Abstract

Professional teachers try to learn from their experiences. According Korthagen & Nuijten (2022) ability to reflect is an essential and professional orientation towards one's work, and through practice teachers can become more skilled reflective practitioners. In other words, through the process of learning to reflect. In spring 2020, due to the exceptional circumstances caused by COVID-19, we developed a model of reflective and video-guided pedagogical discussion for the

purposes of carrying out mentoring discussion during the guided teaching practicum in early childhood teacher education (ECE) programme. This study focuses on pre-service ECE teachers' developing self-efficacy beliefs, facilitated by video-guided reflective method or on-line streamed teaching and guided discussion. The data of the study were gathered using self-report questionnaire where participants assessed their self-efficacy beliefs based on Teacher's sense of Efficacy Scale (TSES; Tschannen-Moran & Woolfolk Hoy, 2001). The results confirm that participants using video-guided reflection model reported higher self-efficacy beliefs than on-line streamed teaching and discussion. This study provides evidence of the effective usefulness of the video-guided reflection and discussion model. Therefore, structured model enhancing pre-service ECE teachers' developing reflection skills is an effective tool in ECE teacher training.

Keywords: *Reflection, self-efficacy beliefs, pre-service ECE teachers, Early childhood teacher education.*

Teaching and learning self-management and social emotional skills in kindergarten

Dr. Shuanghong Jenny Niu, Faculty of Educational Sciences, University of Helsinki

Abstract

Children in the world may experience all kinds of social emotional and behavior difficulties during their growth. People have spent lots of time focusing on finding what have caused the problems. Finding the causes of the problems often lead to unpleasant discussions and blaming each other. Instead of finding the causes of the problem, how can we help children to overcome their emotional or behavioral problems in a creative way and joyful way. The solution-focused "Kids' Skill" method is used to support children to learn new self-management and social-emotional skills to reach desired outcomes and to overcome their problems. It reconstructed children's thinking and reaction when facing difficult situations. It also builds a supportive learning community and safe environment which created positive relationships around the child. People around the child become more positive, more collaborative and more involved with the child. This eventually increases children's wellbeing.

Keywords: *Solution focused approach, self-management and social-emotional skills, Kids' Skill method*

Connecting Teachers' Emotional Support and Young Children's Self-Regulated Learning in Chinese Kindergartens

Heyi Zhang, Xueli Yin, Department of Early Childhood Education Faculty of Education, Beijing Normal University

Abstract

The present study aimed to investigate the mechanism by which preschool teachers' emotional support influenced young children's self-regulated learning. The study involved 23 Chinese Kindergarten teachers and 118 children aged 24 to 68 months. Teachers reported on their beliefs about feelings, children's self-regulated learning, and teacher-child relationships in terms of closeness and conflict. The teachers' interactions with children were video-recorded for an in-depth observational analysis of teachers' emotional support behaviours. The main results revealed that

teachers' emotional support behaviours and teacher-child closeness had serial mediating effects on the association between teachers' beliefs about feelings and children's self-regulated learning in the Chinese context. The findings have implications for understanding the role that teacher-child emotional connections during interactions may play in young children's self-regulated learning outcomes.

This study is a part of the "Teacher-Child Interaction and Preschool Children's Self-Regulated Learning" project, funded by the Sunglory Education Research Institute.

Keywords: *children's self-regulated learning, teachers' emotional support, teachers' beliefs about feelings, teacher-child interaction, teacher-child relationship*

Work-family Conflict, Organisational Commitment and Turnover Intention in Chinese preschool teachers: A Comparison of mediation models

Xiaowei Li, Faculty of Education, Beijing Normal University

Abstract

Work-family conflict is prevalent in preschool teachers, which has increased the risk of turnover intention. However, the effect of work-family conflict on turnover intention may be different between beginning preschool teachers and experienced preschool teachers. The present study examined the mediating role of organizational commitment in the relationship between work-family conflict and turnover intention with a sample of 726 beginning preschool teachers and 603 experienced preschool teachers coming from China. Results indicated that (1) Chinese beginning preschool teachers' organizational commitment played a partial mediating role in the relationship between work-family conflict and turnover intention; (2) organizational commitment fully mediated the relationship between work-family conflict and turnover intention among Chinese experienced preschool teachers. These findings have important implications for devising interventions separately to reduce the turnover intention of beginning and experienced preschool teachers.

Keywords: *Work-family conflict; Organizational commitment; Turnover intention; Beginning preschool teachers; Experienced preschool teachers*

Theme group I: Developing innovative ECTE education in global era

Research on the path of innovating teacher education strategies based on children's development

Zhou Rongjun, Education Bureau of Yandu District, Yancheng City, Jiangsu Province, China

Abstract

In China's education, early childhood education is a very important cornerstone, with strong foundation and enlightenment. Whether the early childhood education is carried out well or not will have a great impact on the construction of the whole education system in China and determine the future of society and the motherland. Therefore, under the current mode in the new era, kindergarten education should not stagnate in the process of promoting the game oriented reform, but should actively forge ahead and innovate education strategies. Better meet the development needs of the times, and drive children to grow and develop more healthily.

Keywords: *kindergarten education; Education strategy; Transformation and innovation; Promoting education reform*

The practical path of innovation home co Education under the vision of "e-era"

Zhou Rongjun, Wang Miaomiao, Education Bureau of Yandu District, Yancheng City, Jiangsu Province, China

Abstract

With the progress of science and technology, the network and digital technology show a rapid fission development trend in the development. In the development of mobile Internet technology, 5g technology, Internet technology and so on, human society has entered a micro era. As an important factor related to children's growth, home co education has received more and more social attention in the promotion of the new curriculum reform. The arrival of the micro era has also posed new challenges for home interaction under the traditional situation. How to make good use of the "e" platform carrier, join hands with kindergartens and families, and further promote home co education to a higher level? It has become a new direction of teaching and research proposed by the development of the times for preschool teachers.

Keywords: *"e" platform; Home co education; Pathway; innovation research*

Teachers for the Future? The agencies of Teachers in Early Childhood Education policies

Jonna Kangas, University of Helsinki & Heidi Harju-Luukkainen, University of Tampere

Abstract

During the last few years all policy documents together with the policy system in Finland, on the field of early childhood education, have been renewed. This has had its effects on the practices on the field as well. However, simultaneously the changing values and beliefs of education have been remained hidden in the renewal process. In this presentation, we analyze the current steering documents aimed at both practical implementors and teacher educators in the ECEC sector from the perspectives of teachers' agency.

In the policy documents, the teachers are expected to both understand the important role of childhood in human life, but also support children to join and participate in the society. Critical understanding of the curriculum together with reflective practices was mentioned in all the steering documents. The changing society increases the need for social, cultural, and language awareness for teachers. To become a societal actor a teacher needs competencies to teach equality through "...equality education, language awareness and cultural diversity, democratic education, sex education, gender awareness, social justice" states the guiding document by Finnish Teacher Students Association, SOOL (2019). In general, teachers were expected to shape the values of society to support children to become responsible human beings. Teachers were also expected to be role models of a sustainable and inclusive society. Finally, teachers were expected to be able to act as relational agents and agents for sustained professional development.

Our results suggest that teachers are given many different roles as well as values across the different documents. Teachers are asked to be more of everything now and in the future, without any guidance on how to reach these goals.

Keywords: *Agency, Education policy, values of society, future education*

Seek a Secure Life and Raise Children with The Root of Life of The Native Culture: The Construction of Rural Children's Cultural Identity from the Perspective of Adjustment Education - Rural Preschool Teachers' "Localized" Education

ZHAO Mingyang, LI Xu, Institute of Education, Guizhou Normal University, Guiyang

Abstract

Cultural identity is the self-recognition and definition of members of a cultural group, at present, the problem of cultural identity construction of rural children in China is prominent, like cognitive ambiguity, emotional thinness, and behavioral confusion are present. And rural teachers have generally failed to form effective measures. In order to help rural children build cultural identity and help rural children thrive, the research is based on the theory of social "adjustment education". Using rational speculative research methods to analyze the problems in contemporary rural cultural identity education, to guide rural preschool teachers to carry out "localized" education. Preschool teacher should help rural children constructing cultural identity from the three aspects of experience, emotion and behavior, help rural children to understand the world from far and near, in the small class stage to enable them to acquire child-centered experience; in the middle class stage to enable them gradually explore the experience in the village; in the large class stage to enable them to pursue the rural culture throughout history, help rural children thrive. Let children develop fully under the careful care of teachers

Keywords: *"adjustment education"; rural education; cultural identity; preschool teacher*

An Ecological Perspective on Teachers' Motivation in Teaching Critical Thinking Among Preschool Children

Zhiying Liu, Wuyi University, Wuyishan, China & Sook Jhee Yoon SEGi University, Kota Damansara, Malaysia

Abstract

Children can become competent thinkers, and adults play a vital role in developing and training children's thinking (Coates & Pimlott-Wilson, 2019). Although critical thinking has been identified as one of the main components in preschool education in China, there is a lack of guidance provided by the authorities in implementing critical thinking. Thus, preschool teachers' motivation is crucial in implementing the teaching of critical thinking among preschool children. However, to date, there is limited understanding on how macro and meso level policies can motivate preschool teachers in teaching of critical thinking. Using Ecological Systems Theory (Bronfenbrenner, 1979), this study explored preschool teachers' motivation in teaching critical thinking among preschool children and how their motivation leads to they teach critical thinking. By employing a qualitative case study design, the study involved a total of 13 preschool teachers in China. The sources of data were unstructured interviews, semi-structured interviews and document analysis. The findings found that clarity in policy from macro and meso levels is core to teachers' motivation in teaching critical thinking in preschool education in China. This study also highlighted the interconnectedness of macro and meso level policy, or lack of, can affect how teachers implement the teaching of critical thinking. This study concludes with a discussion on the need for aligning policy across all levels to better motivate teachers in implementing critical thinking.

Keywords: *preschool teachers; preschool children; critical thinking teaching; motivation, ecological*

Synergy between collaborative action research and project approach— A promising practice to develop collaborative inquiry among early childhood in-service teachers

Siyu Wang, Chengdu University

Abstract

This study exemplifies a new approach for merging research and practice within an in-service early childhood teacher education program in Chengdu, China. This research adopted Kemmis and Mc Taggart's action research spiral and conducted two recursive cycles. Lilian Katz's project approach was adopted to conduct the teaching. Methodology adopted in this study is of the qualitative paradigm. Data was collected through long-term classroom observation, interview and questionnaire. Validity and reliability of the study are ascertained through triangulation, prolonged engagement on-site, member checks, peer examination, and audit trail. Analysis of data was conducted using Strauss & Corbin's coding procedure and the Paradigm Model. Constant comparative technique was used throughout analysis of data to affect with-in case and cross-case analysis. Through participation in these continuous cycles of collaborative action research, two teams of in-service teachers evidenced change in the ways they participated in and also developed an inquiry-oriented teaching stance. In particular, changes observed included (1) action research served as a tool to support teachers' internalization of Lilian Katz's PA, (2) self-regulate teaching behaviors through continuous reflection-in-action, (3) an increased awareness and practice of sharing responsibility with teammates to jointly make curriculum decisions, (4) an appreciation for

and use of documentation in making visible and public the relationship between teacher thinking, practice, and children's learning. While changes in reflectivity and practice are noted and valued, the ways in which in-service teachers' participation begins to change may be a valuable indicator of in-service teacher development as they possess new knowledge and skills.

Keywords: *Collaborative action research, Project Approach, in-service early childhood teacher education*

University-based ECEC centre ECTEC Rauman pikkunorssi

Meri Pihanperä, University of Turku

Abstract

ECTEC Rauman pikkunorssi is a university-based early childhood education and care (ECEC) centre that started operating on the Rauma campus of the Department of Teacher Education at the University of Turku in January 2021.

In this presentation, a doctoral research project regarding the ECTEC Rauman pikkunorssi will be introduced. This doctoral research process will consist of three partial studies. Main aims of these are to study and define the concept of the ECTEC Rauman pikkunorssi, its development process and collaboration with its host university, University of Turku.

The main research question is: what is ECTEC Rauman pikkunorssi and how this concept is developed? The main results of the first published research article and some preliminary findings will be presented in this presentation. These findings include the definition of the university-based ECEC centre and its collaborative activities with the teacher education programme. Also, some preliminary findings regarding collaborative activities of the ECTEC Rauman pikkunorssi and University of Turku will be presented.

Keywords: *early childhood education, university-based ECEC centre, teacher education, early childhood teacher education, collaboration*

Theme group II: Professional learning and identity

A Study on the Cognitive Characteristics of Burnout among Chinese Early Childhood Education Teachers

Nan Hu & Hanbo Che, Moray House of Education, The University of Edinburgh

Abstract

Understanding the burnout sources among Chinese Early Childhood Education (CECE) teachers is fundamental to addressing their plight as a high burnout-rated group. Diverse factors have been studied to influence CECE teachers' burnout, but some of these research procedures were divorced from teachers' actual contexts, resulting in an under-exploration of burnout causes grounded in teachers' complex cognitions. Therefore, based on a cognitive framework with 8 elements extracted from the CECE burnout-related literature, this study conducted an Epistemic Network Analysis of the semi-structured interviews involving 35 CECE teachers from different backgrounds to explore their burnout cognitive features and differences. We found the cognitive features of Emotional Exhausted are reflected in the enforced workload arising from collectivist relationships within the kindergarten, notably in the cognitions of low-experienced and public kindergarten teachers. Cognitions of Depersonalisation are embodied in handling relationships with parents having folk pedagogy ideas and the resulting negative affect, prominent in the cognition of high-experienced and private kindergarten teachers. For all teachers, the low Personal Accomplishment cognition focus on a negative affect of unbalance between effort and reward, related to the gratuitous forced workload in the collectivist hierarchy and the ineffective relationship communication with parents holding entrenched folk pedagogy. In pioneering the cognitions study of burnout among CECE teachers, this study takes CECE culture's collectivist and folk pedagogical as potential explanations, offering some possible directions for addressing their burnout in the Chinese context.

Keywords: *Chinese early childhood education teachers; Professional burnout; Cognitive characteristics; Epistemic Network Analysis*

A study on the relationship between preschool teachers' competence and professional happiness

Yang Li, Yunnan Textile Vocational College

Abstract

The competence of preschool teachers refers to a sum of various abilities which were needed to complete their own job well, including educational ability, professional attitude, psychological characteristics and professional motivation. Preschool teachers with high competence can better gain a sense of effectiveness in teaching, which may produce professional happiness. In order to explore the relationship between teacher competence and professional happiness, the study collected data from 271 preschool teachers in Yunnan Province, by issuing self-evaluation questionnaires on teacher competence and professional happiness, and further explained the relationship by instructional observation. The results show that preschool teachers' competence is moderately positively associated with professional happiness, with the correlation coefficient $r=0.594$, $P<0.01$, and there are different intensity correlation between the sub dimensions of the two variables. Among them, professional

motivation and professional happiness have the strongest correlation, while the correlation between education ability and professional happiness is weak. The regression analysis shows that preschool teachers' competence can significantly predict their professional happiness by 35.2% ($R^2=0.352$), that is, preschool teachers' competence can positively affect their professional happiness. The research results can provide a research basis for clarifying the influence mechanism between preschool teachers' competence and professional happiness, and also can better improve the professional quality of preschool teachers.

Keywords: *preschool teachers; competence; professional happiness; relationship*

Research on the Influence of Professional Identity on the Employment Intention of Undergraduates in Preschool Education

Liu Ruyi, Shangqiu Institute of Technology

Abstract

With the vigorous development of preschool education in my country, the establishment of a high-quality new era preschool teacher has become an important software facility for the development of preschool education in my country. However, the employment rate of preschool graduates in the industry is low and the transfer rate is high. , So that the contradiction between the training of preschool education talents and market demand has become increasingly prominent. This study selected 138 preschool undergraduates through stratified sampling, and used empirical investigation methods to explore the relationship between preschool undergraduates' professional identity and employment intentions. The study found that the professional identity and employment intention of preschool undergraduates are at a middle level, and the four dimensions of professional identity, social identity and professional employment status are all significantly related to the employment intention of preschool undergraduates. Therefore, this research puts forward suggestions in four aspects: optimizing professional construction, giving play to public opinion guidance, strengthening employment guidance, and forming a joint force in education.

Keywords: *professional recognition; undergraduates in preschool education; employment intention; influence.*

An Analysis of the Role and Influencing Factors of Early Childhood Teachers' Teaching Efficacy

Liu Yue, College of Home Economics, Hebei Normal University

Abstract

Teaching efficacy is a teacher's subjective judgment of his or her ability to influence student learning behavior and achievement. It serves as an internal motivator that not only promotes teachers' professional development, but also influences children's learning behaviors and psychological development as understood by the children themselves. The results of this study, which used questionnaires and interviews to survey 1,500 early childhood teachers, showed that the overall teaching efficacy of early childhood teachers was high, but the development of each

dimension was uneven and varied widely among teachers due to personal, organizational, and social influences. In order to enhance teachers' sense of teaching efficacy and lay the foundation for their professional development and the overall development of young children, early childhood teachers themselves should enhance their professional beliefs and experience a sense of accomplishment; kindergartens should create a supportive atmosphere and a platform for development; society should enhance the status of early childhood teachers and reasonably allocate educational resources.

Keywords: *Early Childhood Teachers; Sense of Teaching Efficacy; Influencing Factors; Professional Development*

Professional Identity Conflicts and Coping Strategies of Beginning Preschool Teachers with a Master's Degree

Fan Shichen, Wang Tian-tian, & Zhou Jun, Faculty of Education, Beijing Normal University

Abstract

In a context of developing high-quality teachers, the number of kindergarten teachers with a master degree in China has increased year by year, from 1,151 (0.10%) in 2010 to 6,475 (0.22%) in 2020, which have become an emerging but important group. However, they are maladaptive in their career induction. Aims to understanding their induction experience, adopting identity as an analytic lens, this study examined the identity conflicts experienced by seven beginning preschool teachers with a master's degree and their coping strategies. Adopting a qualitative case study approach, this study find that they encountered identity conflicts in three aspects, i.e. teaching practice, interpersonal communication and professional development, which are caused by the incomplete professionalization process of preschool teachers in China, as well as their excessive expectations and insufficient professional preparation. Facing identity conflicts, they adopted three kinds of coping strategies: negotiated with it initiatives, bearing with it depressedly and planning to escape, which reflect the joint effect of individual agency and structural support. The study enriched the researches on the identity of kindergarten teachers, and provided enlightenments for optimizing the entry experience of beginning preschool teachers with graduate degrees.

Keywords: *teacher identity ; identity conflict ; preschool teachers with a master degree*

Relationship between Preschool Teacher Efficacy and Emotional Labor in the Chinese Context: A Meta-Analytical Examination

Peishan Huang & Mingming Zhoua, Faculty of Education, University of Macau

Abstract

Preschool teachers' emotional labor is closely related to teachers' performance-related indicators including teacher efficacy. However, previous studies haven't reached a consensus on the relationship between emotional labor and teacher efficacy. Considering the context-dependent nature of emotional labor, the current study aimed to synthesize previous empirical findings on the relationship of labor-efficacy by conducting a meta-analysis in the Chinese context. Based on published articles reviewed with a total of 1,792 Chinese preschool teachers, the results suggested

the three emotional labor strategies (i.e., surface acting, deep acting and expression of naturally felt emotions) varied across effects on efficacy. Deep acting and expression of naturally felt emotions were significantly positively associated with efficacy whereas surface acting showed no significant relationships with efficacy. The moderator analysis indicated no significant moderation effect of gender, but measurements of teacher efficacy significantly moderated the labor-efficacy relationship. The findings shed light on how to promote preschool teachers' efficacy from teachers' emotional perspectives in a collectivist society, and how to design interventions on preschool teachers' professional development in terms of emotion regulation in the teaching environment rather than solely focusing on cognitive or pedagogical training.

Keywords: *teacher efficacy; emotional labor; preschool teacher; Chinese context; meta-analysis*

Theme group III: Leadership and educational policy

The generational gap of kindergarten teachers' leadership in kindergarten-based curriculum

Lanqing Xu, Bohai University, Jinzhou

Abstract

Kindergarten-based curriculum affects children's education and growth to a certain extent. High-quality kindergarten-based curriculum is closely related to teachers' excellent leadership of kindergarten-based curriculum. It is urgent to improve teachers' leadership of kindergarten-based curriculum at all ages. This study used questionnaire and interview methods to investigate kindergarten teachers born in the 1970s, 1980s and 1990s in four public kindergartens in a city. The results show that there are generational differences among the three generations of teachers in four aspects: kindergarten-based curriculum understanding, kindergarten-based curriculum development, kindergarten-based curriculum implementation and kindergarten-based curriculum evaluation. The reasons for the differences mainly include teachers themselves, kindergarten managers and the social background. In view of the above three reasons, targeted promotion strategies are put forward for teachers. Teachers should pay attention to the cooperation and communication; Renew the educational concept and improve the attention to the leadership of kindergarten-based curriculum; Combine theory with practice, accumulate practical experience, and improve the implementation of kindergarten-based curriculum. The kindergarten managers should be targeted in garden this course for teachers in the three generations of leadership training; construct "learning community"; push the leadership of kindergarten-based curriculum down and empower teachers. At the social level, kindergarten teachers were trained by experts and scholars outside the kindergarten. The government should carry out inter-park cooperation and promote the exchange of leadership experience of kindergarten-based curriculum among teachers.

Keywords: *Kindergarten teachers; Kindergarten-based curriculum; Curriculum leadership; Generational gap*

Commitments and barriers for antiracism in the Finnish early childhood education

Saara Loukola, University of Helsinki

Abstract

Finland is portrayed as a model country for education. However, research shows that racism is apparent in education, starting from the early childhood education (ECE). Despite this, racism has not been connected to young children's learning environment. Thus, research is needed on the questions of how racism appears in ECE? How ECE teachers, as team leaders, commit to resisting racism in ECE and what kind of barriers it has? My article aims to reduce the knowledge gap and contribute to theories of critical education and critical theories of race.

After interviews with six Finnish ECE teachers and drawing from discourse analysis, I demonstrate how racism is evident in ECE in many forms, such as racist assumptions, all-white learning material and in the structures. The teachers recognize an urgency for antiracist approach. They commit to it

by critically self-reflecting their privileges and racialized stereotypes and by conscious pedagogical solutions, e.g., widening the representations in learning material. However, there are several barriers to adopting an antiracist approach in ECE. Teachers emphasize the incapability to self-reflection in multi-professional teams, the difficulty to intervene in racist situations and the hectic everyday barriers. Thus, it is vital to find ways to improve the capability to self-reflection and recognition of racism in multi-professional teams and to ensure teachers having resources to continue commitments and lead the work in their teams toward antiracism.

Keywords: *early childhood education, critical pedagogy, antiracism, racism, white normativity*

Bail-out and Breakthrough of Teacher Education under the Bi-transitional Orientation between ECEC Institutions and Primary Schools in China

Song Shuoqi, Center for Teacher Education Research of Beijing Normal University

Abstract

China's latest policy of bi-transitional between ECEC institutions and Primary schools has had a profound impact on both local basic education. As teacher education and basic education are nested within each other, the issue of how the former responds to the latter's orientation towards transformative change becomes more momentous. In order to reveal the dilemmas and outlook of the relevant subjects in teacher education who are involved in the promotion of the bi-transition, and to present more possibilities for first-order teaching and second-order teaching, this study investigates three preschool and primary school teacher educators, six preschool and primary school teachers and three preschool and primary school pre-service teachers in China. Drawing on data from interviews, the study found that the current problems of teacher education for bi-transition includes ambiguity of core concepts, the prevalence of performativity, and the dysfunction of child-centered discourse. Therefore, its continuous and discontinuous development relies on the clarification of identity boundaries between preschool and primary school teachers, the promotion of core reflection and self-exposure of in-service and pre-service teachers, and the creation of a community of practice for "preparing children" by linking multiple stakeholders under the impetus of teacher education.

Keywords: *Transition to School; Bi-transitional; Preparing Children; Continuity and Discontinuity*

Towards Democratic Professionalism in Early Childhood Education: Ways of Participation in Educational Decision Making

Xiao Zhang, Lancaster University

Abstract

Democratic professionalism has becoming increasing a prevalent discourse in early childhood education. It foregrounds participatory relationships and alliances. In line with interview data from a sample that consists of 17 early childhood practitioners working in public-run preschools in Beijing, China, this qualitative study explores how early childhood practitioners participate in educational decision making in their classes. By adapting prevalent theories of democratic

participation, it suggests analysing democratic participation revolving around three elements: considerations for shaping decisions, power resistance and diversity. Based on these three elements, research questions are formed, (1) what considerations do early childhood practitioners make in shaping decisions? (2) in what ways do early childhood practitioners address disagreements during the process of decision making? (3) to what extent do early childhood practitioners open for new idea or thoughts? Research findings are presented as various themes because of conducting a thematic analyse method. To response Q1, there are three considerations-child, objective conditions and personal interests-revealed in the data. themes, such as ‘debate and voting’, ‘no knowing, no voice’ and ‘letting children free exploration’ are formed to response Q2. As for Q3, this study will employ participant’s stories to present the degree of diversity. This study works as a reference that democratic practice is not a utopia but can be found in early childhood education.

Keywords: *Early childhood professionalism; democratic practice; participation; teacher’s subjectivity*

From "Teacher" to "Daxiansheng": The predicament and path of Daxiansheng from the perspective of intellectual capital

Ma Xiaoya, Guizhou Normal University

Abstract

In 2017, General Secretary Xi proposed for the first time that "teachers should not only be teachers who teach book knowledge, but should become 'Daxiansheng' who shape students' character, conduct and taste". Studying the new identity of the teacher's role can re-understand the teacher, rebuild the image of the teacher's role, and enrich the life connotation of the teacher's profession. From the perspective of knowledge capital, this research analyzes the ought to be of “Daxiansheng” (a concept similar to, but beyond, the master), and analyzes the predicament of "Daxiansheng" from the perspectives of teachers themselves, training units and work units. On this basis, four coping strategies are proposed: fully mobilize teachers to improve the subjective initiative of teachers; to optimize the training program for normal students; to increase the support for teachers' knowledge accumulation; to implement the way of lifelong learning.

Keywords: *Daxiansheng; teaching craftsman; intellectual capital; teachers*

How do kindergarten teachers perform leadership? —From the perspective of leadership practice

Jiahui Wang, Nanjing Normal University, School of educational Science

Abstract

School reform and teacher professional development put forward higher requirements for teacher leadership, but the empirical research on teacher leadership based on kindergarten local practice is not sufficient. In this study, 187 questionnaires and 7 in-depth interview records were analyzed by combining quantitative and qualitative research methods, and the results showed that the distributed leadership was obvious in kindergarten teachers' leadership practice. The proportion of the leader's

professional ability in the source of leadership legitimacy is the highest, also, the proportion of leadership positions and leadership performance show a significant negative correlation; Teacher leaders without leadership positions exhibit the characteristics of dormant identity and their leadership practice were concentrated in teaching activities; Leadership interaction can be divided into four types: lead-wander, lead-follow, lead-construct and lead-lead, of which the constructor reports significantly higher leadership than the wanderer. Accordingly, attention should be paid to the differences in leadership orientation at the institutional design and practice context levels; Analyze the role of position hierarchy in supporting and constraining teacher leadership; Attach importance to the role of followers, and complete the transformation of "lead-wander " and "lead-follow " to " lead-construct " and "lead-lead " in practice.

Keywords: *kindergarten; Teacher leadership; Empirical study; Follower; Distributed leadership;*

Linking Principal Leadership Styles and Teacher Leadership: The Role of Psychological Capital among Chinese Preschool Teacher

Lijia Liu & Tingting Wu, Guangzhou University

Abstract

Problem statement: The training and enhancement of teacher leadership is one of the main ways of professional development of teachers, which is not only conducive to the continuous learning of individual teachers, but also can strengthen the professional construction of the teaching team. There is a lack of research to explore the deeper mechanisms underlying preschool teacher leadership, especially the relationship between the leadership style of preschool principals and preschool teacher leadership.

Research Purpose: Explore the relationship between principal leadership style, teacher psychological capital and teacher leadership and analyses the influence of different types of preschool principal leadership styles on preschool teacher leadership.

Research Question: What is the relationship between preschool principal leadership styles and preschool teacher leadership? What role does psychological capital play in the relationship between principal leadership styles and teacher leadership?

Methods: Based on leader-member exchange theory, 294 preschool teachers in China were surveyed. Correlation analysis, variance analysis, structural equation modeling, and bootstrapping were used to analyze the data.

Results: The transformational leadership style can positively influence preschool teacher leadership directly and indirectly through psychological capital; the transactional leadership style can only positively influence preschool teacher leadership indirectly through the mediating role of psychological capital. Preschool teachers' leadership can neither be directly influenced by a laissez-faire leadership style or authoritarian leadership style nor be indirectly influenced through the mediating role of psychological capital.

Conclusion: The preschool principal leadership styles (transformational and transactional) will influence preschool teacher leadership through the mediating effect of teachers' psychological capital.

Keywords: *early childhood education, principal leadership styles, teacher leadership, psychological capital, preschool teacher*

Theme group IV: Pre-service practice and work life

Exploring the practice mode of online and offline integrated teaching of kindergarten teachers under the background of informatization

Xia Junwei, Changchun Guanghua University

Abstract

The rapid development of network information technology, The ability and quality requirements of innovative compound excellent talents are also getting higher and higher, As an important starting point for conveying preschool teachers to kindergartens and other units and institutions, Pre-vocational education bears the important responsibility of improving the professional quality and ideological quality of the teachers, Naturally, we also need to lead the students to master the course knowledge effectively, And to guide the preschool teachers in the future work positions to better inspire children, children and so on to cultivate the interest in learning, master the basic knowledge and practical skills, yet, At present, the overall effect of pre-service information education for kindergarten teachers in China is not ideal, There are some problems, such as insufficient development and utilization of information resources, insufficient training of artistic skills, and poor teaching innovation, It is urgent to explore and innovate the teaching content, teaching mode, teaching method and teaching strategy of kindergarten teachers' pre-service information education. Based on information under the background of kindergarten teachers before education and online integration teaching, collect relevant research results at home and abroad, for the unit kindergarten teachers before front offline integration education status empirical research, put forward the background of information kindergarten teachers before front offline integration education countermeasures, in order to pre-school education professionals to lay a solid foundation.

Keywords: *information background, preschool teachers, preservice, online and offline*

The Mediating Role of Self-Efficacy between Emotional Intelligence and Work Engagement in Preschool Teachers: Evidence from China

Yifei Zhao, Faculty of Education, Henan University, Kaifeng

Abstract

This study aims to explore the possible mediating role of preschool teachers' self-efficacy between emotional intelligence and work engagement. The samples of the survey were from Henan Province in China. Altogether 277 preschool teachers were sampled and surveyed with the Emotional Intelligence Scale (WLEIS), the General Self-Efficacy Scale (GSES), and the Utrecht Work Engagement Scale (UWES). The results indicated that:(1) preschool teachers' emotional intelligence, self-efficacy and work engagement were medium-level, and there were significant differences across different demographical profiles;(2) emotional intelligence was positively correlated with preschool teachers' self-efficacy ($r = 0.580, p < 0.01$) and work engagement ($r = 0.518, p < 0.01$); while work engagement was positively correlated with self-efficacy ($r = 0.652, p < 0.01$); (3) further regression analysis showed that emotional intelligence significantly predicted self-efficacy ($\beta = 0.580, p < 0.001$) and work engagement($\beta = 0.518, p < 0.001$); (4) preschool teachers' self-efficacy partially mediated the relationship between their emotional intelligence and work

engagement family (95% CI = [0.3541,0.6991], $p < 0.001$). The educational implications of these findings are also discussed.

Keywords: *preschool teacher; emotional intelligence; self-efficacy; work engagement*

Workplace Fun and its Relationship with Work Engagement in Kindergarten Teachers: The Mediating Effect of Psychological Capital

Jialing Yang, Xinghua Wang & Huifang Hong, Chongqing Vocational College of Transportation

Abstract

Workplace fun is a new perspective on organization management to improve the daily working environment of teachers and cultivate the organizational culture of kindergartens. The current study explored teachers' workplace fun and its relationship with psychological capital and work engagement in 196 kindergarten teachers via questionnaire surveys. Structural models tested in SmartPLS revealed that fun job responsibilities positively predicted the work engagement of kindergarten teachers. Furthermore, supportive practices for fun at the kindergarten can indirectly predict the work engagement of teachers via the mediating effect of psychological capital. The authors made recommendations in two aspects, namely, supportive practices for fun by kindergarten management and appropriate probe into the fun of teachers' job responsibilities.

Keywords: *Kindergarten teachers, Workplace fun, Psychological capital, Work engagement*

Practice-Based-Coaching to Improve Observation Ability of Kindergarten Teachers

Dan Wang & Xinghua Wang, Chongqing Vocational College of Transportation

Abstract

Observing and understanding children is the key to high-quality preschool programs. However, it is difficult for teachers to convert professional knowledge into educational practice under the traditional training form. The purpose of this study is to support kindergarten teachers to apply observation theories to their observation practices through Practice-Based Coaching (PBC), and furtherly to improve teachers' ability to observe children's approaches to learning (ATL). The research questions include:(1)Can PBC training promote kindergarten teachers' observation ability, thereby improving children's ATL? (2)What is the social validity of PBC?

The pretest-posttest control group design was used in this study.16 teachers and 80 children were assigned to two experimental conditions. The experimental group received PBC training, while the control group received two lectures on ATL and a curriculum resource package unrelated to ATL. The results showed that, the observation ability of teachers trained in PBC was significantly better than that of the control group. Children's ATL in this group has significantly increased. Teachers received PBC training had great changes in writing observation records, analyzing behaviours and providing support strategies. The results of the social validity questionnaire showed that teachers believed that PBC was effective and that it could improve the ATL of children. These indicate that PBC can effectively improve the kindergarten teachers' observation ability.

Keywords: *Kindergarten teacher ; Practice-Based Coaching, Observation ability, Approaches to learning*

Research on the improvement of caregivers' responsive caregiving ability in childcare institutions

Li Qian & Liu Xin, Beijing Normal University

Abstract

In order to improve the caregivers' responsive caregiving ability in childcare institutions, this study takes 32 caregivers in Beijing and Chongqing as the research objects, combined with experience learning theory and responsive caregiving theory, designed three special activities focusing on the three stages of "Watch-Ask-Adopt", and organized caregivers to conduct case-based experience learning through the group workshop and one-on-one guidance. The intervention adopted a quasi-experimental research design, the RIFL-Ed was used to evaluate caregivers' responsive caregiving ability during group activities and meal times through observation.

The results show that: Caregivers' responsive caregiving ability is at the lower-middle level as a whole, and the scores of mutuality-building, mind-reading, communicative clarify and equity decreased successively. At the behavioral level, caregivers' responsive caregiving ability is at the upper-middle level, both in group activities and at mealtimes, and the mind-reading dimension is the best, the mutuality-building dimension is the second, the communicative clarify dimension is the third, and the equity dimension is the weakest. In addition, the intervention program has the same immediate effect on the improvement of caregivers' responsive caregiving ability in group activities and mealtime, but the long-term effect of intervention program on caregivers' responsive caregiving ability in mealtime is better than that of group activities in the dimensions of communicative clarify, mutuality-building and mind-reading. Therefore, Case-based learning through group seminars and one-to-one instruction is effective in improving teachers' responsive care ability.

Keywords: *Childcare institutions, Caregivers, Responsive caregiving ability*

A case study on the role identification of preschool teacher trainees from the perspective of community of practice

Yang Jinyu, Guizhou Normal University

Abstract

Educational practice is an important way for normal students to construct role identity, and this process is often accompanied by the interaction of the practice community formed by the teacher and the apprentice. Based on the realistic consideration of the role identity development situation of pre-middle school teacher interns in the practice field, this research selects an intern as a case study object from the perspective of the practice community theory, and finds out through the in-depth description of the role identity generation process in the practice process: The construction of normal students' role identity requires the guidance teachers to give full teaching autonomy and

support to help her develop dynamically from the "legitimate marginal participation" to the "core" of the community, the positive relationship between mentor and apprentice has far-reaching significance for interns to reflect, adjust, confirm and reconstruct their role identity in practice. Research suggestions: Build a community of mentors and apprentices to guide interns to form a correct role view; strengthen personal role awareness through pre-employment service learning; strengthen the design of internship paths and promote role orientation.

Keywords: *role identity; practice community; educational practice; preschool normal students*

The Impact of Self-Evaluation of Kindergarten Educational Quality on Teachers' Professional Learning Community

Yufan Lei & Jing Huang, Beijing Normal University

Abstract

Teachers' professional learning community is considered as an important approach to improve teachers' teaching practice and teaching culture. However, the precursors of kindergarten teachers' professional learning community have been less explored. As evaluation activities implemented by the subjects of quality improvement, self-evaluation of kindergarten educational quality is closely related to the internal ecology of kindergartens, and influences the construction of teachers' professional learning community. Using the Self-Evaluation Scale and the Teachers' Professional Learning Community Scale, this study investigated 881 teachers from 123 kindergartens and analyzed the relationship between self-evaluation of kindergarten educational quality and teachers' professional learning community. The results from linear regression showed that self-evaluation of kindergarten educational quality contributed to teachers' professional learning community after controlling for the kindergarten and teacher characteristics. Among the dimensions of self-evaluation, structure and feedback of self-evaluation positively predicted teachers' professional learning community, while engagement of self-evaluation didn't show a significant effect. Therefore, kindergartens should establish a scientific self-evaluation system, improve the accuracy and practicality of evaluation feedback, so as to promote and support teachers' reflection and communication individually and collectively, and provide a basis for identifying the focus of teaching and research activities. Meanwhile, teachers' engagement of self-evaluation should be enhanced to construct teachers' professional learning community and promote the professional development of teachers.

Keywords: *kindergarten educational quality; self-evaluation; teachers' professional learning community; professional development*

Theme group V: Developing pedagogical future strategies of ECTE

Growing Up at Home – Reflections on Distance Education For Children In The “Window Period “Under The Normalization Of The Epidemic

Li Shuai, SEAMCK

Abstract

Problem: Affected by the COVID-19 epidemic, kindergartens in many places have delayed the opening of school since the spring of 2020. Today, when the normalization of epidemic situation comes, the spread of the epidemic will also cause kindergartens to face a temporary suspension of classes, and children have to enter in a " window period " at home. **Purpose:** To explore the work of kindergarten care education under the new situation, growing up at home. **Question:** How to provide a suitable distance education for children during the epidemic period. **Methods:** Based on the physical and mental development of children, this paper will focus on analyzing the existing problems of distance education for children. On the basis of understanding the relationship between "teachers, children and parents", it emphasizes the importance of grasping the content of distance education for children, and using various strategies to realize the distance education. **Research results:** 1. In terms of relationship handling, we should properly handle the relationship between teacher guidance and children's autonomous learning, and the relationship between teacher guidance and parents' assistance. 2. In terms of education content, we should pay attention to life-related and gamified education. Theme activities focusing on life education and corresponding parent-child games in "five fields" should be provided. 3. In the implementation strategy, it is necessary to encourage asking questions, interactive problem-solving, and stimulate exploration interest in deepening cognition. Starting with interest, we can convey warmth and affection, and relieve children's emotions in the company and games. Learning from examples , patriotism will be developed in the guidance.

Keywords: *Normalization of epidemic situation, Distance education, Life-related, Gamification, Strategy*

The Investigation and Enlightenment of Professional Ability Evaluation of Kindergarten Teachers in Xinjiang

Li Huanhuan & Abidan·Kawuli, Xinjiang Normal University

Abstract

The kindergarten teachers' professional ability is an important indicator to measure the quality of teachers' professional development. Based on the investigation of 900 kindergarten teachers' professional ability in Xinjiang, we find that kindergarten teachers are weak in patience and professional ethics in terms of professional concepts and ethics; they are weak in art appreciation knowledge and new technical knowledge in the dimension of professional knowledge; and they are also weak in various aspects such as communicating effectively with children, taking care of children's daily life scientifically in terms of professional ability. A further test of variance showed that the above three dimensions and the total score showed highly significant differences($p < 0.01^{**}$) in various aspects of kindergarten teachers' teaching experience. There are also showed significant

differences($p < 0.05^*$) in the first and final education of kindergarten teachers. The corresponding discussions and suggestions as empirical evidence were provided for the professional development and quality improvement of kindergarten teachers in Xinjiang.

Keywords: *kindergarten teachers; professional ability; influence factor*

Visual Arts Education for Creativity in Chinese Early Childhood Education

Jingyue Liang, Päivi Granö & Inkeri Ruokonen, University of Turku

Abstract

The study presented how early childhood educators in China understand how they could develop children's creativity through visual arts education and how they practice in their everyday teaching to enhance children's creativity. It aims to contribute to this growing area of research on creativity in early childhood education in China and globally by focusing the nursery school teachers' perceptions and experiences. Data will be collected through semi-structured interviews, focus group interviews, and classroom observations in China three different kindergartens (9 classes, from K1 to K3). The results show that visual arts programmes can contribute to the development of creativity in young children, including but not limited to ways of thinking, verbal expression, written expression and hands-on creative arts. Teachers, peers, the environment, and curriculum goals are all elements that influence visual thinking and creativity. Visual arts-based creative thinking development can potentially influence young children's future growth. It also shed light on the challenges faced by the early childhood educators to cultivate creativity among their students.

Keywords: *Early childhood education; visual arts education; early childhood creativity; visual arts-based creative thinking*

Storytelling and the Beauty Connection: Collaboration and Participation in Children's Aesthetic Experiences

Mengyun Xiao & Weihang Rong, University Sains Malaysia

Abstract

In early childhood education, storytelling, a common teaching activity in kindergartens, has an essential impact on children's vocabulary, reading, oral expression, and writing. Although much research has been conducted on the benefits of teacher-child interaction in storytelling, few studies have examined the aesthetic experience and emotional involvement of young children in storytelling. In those storytelling activities that are led by professional storytellers, the storytelling process usually involves not only well-coordinated gestures, facial expressions, and vocal modulation by the narrator but also active participation (physical, verbal, and emotional) by the children. The purpose of this study was to examine children's emotional involvement and aesthetic experiences during storytelling by teachers. As a result, a two-month study from March 2022 to April 2020 was planned, with an observational method and a K3 grade (5-6 years old) in an inclusive kindergarten in China as the study population. Based on Multimodal Interaction Analysis (MIA) analysis and discussion of teacher-child collaboration during the teacher's aesthetic

experience, this paper focused on the entertaining nature of the teacher's narrative organization, the story teaching style, and the children's participation (verbal and non-verbal).

The analysis reveals the teacher's obvious characteristics in the storytelling: the teacher uses props, body language, and vocal intonation to stimulate the children's emotional engagement. Children co-engage by actively answering questions, catering to body movements, choral music, and creating story fragments to show their understanding of the content of the story. These findings also prompted an awareness of the various possibilities that exist in storytelling, regardless of the resources used. Research has shown that storytelling activities through collaboration between teachers and children deepen the depth of teacher-child interaction, children's emotions, and aesthetic literacy.

Keywords: *Storytelling, Arts Education, Aesthetic experience, Young children, Teacher-child interaction*

The Action Research Project on Teaching with Picture Books in Kindergarten Based on Social and Emotional Learning Framework

Li Yu, Yaotong Li, Ran He & Heyi Zhang, Faculty of Education, Beijing Normal University

Abstract

Social and emotional learning can empower young children with experiences and skills in emotional cognition, emotional management, and social interactions, thus helping them develop social and emotional abilities which will benefit them throughout their lives. The current study aimed to improve kindergarten teachers' ability to conduct socio-emotional education activities. Through an action research design, the study explored ways to integrate social and emotional learning with picture book teaching activities, and developed a set of theoretical and practical tools for the design and implementation of educational activities. During the program, we explored five major procedures for activity designing, including focusing on core knowledge, choosing picture books, developing activity objectives, selecting activity contents, and designing activity procedures. Four major activity procedures were then identified as arousing interests, illustrating stories, active experiencing, and summarizing & reflecting. Finally, we proposed several effective teaching strategies for the activity procedures. The study allowed teachers to enhance the scientificity of activity design and the effectiveness of activity implementation in early childhood education settings. The findings provided educational implications for improving the path for teachers' professional development, expanding the forms of organizing educational activities, and building a collaborative educational support system.

Keywords: *Social and emotional learning; picture book teaching; kindergarten activities; action research*

The Impact of Kindergarten Teachers' Professional Learning Community on Quality of Play Activities

Jing Huang & Yu-fan Lei, Beijing Normal University

Abstract

As an important way for teachers' professional development as well as improvement of educational quality, teacher professional learning community (PLC) have received widespread attention. In recent years, the Chinese government has also emphasized group teaching and research in kindergartens and encouraged exchanges and collaboration among teachers. However, in general, teacher PLC in early childhood education (ECE) have received less attention and their role in educational quality has not been fully confirmed in the Chinese context. With the aim of exploring the relationship between teacher PLC in kindergartens and the quality of play activities, this study was conducted in Guangdong Province involving 123 kindergartens and teachers, using the Teacher Professional Learning Community Scale and the Chinese Kindergarten Education Quality Assessment Scale. It was found that when teachers participated in collective communication in kindergartens, the quality of play activities performed better. In contrast, the effect of shared values and norms and supportive facilitations was not significant. This suggested that kindergartens should provide more opportunities to further strengthen collective communication and cooperation among teachers, and also focus on cultivating teachers' shared values and norms and improving the effectiveness of supportive facilitations to build a PLC for teachers' professional development and improve the quality of education.

Keywords: *kindergarten; teachers' development; professional learning community; quality of education*

Special Educational Content in the Programs of Finnish Early Childhood Teacher Education

Sonja Ojala & Päivi Pihlaja, University of Helsinki

Abstract

Early Childhood Education (ECE) in Finland has recently undergone changes aiming to better support children with additional or special educational needs. The new Core Curriculum for ECE and the renewed Act on Early Childhood Education came into effect in August 2022, introducing the three-tiered support system. To implement the support, teachers need knowledge and skills of special and inclusive education. The aim of this study is to explore the special educational content in the curriculum of Early Childhood Teacher Education (BA) in Finnish universities. The content and objectives of the compulsory courses in each program were analyzed with quantitative and qualitative content analysis. The results showed that out of 180 ECTS credits, each program includes one or two special education courses with a total credit amount varying between 5 and 11. These courses cover topics such as recognizing needs for support, planning and implementing pedagogical support, multiprofessional cooperation and the three-tiered support system. In some other courses, concepts linked to special education were mentioned. These preliminary results indicate that there is variation in the kind of knowledge future ECE teachers acquire about special educational needs. This subject and children with special educational needs should receive more attention in ECE teacher education. Furthermore, the redesign of the subject should be considered in order to ensure necessary knowledge and skills to future teachers.

Keywords: *Early Childhood Education, Early Childhood Teacher Education, Curriculum, Special Education, Special Educational Needs*