

OMEP-APR in KYOTO 2019



Quality of Early Childhood Education and Care

THE JAPANESE NATIONAL COMMITTEE OF OMEP

JAPAN, KYOTO TERRSA

September 5-7, 2019



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OMEP-APR

in KYOTO

2019

Program

CONGRATULATORY MESSAGE 1

World President, OMEP Dr. Eunhye Park
Professor at the Department of Early Childhood Education,
Ewha Womans University, REPUBLIC of KOREA

祝 辞

OMEP 世界総裁、梨花女子大学幼児教育学科パーク教授、韓国

I would like to extend my sincere appreciation and congratulations to Mr. Fujii Osamu and to the organizing committee for hosting OMEP Asia Pacific regional conference.

Since Japanese committee formally joined OMEP, it always has contributed to the development of children's rights and well-being. In particular, Japan held the first World Congress in Asia in 1995, providing a platform for Asia to actively participate in the World OMEP. In the program of the World Congress held under the topic "Bringing up human beings in a modern environment", some people like Candide Pineault, Eva Balke and Audrey Curtis are no longer active, but you can also find some names like Ulla Grob-Menges, Ingrid Pramling Samuelsson, Udomluck Kulapichitr who still work very hard. We can see that OMEP members have been dedicated for a long time for young children.



Dr. Eunhye Park

Through SDG 4.2, we know that the high-quality Early Childhood Education and Care (ECEC) is essential for young children's rights and life-long well-being. In this sense, the theme of this conference is very meaningful and timely. Also it reflects the theme of the World Congress held in Yokohama in 1995.

Kyoto has a long history of more than 1,200 years, mixing diverse cultures and is called the spiritual home of Japanese people. It also has 14 UNESCO World Heritage Sites. We all know how to be close together in a culturally rich city. During the conference, I would like all members of the Asia Pacific region to understand each other personally through a variety of activities.

I sincerely thank the Japanese committee for inviting us once again and wish conference to be successful and productive.

OMEP 日本委員会の藤井修会長、ならびに、OMEP アジア・太平洋地域大会実行委員会に対して、心からの感謝とお祝いを申し上げます。

日本委員会は、OMEP に正式加盟してから今日に至るまで、常に子どもの権利とウェルビーイングの発展に貢献してきました。特に 1995 年にはアジアで最初の世界会議を日本で開催し、世界 OMEP にアジアが積極的に参加する基盤を築きました。「いま、人間を育てる」をテーマとして開催された横浜世界大会のプログラムには、既に現役を退かれた Candide Pineault さん、Eva Balke さん、Audrey Curtis さんなどとともに、Ulla Grob-Menges さん、Ingrid Pramling Samuelsson さん、Udomluck Kulapichitr さんなど、今もなお大いに活躍されている方々のお名前を見ることができます。このことから、OMEP のメンバーたちが、長年、幼い子どもたちのために献身的に取り組んできたことが分かります。私たちは、SDG 4.2 を通じて、質の高い保育（ECEC）が幼い子どもたちの権利と生涯にわたるウェルビーイングにとって最も重要であることを認識しています。その意味で、本大会のテーマは非常に有意義であり、タイムリーです。また、1995 年に横浜で開催された世界大会のテーマを反映しているものでもあります。

京都は、1200 年以上の長い歴史を持ち、多様な文化が複合した、日本人の心のふるさとと呼ばれている街です。また 14 のユネスコ世界遺産も存在します。私たちは皆、この文化的に豊かな街において、互いに交流を深める方法を知っています。この大会期間中に、アジア・太平洋地域の皆さんが、さまざまな活動を通してお互いに理解し合うことを期待しています。最後にもう一度、日本委員会が私たちを招待して下さったことに心から感謝するとともに、本大会が実り多く盛会となりますことを願っています。

CONGRATULATORY MESSAGE 2

Vice President, OMEP Asia Pacific Region Dr. Udomluck Kulapichitr
Associate professor in Early Childhood Education, Division of Child Development, Department of Urban
Community, Urban Community Development College, Navamindradhiraj University, THAILAND

祝 辞

アジア・太平洋地域副総裁、ナワミンタラーティラート大学都市コミュニティ開発カレッジ都市コミュニティ学科ウドムラック准教授

It gives me great pleasure to extend my warmest greetings and congratulations to the Japanese National Committee on its 50 years to become a part of OMEP. Throughout these years, Japanese National Committee has demonstrated its strong commitment, leadership, and active involvement at regional and world levels, of which, led to this OMEP Asia Pacific Regional Conference 2019 in Kyoto entitled "Quality of Early Childhood Education and Care." It is an honor indeed to be invited to this significant event.

Quality has been a topic of critical concern for all who are responsible for providing care and education program, especially across the Asia Pacific region which has been leading the world in economic activities with its cultural diversity. Successful early childhood education systems with policy and strategies to strengthen the various dimensions of quality education are those that engage with families, communities, and all parties to make

positive contributions to providing quality education to all children. Therefore, high-quality Early Childhood Education and Care is indispensable for our region. The conference theme has well supported this important endeavor. I am confident that the conference will provide all delegates a great opportunity not only for us to learn from each other in the spirit of OMEP but also to build those vital links for Asia Pacific cooperation that will strengthen the ties among our nations, and I wish all of the participants memorable experience of sharing and networking.

On behalf of OMEP Asia Pacific Region, I would like to express my heartiest congratulations and my best wishes for the success of the conference.

皆様に心からのご挨拶を申し上げますとともに、日本委員会が OMEP 加盟から 50 年を経たことをお祝い申し上げます。ここ数年、日本委員会は強いコミットメントとリーダーシップを発揮し、地域及び世界レベルの活動に積極的に関与してきました、そして、「保育の質」をテーマとした、この「OMEP アジア太平洋地域 2019 in Kyoto 大会」を開催しました。私は、この重要な大会に招待していただいたことを大変光栄に思っています。

保育の質の問題は、ケアや教育のプログラムを提供するすべての人にとって、特に、文化的な多様性を有した経済活動で世界をリードしているアジア太平洋地域全体にとっては重大な関心事です。成功している幼児教育システムは、教育の質の様々な側面を強化する政策や戦略を備えており、家族や地域社会、そして関係者みんなが、すべての子どもたちに質の高い教育を提供することに積極的に貢献しています。

私たちの地域には質の高い幼児教育とケアが不可欠なのです。本大会のテーマは、この問題に力を注ぐことの重要性を確認するものです。本大会が、すべての参加者に、OMEP の精神の下で相互に学び合うだけでなく、アジア・太平洋地域の国々のつながりを強化する活力ある関係を築く上で、素晴らしい機会を提供することを確信しています。そして、参加者全員が思い出に残るような分かち合いやつながり合いの経験を得ることを期待しています。

OMEP アジア・太平洋地域を代表して、心からのお祝いを申し上げますとともに、本大会の成功をお祈りいたします。



Udomluck Kulapichitr, Ed.D.

WELCOME ADDRESS

主催者挨拶

On behalf of the Japanese National Committee of OMEP, I would like to welcome every one of you to Kyoto and thank you all for attending the OMEP Asia Pacific Regional Conference. As you might all agree that we live in a world where any information could be spread out in a nano-second. However, I find it always more valuable to meet and talk each other face-to-face, sharing time, place and experience. I believe no one in this room will think about the future of our children in the context of 20th Century value where the economic growth had a priority over the elimination of war, violence and a gap between the rich and the poor.

Last year, in Prague, we celebrated the 70th anniversary of OMEP with Dr. Park, then the World President of OMEP. Our organization, OMEP Japan, also has grown in its size and presence since 1995 when we hosted the OMEP World Conference in Yokohama. One of the reasons for our growth is the fact that our government ratified the Convention on the Right of a Child in 1994, a year before the Conference in Yokohama, and the attention to the Convention itself and OMEP Japan as an organization who advocates it increased. This year, 2019, marks the 30th anniversary of the Convention. During the last 30 years, there have been quite a few countries that were fortunate enough to experience a strong economic growth, and the focus of early childhood education has moved from quantity to quality in some countries. On the other hand, there also has been many natural disasters around the world due to climate changes which make people feel everyday life is unstable. There is some concern about the future direction of the science, such as gene science, with our ethical value. In order to cope with those challenges, we, educators in each country are working with the government to update our curriculum.

I am pleased to mention that we have received research results on the quality of early childhood education and care more than we anticipated. You will have great opportunity to exchange of ideas and information during this conference. It will be very exciting because we are in the region of multi-culture, multi-ethnic backgrounds. I wish this Conference will provide all of you with a chance to reflect upon the fact that we, regardless of age, are the citizen of the earth, and feel we are all united as professionals of early childhood education and care.

President of the Japanese National Committee of OMEP Osamu FUJII



Osamu Fujii

OMEP アジア太平洋地域大会にご参加の皆さん。ようこそ京都においで下さいました。瞬時に情報が地球上に拡散される時代に私たちは暮らしていますが、直接人々が時間と場所を共にし、言葉を交わしあう経験の価値は決して失われません。何よりも、ここにお集まりの皆さんは、誰一人として子どもたちの未来を語り合うときに、暴力と貧富の格差を拡大させてきた 20 世紀型の経済最優先の価値観に留まろうとしている人はいないと確信しております。昨年、OMEP はブラハで 70 周年記念を、朴恩恵世界総裁の下、盛大に祝いました。日本委員会は 1995 年の横浜での世界大会を契機に組織が大きくなりました。国連子どもの権利条約を日本政府が前年に批准し、子どもの権利を擁護する OMEP に関心が高まったことも一つの要因です。今年はその権利条約制定 30 周年です。各国の経済発展はこの間に目覚ましく伸び、乳幼児期の教育の価値が量から質へと転化しました。一方、地球規模の気象変動や自然災害はその勢いを強め、人々の暮らしを不安定にしています。高度なテクノロジーは生命の倫理にも影響を与え始めています。各国がこうした時代の変化に合わせ、就学前の教育の改訂に取り組んでいます。今大会には、多様な文化背景をもち世界の耳目を集めるアジア太平洋地域の保育の質に関する研究と実践報告が集まり、活発な話し合いになるでしょう。今大会が、子どもたちと私たち大人が共に地球市民として生きる仲間であることを確かめ合い、乳幼児期の専門家である皆さんの連帯を深める機会となりますことを心より願っております。

OMEP 日本委員会会長 社会福祉法人京都保育センター理事長 藤井修

Thank you all for visiting Kyoto to attend Asia Pacific regional conference here today. I am very pleased to announce that there are more than 400 participants registered for this 3-day conference.

We, OMEP Japan, celebrated our 50th-anniversary last year. Since we started to communicate about this conference in Kyoto last year on our website and other media, we were able to attract attention from various groups of educators and as a result, we welcomed a lot of new members to OMEP Japan. The conference committee has been working hard to make sure that you will find this APR conference very productive and informative. I think the momentum built during the preparation for this conference and successful execution of it will make a solid foundation for the growth of OMEP Japan for the next century.



Nobuko Kamigaichi

There was a plan for an Asia Pacific regional forum in August 2011 in Tokyo. Regretfully, we had to cancel the forum due to the Great East Japan Earthquake. Since then, it has been our long-cherished plan to host the APR conference in Japan, and the OMEP members in this region have been waiting for. So, we are very happy to be here today to welcome you to this APR conference.

OMEP in Asia Pacific Region consists of 12 National Committees; Australia, China, Hong Kong-China, Japan, Myanmar, New Zealand, Pacific Island Nations, Pakistan, Republic of Korea, Singapore, Thailand and Iran as the newest member. Of the 12 committees, 10 will attend this conference. We are very fortunate to have attendants from Vietnam, the Philippines, Taiwan and from Croatia. During the conference, I believe we will deepen our understanding of the quality of early childhood education and care as a universal interest in this region where countries are connected through the Pacific Ocean, sharing culture, natural characteristics.

As I close my opening comments, I want to mention that I am quite sure an emotional tie or "Kizuna" among the participants will be strengthened through the various program of this conference.

Chairperson of OMEP-APR in KYOTO 2019 Conference Committee Nobuko KAMIGAICHI

いよいよ、京都の地での3日間のOMEPアジア・太平洋地域大会の始まりです。400人を超える予想以上の参加者を得たことは、うれしい限りです。日本委員会は、昨2018年にOMEP正式加盟50年を迎えました。多くの新入会員をお迎えした本大会を機に、51年目からの一層の発展を目指して、心を込めて本大会を運営していく所存です。

地域大会の日本での開催は、2011年8月に東京にて開催予定であったアジア太平洋地域フォーラムが、東日本大震災によりやむなく中止となって以来、私たち日本委員会の念願であり、世界のOMEPの仲間たちからも待たれていたことでありました。その意味でも、本大会を皆様のご協力によって開催できることをうれしく思っています。

アジア・太平洋地域所属の国内委員会は、オーストラリア、中国、香港、日本、ミャンマー、ニュージーランド、太平洋島嶼国連合、パキスタン、韓国、シンガポール、タイの11の国と地域に、今年イランが加わって12委員会となりました。今大会には、10委員会の代表がそろいます。その他に、ベトナムやフィリピン、台湾、遠くクロアチアからも参加があります。太平洋でつながっている東アジア、東南アジア、オセアニアの地域多様性、文化・自然特性を土台としながらも普遍的課題にも目を向けて、アジア・太平洋地域における「保育の質」を追求していく大会になることでしょう。

さまざまなプログラムを通して大いに語り合い、OMEPの仲間の絆をつくり深めていかれることを、そして、その絆がこれからも続いていきますことを心より願っています。

OMEP アジア・太平洋地域大会 2019 in 京都 実行委員長
十文字学園女子大学人間生活学部幼児教育学科教授 上垣内 伸子

PROGRAM

| | Thursday September 5 | Friday September 6 | Saturday September 7 |
|--------|---|---|---|
| A M | 9:30~11:00 Asia Pacific Regional Meeting 10:30~ Conference Registration Presentation Poster posting | 8:30~ Conference Registration 8:30~ School Visits Start At the 1st floor entrance of the venue 8:45 Bus departure from Kyoto Terrsa 9:30 Arrive at Schools 10:50 Departure from each school 11:30 Arrive at Kyoto Terrsa 11:00~12:30 Lunch box distribution | 8:30~ Conference Registration 9:10~10:10 Keynote Lecture 2 (Pablo Stansbery, UNICEF East Asia and Pacific Regional Office) 10:25~11:25 Keynote Lecture 3 (Keiko Nakamura, JT Biohistory Research Hall) 11:40~12:45 Closing Ceremony Closing Address (Udomluck Kulapichitr, Asia Pacific Regional Vice-President) Conference Declaration (OMEP Asia Pacific Region/ The Japanese National Committee of OMEP) |
| | 12:30~14:00 Conference Opening Ceremony Opening Address (Eunhye Park, OMEP World President) | 13:00~14:30 Parallel Sessions1~5 SDG 4.2 (Workshop) Children's rights (Workshop) Play (Workshop) Professional Development (Symposium) Diversity of ESD(Symposium) Special Session1 ECEC in FUKUSHIMA (Symposium) | ~13:00 Presentation Poster removal |
| P M | 14:15~15:15 Keynote Lecture 1 (Maki Hayashikawa, UNESCO Bangkok) | 14:30~15:30 Coffee Break Poster Presentations | |
| | 15:30~16:00 Coffee Break | 15:30~17:40 Oral Presentations SDG 4.2/Children's rights Play Professional Development Diversity of ESD | |
| | 16:00~17:15 OMEP APR Presidential Symposium Udomluck Kulapichitr, (Thailand) Sandie Wong, (Australia) Osamu Fujii,(Japan) | 15:30~17:00 English article submission workshop (Operated by OMEP Australia) | |
| | 17:15~18:30 Welcome Reception | 17:45 / 18:00 / 18:15 Bus Departure from Kyoto Terrsa 19:00-21:00 International Dinner and (KOTOWA Kyoto) | |

全体プログラム

| 9月5日(木) | | 9月6日(金) | 9月7日(土) |
|---------|--|--|---|
| 午前 | 9:30~11:00 アジア・太平洋地域会議(各国代表) 10:30~ 登録デスクオープン ポスター掲示 | 8:30~ 登録デスクオープン 8:30~11:30 幼児教育・保育施設見学 (京都テルサ 1F エントランス集合) 8:45 バス出発(京都テルサ玄関) 9:30 施設到着 10:50 施設出発 11:30 京都テルサ帰着 11:00~12:30 弁当配布 | 8:30~ 登録デスクオープン 9:10~10:10 基調講演 2 パブロ スタンスベリー先生 (ユニセフ東アジア太平洋地域 事務所) 10:25~11:25 基調講演 3 中村桂子先生(JT 生命誌研究館) 11:40~12:45 閉会式 閉会講演(ウドムラック アジア・太平 洋地域副総裁) 大会宣言(OMEP アジア・太平洋 地域 / OMEP 日本委員会) |
| | 12:30~14:00 開会式 開会講演 (パーク OMEP 世界総裁) | 13:00~14:30 企画分科会 1~5 SDG 4.2(ワークショップ) 子どもの権利(ワークショップ) Play(ワークショップ) 専門職養成(シンポジウム) ESD の多様性(シンポジウム) 特別企画分科会 1 福島保育(シンポジウム) | ~13:00 ポスター撤去(最終) |
| 午後 | 14:15~15:15 基調講演 1 林川 眞紀 先生 (ユネスコバンコク事務所) | 14:30~15:30 コーヒーブレイク ポスター発表 | |
| | 15:30~16:00 コーヒーブレイク | 15:30~17:40 口頭発表(カテゴリ別) | |
| | 16:00~17:15 OMEP アジア・太平洋地域(APR) シンポジウム (タイ, オーストラリア, 日本) | 15:30~17:00 特別企画分科会 2 英文論文投稿ワークショップ (協力:OMEP オーストラリア 委員会) | |
| | 17:15~18:30 歓迎レセプション | 17:45 / 18:00 / 18:15 京都テルサ バス出発 19:00~21:00 公式ディナー(KOTOWA 京都) | |



Sep.6th ① 13:00-14:30 ② 15:30-17:40

Parallel Session⇒PS

Special Session⇒SS

企画分科会⇒企

口頭発表⇒口頭:カテゴリ

Oral Presentation⇒OP:Category

Workshop⇒WS

Terrsa Hall テルサホール 1/2F

- ①PS4: Professional Development
企4: 専門職養成
- ②OP2: Children's Rights / OP5: Diversity of ESD
口頭:2:子どもの権利 / 5: ESDの多様性

Conference Room 9
第9会議室

①PS5: Diversity of ESD
企5: ESDの多様性

②OP3-2
口頭3-2: 遊び

Study Room
研修室

①SS1: ECEC in Fukushima
特別企1: 福島の保育

②SS2: English Article Submission WS
特別企2: 英文論文投稿ワークショップ

AV Study Room
視聴覚研修室

①PS3: Play WS
企3: 遊びワークショップ

②OP3-1: Play
口頭3-1: 遊び

AV Study Room
9/5 9:30-11:00
Asia Pacific Regional Meeting

Sep.5-7th
Conference Room (Middle)
中会議室
Executive Committee Office
実行委員会事務局

Seminar Room
セミナー室
Poster Presentation
ポスター会場

Display
start 9/5 10:30 ~
removal 9/7 ~13:00



Book Shops

Hall Robby
Coffee Break

Sep.6th 14:30-15:30 2F

Sep.5th 15:30-16:00 1F

Rehearsal Room
音楽室
Cloak Room
クローク

Cloak Room Open time

Sep.5th
10:30-19:00

Sep.6th
8:30-18:00

Sep.7th
8:30-13:30



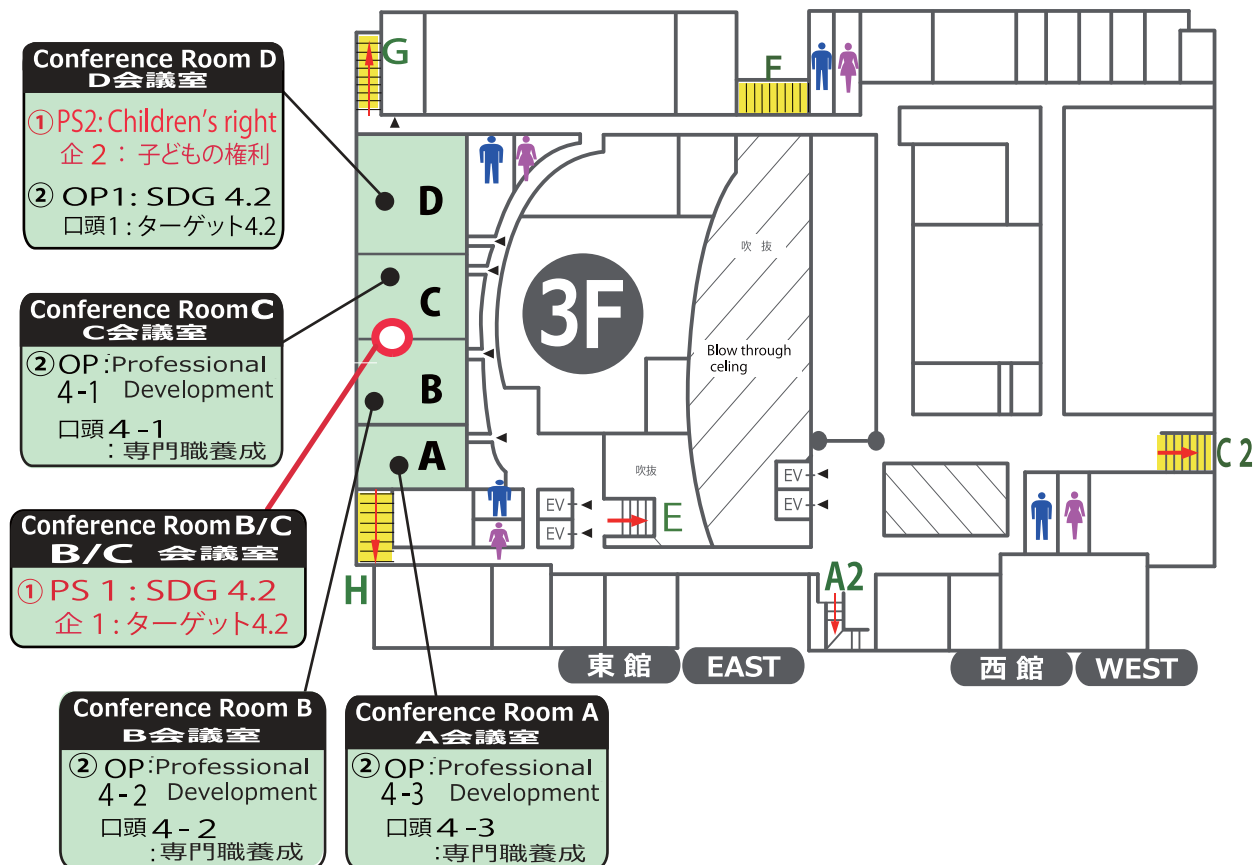
★ SEP.6TH Lunch box distribution (弁当配布) 11:00~12:30

Sep.6th

① 13:00-14:30 ② 15:30-17:40

Parallel Session ⇒ PS
企画分科会 ⇒ 企

Oral Presentation ⇒ OP : Category
口頭発表 ⇒ 口頭 : カテゴリ



◆ Terra Hall PROGRAM ◆ Main venue 1F / 2F

Sep.5th

12:30-14:00

Conference Opening Ceremony

開会式

14:15-15:15

Keynote Lecture1

基調講演 1

16:00-17:15

OMEPA Asia-Pacific Regional Presidential Symposium

OMEPAアジア・太平洋地域 (APR)
シンポジウム

17:15-18:30

Welcome Reception

歓迎レセプション

Sep.7th

9:10-10:10

Keynote Lecture2

基調講演 2

10:25-11:25

Keynote Lecture3

基調講演 3

11:40-12:45

Closing Ceremony

閉会式

Guidelines for Participants 参加要領

I. To Participants

(1) Reception

- The reception is at the main entrance lobby on the 1st floor.
- The registration will start from 10:30 on Day 1 (Thursday, September 5).
- Please receive your participation certificate, receipt, lunch ticket (Day 2) and a Program & Proceeding book at the reception. Also, those who participate in the International Dinner will receive a participation ticket.
- Please be sure to wear the participation certificate during the conference.

(2) Cloak

- The cloakroom is on the second floor of the west building. The available hours are as follows.
 - Day 1 (Thursday, September 5) 10:30~19:00
 - Day 2 (Friday, September 6) 8:30~18:00
 - Day 3 (Saturday, September 7) 8:30~13:30
- We can't look after your valuables at the cloakroom. Please take care of your valuables by yourself.
- Please make sure to pick up the baggage on the same day. Please note that we can't keep it for more than one day.

(3) Language to use and simultaneous interpretation

- Language to use in the conference: English.
- In the following session, simultaneous translation by receiver is available.
(English to Japanese) *Lend a receiver to Japanese participants.*
 - Day 1 (Thursday, September 5): Opening Ceremony, Keynote 1, and APR Symposium.
 - Day 3 (Saturday, September 7): Keynote 2
(Japanese to English) *Lend the receiver to overseas participants.*
 - Day 3 (Saturday, September 7): Keynote 3
- Receiver will be lent at the venue. Please be sure to return it after the session. Please note that there will be a charge in case of loss or damage.

(4) School Visits (Day 2 (Friday, September 6) a.m.). *For details: "Guidance for School Visits" (p. 14).*

- **Bus departure time - 8:45** (From the conference venue)
- Please get together at the **1st floor entrance of the venue until 8:30a.m.**
- The name of the school you will visit and your bus are described on the participation certificate, so please check it in advance.
- Please note that you may not be able to get on the bus if you are late for the departure time.

(5) International Dinner and Fellowship (Day 2 (Friday, September 6) 19:00~21:00)

Venue: KOTOWA Kyoto Yasaka.

310 Gion-machi Kitagawa, Higashiyama Ward, Kyoto. Tel. 0800-170-4122

<https://www.dearswedding.jp/kotowa-kyoto-yasaka/>

- There is a bus from the conference venue to the restaurant (**Departure time 17:45 / 18:00 / 18:15**).

(6) Lunch (Day 2)

- Day 2 (Friday, September 6) includes lunch (Bento). You can take it near the reception. Please exchange it for a ticket **11:00~12:30**.

(7) Wi-Fi

- Free Wi-Fi is available at the venue. The setting information will be announced at the venue.

II. To Presenter For details: "Guideline for Presenters" (p. 13)

(1) Oral presentations (Day 2 (Friday, September 6) 15:30-17:40)

- Projector and PC (Windows 10 with PowerPoint, Word, Excel, and PDF reader.) are available at each room. When you use the PC, please bring your data by USB.
- The projector can be connected via analog VGA (D-sub 15 pin.) or HDMI. The outlet is A type 2-PIN (125 V, 10/15 A.). If you need a conversion adapter to connect your PC to a projector, please prepare it yourself.
- Be sure to check the operation of your presentation and PC before the session will start.
- If you wish to distribute the handout copies, please prepare at least 50 and distribute them yourself before the presentation. We can't keep it in advance and/or copy them at the conference office. There is a paid copy machine in the hall.

(2) Poster presentations (Day 2 (Friday, September 6) 14:30-15:30).

- The poster board is 90cm wide x 210cm long (A0 size). Considering the top and bottom margins, we recommend poster size 170cm long or less.
- Please indicate the title, the name of the presenter and the affiliation at the top of your poster.
- Pins for displaying posters are on each poster board.
- Posters can be on display from 10:30 on Day 1 (Thursday, September 5) and will be on display for three days during the conference.
- Please remove your poster after the conference (by 13:00 on Saturday, September 7). Please note that uncollected posters will be removed.

※Treatment in Emergency :

We have prepared guidelines for quick and safe emergency response. In a state of emergency involving an earthquake or other disasters, please follow the staff's instruction.

I. 参加者への案内

(1) 参加受付

- 参加受付の場所は、1F 正面玄関ロビーです。
- 1日目(9月5日(木))は10:30より受付を開始します。
- 受付にて、参加証、領収証、昼食チケット(2日目)および「大会プログラム&抄録集」冊子をお受け取り下さい。また、公式ディナーに参加される方には参加券をお渡しいたします。
- 会期中は、参加証を必ず着用して下さい。

(2) クローク

- クロークの場所は、西館 2F 音楽室(Rehearsal Room)です。利用可能時間は以下の通りです。
 - 1日目(9月5日(木)) 10:30 ~19:00
 - 2日目(9月6日(金)) 8:30 ~18:00
 - 3日目(9月7日(土)) 8:30 ~13:30
- クロークでは、貴重品をお預かりすることはできません。貴重品はご自身で管理をお願いいたします。
- クロークに預けた荷物は、必ずその日のうちに引き取って下さい。日をまたいで預かることはできませんのでご注意ください。

(3) 使用言語および同時通訳

- 大会における使用言語は原則英語です。
- 以下のセッションでは、レシーバによる同時通訳を行います。
 - (英語→日本語) ※日本人参加者にレシーバを貸出します
 - 1日目(9月5日(木)) : 開会式、基調講演1、APR シンポジウム
 - 3日目(9月7日(土)) : 基調講演2、閉会式
 - (日本語→英語) ※海外からの参加者にレシーバを貸出します
 - 3日目(9月7日(土)) : 基調講演3
- レシーバは会場で貸出を行います。セッション終了後、必ずご返却ください。紛失、破損の場合は有償となりますので、ご注意ください。

(4) 施設見学（2日目（9月6日（金））午前）※詳細は「施設見学案内」（p.14）を参照

- ・施設見学は大会会場からバスで移動します（**8:45 出発**）。**8:30 までに1階エントランス**に集合して下さい。
- ・施設見学先および乗車するバスは参加証に記載されていますので、あらかじめご確認下さい。
- ・出発時刻に遅刻された場合、バスに乗れないことがありますので、ご注意下さい。

(5) 公式ディナー（2日目（9月6日（金））19:00~21:00）

- ・会場：**KOTOWA 京都 八坂**
京都市東山区祇園町北側 310 番 Tel. 0800-170-4122
<https://www.dearswedding.jp/kotowa-kyoto-yasaka/>
- ・大会会場から懇親会場行きの無料バスがあります。（**17:45 / 18:00 / 18:15 出発**）

(6) 昼食（2日目）

- ・2日目（9月6日（金））の参加には昼食（弁当）が含まれます。大会会場の受付近くで配布いたしますので、チケットと交換にて **11:00~12:30 の間**にお受け取り下さい。
- ・なお、会期中の昼食の販売は行いませんので、ご了承ください。

(7) Wi-Fi

- ・会場内では無料の Wi-Fi が使用できます。設定情報は会場にてお知らせいたします。

II. 発表者への案内 ※詳細は「発表要領」（p.13）を参照

(1) 口頭発表（2日目（9月6日（金））15:30~17:40）

- ・各発表会場では、プロジェクター及びPC（Windows 10, PowerPoint, Word, Excel, PDF 使用可）を設置しています。使用する場合は、USB でデータをお持ち下さい。
- ・プロジェクターはアナログ VGA（D-sub15 ピン）または HDMI による接続が可能です。なお、コンセンは日本標準（Aタイプ2-PIN（125V, 10/15A））です。ご自身のPCをプロジェクターに接続する場合、変換アダプターが必要な方は各自でご準備ください。
- ・セッション開始前にプレゼンテーションやPCの動作確認を必ず行ってください。
- ・資料の配布を希望される方は、各自でご用意いただき（50 部程度）、発表前にご自身で配布をお願い致します。事前の預かり及び大会事務局でのコピーはできません。会場内には有料のコピー機があります。

(2) ポスター発表（在籍時間：2日目（9月6日（金））14:30~15:30）

- ・ポスターボードの大きさは、横 90cm×縦 210cm（A0 サイズ）です。上下の余白を考え、ポスターの縦は 170cm 以内をお勧めいたします。
- ・ポスターの様式は自由ですが、上方に演題、発表者の氏名、所属を明示して下さい。
- ・ポスターの掲示に必要なピンは各ポスターボードに備え付けてあります。
- ・ポスターは1日目（9月5日（木））の 10:30 から掲示することができ、期間中掲示します。
- ・大会終了後（9月7日（土）13:00 まで）にポスターを剥がしてください。撤去されていないポスターは大会側で処分いたしますので、ご了承下さい。

※ 緊急時の対応について：

私たちは、緊急対応を迅速かつ安全に行うためのガイドラインを用意しています。地震や災害などの緊急事態が発生した場合は、スタッフの指示に従って行動してください。

Guidelines for Presenters 発表要領

Presenters are required to follow the guidelines as stated below.

•Language to use English.

•Types of presentation

Poster Presentation (Day 2: Friday, September 6. 14:30-15:30, 2F. East Seminar Room)

- Each accepted poster will be assigned a number and a freestanding poster display board.
- Poster size requirement is a width of 90cm x a height of 170cm. Each presentation is grouped according to one of five categories.
- Your posters will be on display for three days during the conference from September 5 to September 7th. You can display from 10:30 on September 5.
- Each poster presenter is required to stand by their poster from 14:30 to 15:30 on the 6th of September and to have a discussion with the audience.
- Please remove your poster until at least 13:00 on the 7 of September.

Oral Presentations (Day 2: Friday, September 6. 15:30-17:40)

Please arrive at the oral presentation room at least 10 minutes before the session starts.

- Each presentation room is equipped with a computer, one video projector, and one projector screen. Please store your presentation files on a USB drive in advance and bring it. There will be a conference staff in each room and please approach them if you need help using the computer.
- Each oral presentation room is scheduled for five or six individual presentations and Q&A sessions. Each presenter will have 20 minutes (15 minutes for your presentation and 5 minutes for the Q&A session). Staff will time each presenter and will give a bell ring notification to them at 3 minutes and at 1 minute before time is up.
- If you wish to provide handouts to accompany your presentation, please bring at least 50 handouts beforehand.
- Your presentation is grouped according to one of five categories.

<Categories of Oral Presentations>

- 1) SDG 4.2
- 2) Children's Rights ✕
- 3) Play3-1
Play3-2
- 4) Professional Development4-1 ✕
Professional Development4-2
Professional Development4-3
- 5) Diversity of ESD

<Presentation room>

- 3F. East Conference Room D
- 1,2F. West Terrsa Hall
- 2F. East AV Study Room
- 2F. East Conference Room 9
- 3F. East Conference Room C
- 3F. East Conference Room B
- 3F. East Conference Room A
- 1,2F. West Terrsa Hall

✕ The session with this mark is held from 15:30 to 17:20.

Guidance for School Visits 施設見学案内

Time schedule (Day 2 (Friday, September 6)) タイムスケジュール(2日目(9月6日(金)))

- 8:30 Meeting at Conference venue (Kyoto Terrsa, 1st floor entrance).
京都テルサ集合(1階エントランス)
- 8:45 Bus departure. 施設見学へ移動(バス)
- 9:30 Arrive at kindergarten/ Daycare Centers. 施設到着
Lecture, observation and discussion. 説明・見学・質疑応答
- 10:50 Bus departure. 施設出発(バス)
- 11:30 Arrive at Kyoto Terrsa (Lunch box ~12:30 at reception of 1st floor entrance)
京都テルサ到着(弁当受け取り ~12:30まで受付にて)

Transportation to the school: Reserved bus. 交通手段:A~Eコースの貸切バスで各施設へ向かいます。

- Bus A: Hachigaoka Hoikuen/ Saga Kindergarten Aコース: 蜂ヶ岡保育園 / 嵯峨幼稚園
- Bus B: Kyotoshi Mibu Hoikusho/ Takatsukasa Hoikuen Childcare Centre
Bコース: 京都市・壬生保育所(公) / たかつかさ保育園
- Bus C: Senzan Kindergarten/ Nagitsugi Kodomoen Cコース: 泉山幼稚園 / 柳辻こども園
- Bus D: Oike Ashita Nursery School/ Kyotoshi Nakagyo Moegi Kindergarten
Dコース: おいけあした保育園 /
京都市・中京もえぎ幼稚園(公)
- Bus E: Akaimi Hoikuen/ McLean Kindergarten Eコース: 朱い実保育園 / マクリン幼稚園

Checklist for School Visits:

- ・ Meeting date: Friday, September 6, 2019; 8.30 am
- ・ Meeting place: Kyoto Terrsa (1st floor entrance)
- ・ Clothes: Please be aware that visit to educational institution. (Recommend leave your luggage in the cloakroom and wear comfortable shoes.).
- ・ Please bring this guideline, writing materials and your name tag (the participation certificate).
- ・ Please be on time.
- ・ Transportation to the school: Reserved bus. Please take the designated bus for Courses A to E.
- ・ Please follow the instructions of the instructor during the School Visits.
- ・ Please look after your valuables. We do not take any responsibility for them.

心地良い見学を

集合日時: 9月6日(金) 8:30

集合場所: 京都テルサ(1階エントランス)

服 装: 施設見学に相応しい服装。荷物をクロークに預けて集合し、疲れにくい靴を着用。

持 参 物: 本施設見学要領・筆記用具・名札(参加証)

確認事項:

- ・ 遅刻厳禁をお願いします。
- ・ 往路と帰路はA~Eコースの決められたバスに乗って下さい。
- ・ 施設内の写真撮影の可否などは、各施設の指示に従って下さい。
- ・ 緊急事態が生じた場合は、各引率者の指示に従って行動するようにしましょう。
- ・ 貴重品は個人管理、紛失等のトラブルは一切責任を負いかねます。各自忘れ物にご用心下さい。
- ・ 施設側に見学の内容について説明をお願いしています。施設への希望があれば各引率者に伝えて下さい。

SCHOOL VISITS LIST

施設見学先一覧

| School No. | Names | Established Year | Quota (Age) | Address / TEL / URL |
|------------|---|------------------|------------------------|--|
| 1 | Hachigaoka Hoikuen | 1951 | 180 (0~5 years old) | 〒616-8152 京都市右京区太秦堀ヶ内町 13 TEL.: 075-861-0919 URL : http://www.hachi h.sakura.ne.jp/ |
| 2 | Saga Kindergarten | 1925 | 271 (3~5 years old) | 〒616-8376 京都市右京区嵯峨天龍寺瀬戸川町 20-1 TEL.: 075-861-0254 URL : https://www.sagakid.ed.jp/ |
| 3 | Kyotoshi Mibu Hoikusho (Kyoto Municipal) | 1924 | 90 (0~5 years old) | 〒604-8434 京都市中京区西ノ京新建町 1 TEL.: 075-801-5083 URL : https://www.city.kyoto.lg.jp/hagukumi/page/0000128778.html |
| 4 | Takatsukasa Hoikuen Childcare Centre | 1980 | 140 (0~5 years old) | 〒603-8335 京都市北区大將軍坂田町 8-1 TEL.: 075-461-8253 URL : https://hb8.seikyou.ne.jp/home/hoikuen-takatsukasa/ |
| 5 | Senzan Kindergarten | 1953 | 320 (3~5 years old) | 〒605-0977 京都市東山区泉涌寺山内町 21 TEL.: 075-525-0021 URL : http://www.senzan.ed.jp/ |
| 6 | Nagitsugi Kodomoen (Nagitsugi Hoikuen) | 2018 (1975) | 319 (0~5 years old) | 〒 607 8168 京都市山科区柳辻池尻町 44-1 TEL.: 075-594-1095 URL : http://www.nagitsuji hoikuen.com/ |
| 7 | Oike Ashita Nursery School | 2006 | 160 (0~5 years old) | 〒604-0955 京都市中京区柳馬場通御池上る虎石町 45-3 TEL.: 075-221-5122 URL : http://oikeashita.net/ |
| 8 | Kyotoshi Nakagyo Moegi Kindergarten (Kyoto Municipal) | 2000 | 186 (3~5 years old) | 〒616-8376 京都市中京区間之町通竹屋町下る楠町 601-1 TEL.: 075-254-8441 URL : http://cms.edu.city.kyoto.jp/weblog/index.php?id=500708 |
| 9 | Akaimi Hoikuen | 1965 | 120 (0~5 years old) | 〒606-8301 京都市左京区吉田泉殿町 6-1 TEL.: 075-761-7065 URL : http://akaimi.ed.jp/ |
| 10 | McLean Kindergarten | 1919 | 115 (3~5 years old) | 〒606-0816 京都市左京区下鴨松ノ木町 64-5 TEL. 075-701-2931 URL : https://www.mclean.ed.jp/ |

* 1, 3, 4, 7, 9 : Daycare Centers (Ministry of Health, Labour and Welfare) , 保育所 (厚生労働省)

* 2, 5, 8, 10 : Kindergarten (Ministry of Education, Culture, Sports, Sciences, and Technology) , 幼稚園 (文部科学省)

* 6 : Centers for ECEC (Cabinet Office, Ministry of Education, and Ministry of Health) , 認定こども園 (内閣府)

OPENING CEREMONY / 開会式 日英同時通訳付

Moderator : Yuko HAYASHI 林 悠子

(Bukkyo University 佛教大学)

Thursday, September 5 12:30-14:00 <1,2F.West Terrsa Hall >

WELCOME REMARKS / 開会挨拶(OMEP 日本委員会会長)

President of OMEP Japan

Osamu FUJII 藤井修

CONGRATULATORY MESSAGE / 祝辞 (アジア・太平洋地域副総裁)

Vice President, OMEP Asia Pacific Region

Dr. Udomluck Kulapichitr, Thailand

OPENING ADDRESS / 開会講演(OMEP 世界総裁)

World President, OMEP

Dr. Eunhye Park, Republic of Korea

Title : SDG 4.2: where are we at global, regional, and local level?

Four years have passed since SDG 4.2 was announced. SDG 4.2 requires early childhood educators to consider two important concepts: quality and readiness. This presentation will review the important components of these two concepts. The global society has released two global indicators and three thematic indicators to monitor the implementation of SDG 4.2. The global society, the region, and each country have announced and implemented various policies in order to achieve SDG 4.2. This presentation will review the efforts and policies of the global society and the Asia-Pacific region over the past four years. Policy recommendations will be provided for further discussions.

SDG4.2 : 私たちはどこまで進めてきたのか？ 地球全体、地域、国レベルで。

SDG 4.2 が発表されてから 4 年が経過しました。SDG 4.2 では、保育関係者に 2 つの重要な概念：質とレディネスについて考えることを求めています。開会にあたり、これら 2 つの概念の重要な要素について検討します。地球規模のグローバル社会では、SDG 4.2 の進捗状況をモニタリングするために、2 つのグローバル指標と 3 つのテーマ別指標が発表されました。グローバル、地域、それぞれの国のレベルで、SDG 4.2 を達成するためにさまざまな政策を発表し、実施してきました。ここでは、過去 4 年間ににおけるグローバル社会とアジア太平洋地域の取り組みと政策について概観し、さらなる議論のための政策提言につなげたいと考えています。

GOAL4: QUALITY EDUCATION

目標 4:「すべての人々に包摂的かつ公平で質の高い教育を提供し、生涯学習の機会を促進する」

Target : 4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and preprimary education so that they are ready for primary education

ターゲット：4.2「2030 年までに、すべての子どもが、男女の区別なく質の高い乳幼児期の発達ケア、就学前教育にアクセスすることにより、初等教育を受ける準備が整うようにする」

* Notes * HP : Ministry of Foreign Affairs of Japan (<https://www.mofa.go.jp/mofaj/files/000061793.png>)

CLOSING CEREMONY / 閉会式 日英同時通訳付

Moderator : George DOIGAMI 土井上 丞二

(Japanese Federation of Private Nursery Schools 全国私立保育園連盟)

Saturday, September 7 11:40-12:45 <1,2F.West Terrsa Hall >

CLOSING ADDRESS / 閉会講演 (アジア・太平洋地域副総裁)

Vice President, OMEP Asia Pacific Region Dr.Udomluck Kulapichitr, Thailand

Title : About the Quality of Early Childhood Education and Care

DECLARATION of OMEP-APR in KYOTO 2019 / 大会宣言

OMEP Asia Pacific Region / The Japanese National Committee of OMEP

NEXT CONFERENCE of OMEP-APR 2021 / 次期 APR 地域大会紹介

Hosting country : OMEP China / (OMEP 中国委員会)

CLOSING REMARKS / 閉会挨拶 (OMEP 日本委員会副会長、大会実行委員長)

Chair of OMEP-APR in KYOTO 2019 Conference Committee

Nobuko KAMIGAICHI

Vice President of OMEP Japan

上垣内 伸子

WELCOME RECEPTION

"Cheers for our friendship!"

Thursday, September 5 17:15-18:30

Terrsa Hall

* Return your receiver before going home!

INTERNATIONAL DINNER

Friday, September 6 19:00-21:00

for only registered person

KOTOWA Kyoto Yasaka

310 Gion-machi Kitagawa, Higashiyama Ward, Kyoto.
Tel. 0800-170-4122

<https://www.dearswedding.jp/kotowa-kyoto-yasaka/>

Bus from Kyoto Terrsa entrance to KOTOWA (free):

Departure at 17:45, 18:00, 18:15

Return is each one.

KEYNOTE LECTURE 1

Friday, September 5 14:15-15:15

基調講演 1

<1,2F.West, Terra Hall>

Speaker : **Maki Katsuno-Hayashikawa**

(Chief of Section for Inclusive Quality Education (IQE), UNESCO Bangkok)

Title: **Making ECCE everyone's business**
– a regional overview from a SDG4.2 perspective

講演者 : **林川 真紀 先生**

(UNESCO バンコク事務所、インクルーシブで質の高い教育(IQE)担当チーフ)

演 題 : **ECCEを皆の関心事に**

— SDG 4.2 からみるアジア・太平洋地域



Profile プロフィール

[profile] Ms. Maki Katsuno-Hayashikawa is the Chief of Section for Inclusive Quality Education of UNESCO Bangkok & Asia-Pacific Regional Bureau for Education since April 2016. In her capacity as the Chief of Section, she oversees UNESCO's regional programme in the Asia-Pacific in the fields of education policy and planning and quality and inclusion in education, from early childhood to secondary education. She was the Officer-in-Charge for the UNESCO Bangkok during August 2017 - 20 May 2018. Ms. Katsuno-Hayashikawa is also the Regional Coordinator for the SDG4-Education 2030 and the Gender Focal Point. / Ms. Katsuno-Hayashikawa holds a BSc in International Relations from the London School of Economics, an MA in Education Planning from the UCL-Institute of Education, University of London, and an M.Ed. in Early Childhood Education from South Australia University

[プロフィール] ロンドン大学経済学院(国際関係)、同大学 UCL 教育研究院修士課程(教育計画)及び南オーストラリア大学幼児教育学修士課程修了。2016 年 8 月より UNESCO バンコク及びアジア・太平洋地域教育局「インクルーシブで質の高い教育(IQE)」担当チーフとして、乳幼児期から中等段階までの教育政策・立案及び教育の質・インクルージョンに関する UNESCO 地域プログラムを統括。2017 年 8 月から 2018 年 5 月まで UNESCO バンコク事務所長代行。現在、「持続可能な開発目標4 (SDG4)」、「Education2030」、及び「ジェンダー平等推進」フォーカルポイントの地域コーディネータを兼務。

Lecture Abstract 講演概要

The Asia-Pacific region has made significant progress in expanding the provision of early childhood care and education (ECCE). In particular, the total enrolment in pre-primary education in the region has increased by 76% over the EFA period of 2000-2015. Today, there are well-established theories and research evidence highlighting the critical importance of ECCE to a child's learning and long-term developmental outcomes. However, from a holistic child development angle, the current available data show that many young children in low-income and middle-income countries continue to be at risk of not reaching their development potential. A baseline survey carried out by UNESCO Bangkok in 2017 further found that 15 out of 38 countries in the region, most of which are middle or low-income countries, enrol less than 50% of children in their early childhood care and education (ECCE) programmes.

In 2015, the world community adopted two critical global frameworks regarding education: the Incheon Declaration on Education 2030 and the Sustainable Development Agenda and its 17 Goals, among which, Goal 4 being on inclusive quality education and lifelong learning. These frameworks clearly recognized the critical importance of ECCE

as the bedrock of lifelong learning and development, which led to the inclusion of SDG target 4.2 dedicated to early childhood care, development and education: “By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education.” SDG 4.2 is indeed an expression of the renewed global commitment to universalize quality pre-primary education for all by 2030, and has become the guiding principle for all countries in the Asia-Pacific region since.

As the world approaches the mid-term of the 15-year sustainable development agenda, we are presented with a valuable opportunity to reflect back on the first five years of implementation of SDG4.2. The opportunity should not only be used to take stock of the achievements, but also identify factors that continue to hinder substantive progress and to work collaboratively to devise strategies to meet the challenges and issues in advancing SDG 4.2 in the coming years.

This presentation will provide a broad overview on the status of ECCE in the Asia-Pacific region, using SDG 4.2 as the main reference. It consists of five parts. First, it will briefly present the background on SDG 4 and unpack target 4.2 on ECCE. Second, it will provide a regional overview on ECCE with reference to the indicators of SDG 4.2. In the third section, it will discuss the implementation status of SDG 4.2 in the Asia-Pacific region, based on the findings from the recent survey (2018) carried out by UNESCO Bangkok. The forth section will be a brief introduction to UNESCO's interventions in supporting countries to expand the provision and improve the quality of ECCE in the region; and lastly, to conclude, the presentation will summarize the key messages and leave a few recommendations for further thinking.

As all countries in the region are expected to achieve SDG4.2 in its totality by 2030, this presentation argues that it is high time that we make ECCE everyone's business, and leaving no one behind in this cause.

【要約】

アジア・太平洋地域では、乳幼児期のケアと教育(ECCE)の供給拡大が顕著な進歩をみせている。特に地域内の初等前教育への登録率は2000-2015年の「万人のための教育(EFA)」実施期間に76%も増加している。今日、十分に確立された理論や調査研究のもたらすエビデンスが、ECCEが子どもの学びと長期的な発達成果に対して重大な意義をもつことを強調しているが、ホリスティックな子どもの発達を視野に入れた場合、目下入手可能なデータからは所得の低い中位の国々の子どもたちの多くが依然として発達上の潜在能力を伸ばすことのできないリスク状況にあることもわかっている。2017年にUNESCOバンコクが実施した基本調査では、地域内38か国のうち15の所得低/中位国で、ECCEプログラムに参加登録できている子どもたちは50%未満だった。

2015年、世界各国は共同で教育に関する重大な2つのグローバル枠組、「Education 2030 インチョン宣言」と「持続可能な開発アジェンダと17の目標」を採択した。後者の目標4は、インクルーシブで質の高い教育および生涯学習に関するものである。こうした枠組が明確に認識しているのは、ECCEが生涯にわたる学習と発達の基盤として極めて重要だということで、特に持続可能な開発目標(SDGs)のターゲット4.2は、乳幼児期のケア・発達と教育に的を絞り、「2030年までに全ての女兒と男児が初等教育への準備が整うよう、質の高い乳幼児期の発達支援とケア、初等前の教育を受けられるようにする」と述べている。SDG4.2とは、2030年までに質が高くユニバーサルな「万人のための初等前教育」にグローバルに関わることへの表明といえ、以来、アジア・太平洋地域のすべての国々にとっての指針的原則となっている。

世界全体では15年間の持続可能な開発への中期目標を定めているため、今はまさにSDG4.2の最初の5年間の実施状況を振り返る時機なのである。その場合、達成状況を確認し評価するだけでなく、その進展を妨げている要素・要因をつきとめ、困難や課題に取り組む方策や戦略について協働で検討すべきである。

本発表では、アジア・大変地域のECCEの現況について、SDG4.2を参照しながら幅広く概観したい。内容は以下5つの部分から構成される。(1) SDG4の背景について手短かに説明し、ターゲット4.2をひもとく、(2) SDG4.2の指標にもとづき地域内のECCEについて概観する、(3) アジア太平洋地域内のSDG4.2の実現状況について議論する、(4) UNESCOが地域内のECCEの普及と質向上のために行っている支援や介入について簡単にご紹介する、(5)以上の主要メッセージを要約し、今後の考察のためにいくつかの提言を行う。

地域内のすべての国が2030年までに総体としてSDG4.2を達成することが期待されているため、この発表ではECCEを一人一人の主要関心事に今こそすべきであること、そして「誰一人そこから取り残してはならない」ことを論じる。

KEYNOTE LECTURE 2 Saturday, September 7 9:10-10:10

基調講演 2

<1,2F. West, Terra Hall>

Speaker : **Dr. Pablo Stansbery**

(Senior Regional Adviser, Early Childhood Development (ECD),
UNICEF East Asia and Pacific Regional Office (EAPRO))



Title : **Preschool Agenda 2030:**

From A (-ccess) to Q (-uality)

講演者 : **パブロ スタンスベリー 先生**

(UNICEF 東アジア・太平洋地域事務所シニア地域アドバイザー:乳幼児期の子どもの発達(ECD))

演 題 : **ユニセフによる Preschool Agenda 2030:**

From A (-ccess) to Q (-uality)

Profile プロフィール

[profile] Dr. Pablo Stansbery is the Early Childhood Development (ECD) regional advisor for UNICEF's East Asia and Pacific Regional Office (EAPRO). He served as ECD regional adviser for UNICEF Eastern and Southern Africa Regional Office (ESARO) between 2014 and 2017. Prior to joining UNICEF, Pablo was the ECD Senior Director at Save the Children (Washington) where he expanded the ECD global portfolio and created integrated ECD programmes across sectors and ministries. Previously, Pablo helped launch one of the leading ECD initiatives in the United States, First 5 California. His research interest examines the role culture plays in routine child rearing practices and how those early interactions and conditions influence developmental trajectories of children. / Dr. Stansbery has a BA in Cross-cultural Developmental Psychology from University of Denver (USA), Masters and Doctoral degrees in Human Development and Psychology from Harvard University (USA) and he completed his post-doctoral training at Boston Children's Hospital (Harvard Medical School).

[プロフィール]ハーバード大学で発達心理学修士号、博士号取得。ボストン子ども病院博士号研修終了。UNICEF 東部・南部アフリカ地域事務所(ESARO)の乳幼児期の発達部門担当地域アドバイザーを経て現職。乳幼児期の子どもの文化が子育てと子どもの成長過程に与える影響に関する研究を専門としている。セーブ・ザ・チルドレン(ワシントン、アメリカ)のシニアディレクターとして部門間を跨ぐ統合的ECDプログラムをつくりあげた。

Lecture Abstract 講演概要

Today, more children enter primary school ready to learn than ever before. More children participate in formal early learning programmes today than 10 years ago. In East Asia and Pacific region, between 2000 and 2015, the preprimary enrolment rate doubled – and in many countries- the preprimary enrolment rates tripled¹. The documented rapid expansion of early learning programmes globally is remarkable. Millions of children start primary school better prepared to take advantage of investments in education and health care services². Thousands of communities are better organized to respond to the evolving needs of children. More parents and caregivers, particularly those from vulnerable communities, are involved in their young child's growth and development. As we reflect on the past decade and celebrate this tremendous commitment by government, and non-governmental bodies to expand access to early learning programmes, a new generation of early learning challenges has emerged. In short, many countries in Asia

and across the globe must now pivot from the primary focus on expansion of preprimary education access to a new focus on quality of the early learning programmes.

UNICEF refers to this new early learning focus as “**Preschool Agenda 2030**”. Several core early learning issues merit a deep dive and systematic review, including: 1) Preschool workforce development both preservice and continuous professional development³; 2) inclusive education, developmental screening and responding to the needs of children with disabilities; 3) Alignment of curriculum from preschool into primary programmes⁴ and into secondary education- with new attention to skills for the 21st Century; 4) smooth transition from preprimary programmes to primary programmes- and how to facilitate transition from family-friendly preschool environment to the primary school learning context; 5) how to increase the preprimary sub-sector allocation to 10% of the Ministry of education annual budget; and 6) how to create a coordinated “system of care” for children and their families- across ministries- so that preschools, health care workers, and social protection service providers forge a comprehensive and sustainable system of care for children. Each of these new research questions have increasing concern from preschool experts, parents, policy makers and many key stakeholders. UNICEF, along with the regional ECD network, ARNEC (Asia-Pacific Network for Early Childhood), OMEP, the ILO and several research institutions aim to consolidate a growing body of literature into simple guidance for national and provisional leaders so that we translate science into action for young children.

¹ <https://unesdoc.unesco.org/ark:/48223/pf0000265996>

² http://siteresources.worldbank.org/INTAFRICA/Resources/The_Promise_of_Preschool_in_Africa_ECD_REPORT.pdf

³ <https://www.unicef.org/reports/a-world-ready-to-learn-2019>

⁴ <https://edpolicyinca.org/publications/prek-3-alignment-californias-education-system-obstacles-and-opportunities>

【要約】

今日、今までになく多くの子どもたちが学ぶ準備ができた状態で小学校に入学している。10 年前に比べると多くの子どもたちが早い段階から公の教育プログラムで学習するようになってきており、東アジアと太平洋地域では 2000 年から 2015 年の間に就学前教育プログラムに参加する割合が倍増し、3 倍にもなっている国もある。就学前教育プログラムへの急激な増加が世界規模で報告されている。教育と医療サービスの恩恵を受けている何百万もの子どもたちが小学校に入学している。

多くの地域社会は子どもたちの急速に変化していく必要性にも対応できるようにより組織化されてきている。多くの両親と保育者、特に脆弱なコミュニティ出身の両親と保育者たちは、子どもの成長と発達に携わっている。就学前教育プログラムへのアクセスが拡大されてきたこの 10 年を振り返り、政府および非政府団体が行ってきた計り知れないその貢献をたたえつつ、新しい世代の早期学習の課題が浮き上がってきている。アジアと世界中の国々では、今就学前教育へのアクセスから、就学前教育プログラムの質へ焦点を当てる時期に来ている。

ユニセフはこの新たな就学前教育へのフォーカスを” Preschool Agenda 2030” と呼んでいる。以下の就学前教育の中心となる課題は詳細かつ統計的にリサーチを行っていく価値のあるものである。

- 1) 保育者の養成課程及び継続的な保育者の質向上のための研修
- 2) インクルーシブ教育、発達スクリーニング、障がいのある子どものニーズに応えること
- 3) 就学前教育から小学校、そして中学校への一貫したカリキュラム—21 世紀型スキルを視野に入れて
- 4) 就学前教育プログラムから小学校プログラムへのスムーズな移行—ファミリーフレンドリーな就学前教育の環境から小学校教育での学習コンテキストへの移行をファシリテイトする方法
- 5) 教育省の年間予算の配分を 10% にまで上げるための方法
- 6) 省庁間を超えた子どもとその家族に対する組織的 “ケアシステム” を作る方法 —さらに就学前教育施設、医療関係者、社会的保護サービスの提供機関等が、包括的持続可能な子どもへのシステムを構築していけるように

これらの課題のリサーチの問い一つ一つに対して就学前教育の専門家、保護者、政策立案者、そして多くのステークホルダーが非常に興味を持っている。ユニセフは地域 ECD ネットワーク、ARNEC (Asia-Pacific Network for Early Childhood), OMEP, 国際労働機関、そして様々なリサーチ機関とともに、各国のリーダー・次世代のリーダーのために、多くの学術文献を乳幼児のために具体的な行動へのガイダンスにまとめていくことを目指している。

KEYNOTE LECTURE 3 Saturday, September 7 10:25-11:25

基調講演 3

<1,2F. West, Terra Hall>

Speaker : **Dr. Keiko Nakamura**

(Director general of JT Biohistory Research Hall (BRH))

Title : **The Children in the Age of Science and Technology — To Live as a Living Creature —**

講演者 : 中村 桂子 先生 (JT生命誌研究館館長)



演題 : 科学技術文明の中での子どもたち
— 生きものとして生きるには —

Profile プロフィール

[profile] Dr. Keiko Nakamura graduated from the University of Tokyo and obtained her Ph.D. in molecular biology. She started her career as a researcher in National Institute of Health. She became Director of Department of Natural and Social Environmental Research in 1981, Professor of Waseda University in 1989, Professor of Post Graduate School, Osaka University in 1996. She has been Director General of JT Biohistory Research Hall since 2002.

[プロフィール] 東京大学理学部化学科卒業。東京大学大学院生物化学専攻博士課程修了(理学博士)。三菱化成生命科学研究所人間自然研究部長、早稲田大学人間科学部教授などを歴任後、生きることを考え、表現する場である「生命誌研究館」を1993年に創立。副館長を経て現職。著書に「科学者が人間であること」(岩波新書)、「中村桂子コレクション あそぶ 12歳の生命誌」(藤原書店)などがある。

Lecture Abstract 講演概要

My specialty is Biohistory, a new field to clarify the history of life based on biological science. By analyzing the genome, we can reveal, for example, how humans became humans and how ants became ants. Moreover, both the similarity and the difference between humans and ants can be found through the genome analysis. In short, we are able to see the history of life and the relationship of all living creatures on the earth. As biohistorian, I propose here to reconfirm that “We human beings are distinctly the living creatures and it means we belong to the nature.”

The present day could be called the age of science and technology and people regard the science and technology reduce even the living things into more inanimate objects and sometimes presume the human beings as the machines. And most people put value in these three ways of thinking.

1) Efficiency

Science and technology have made our daily lives very convenient. Convenience means to do everything as quick as possible and as wanted. In reality, one of the most important features of the living things is “to give great significance on time.” If we spend every day life very busy, we may lose the peace of mind. We know the food of the mind is time and relationship. In spite of that knowledge, we say to our children “Do quickly” every day. It's too bad, because they are not machines but living creatures.

2) Only one right answer

Children ask us “Why?” so frequently. Then, we should think about their questions together, not giving a ready answer. We tend to think, however, the good answer come from science and technology exclusively and regard it right. The beautiful colors of rainbow can be certainly explained based on scientific knowledge, but also it could be said that it is painted by fairy. We should respect the wonder in the child’s mind

3) Measure by particular scale and compare

In examination, pupils are ranked by T-score. The children in preschool are presumed so called reserve of these kinds pupils. A boy or girl distinguished in mathematics, a good runner, a music lover I hope various kinds of children can enjoy their preschool and school life. Diversity is essential for the vitality of society.

The above three items are all fit for the machine not for the living creatures. The indispensable factors for the living creatures are time and relationship. Time and Relationship make our lives pregnant. The German novelist Michael Ende describe the destroying society because of the neglect of time in his masterpiece 「MOMO」.

How can we enjoy the daily life as a living creature? The answer is “to be in nature”, I think. I recommend to be with the flowers, beetles, butterflies and other small creatures in daily life.

Children are born with the ability to think and act positively. They feel wonder and create languages. It is said that those capabilities are peculiar to the children. The role of grown-up persons is to assist the children to exercise their imaginative abilities maximum.

〔要約〕

私の専門は「生命誌」であり、「人間は生きものであり自然の一部である」という事実を基本に私たちの生き方、暮らし方を考えています。

地球上には多様な生きものが暮らしていますが、それはすべて、38億年前に生れた祖先細胞から生れたものであり、すべての生きものは38億年の歴史の中にあるのです。もちろん子どもたちの中にも38億年の歴史があります。それを生かして暮らすのがいのちを大切に生きることです。

現在は科学技術文明と金融資本主義が支配する社会であり、生きものとして生きることが難しくなっています。科学技術社会を支える価値観は大きく次の三つにまとめられます。

1) 効率至上主義

早く、便利にすることが求められ時間を切ります。生きものは時間を紡ぐものであり、毎日をしていねいに生きる過程こそ重要です。忙しさは時間と関係を切り、心を失なわせます。子どもたちに毎日早く、早くと言い、自分の思い通りに動かそうとしてはいいのでしょうか。それでは機械と同じです。AIの方が優れていることになりかねません。

2) 何にでも正解があるという信仰

子どものなぜ？に答える時に最も重要なのは一緒に考えることです。すぐに答を与え、しかも正解は一つときめ、とくに科学にそれを求めます。もちろん虹の七色は科学で説明できますが、妖精が描いてもよいのではないのでしょうか。子どもの中にあるふしぎは大切にしたいものです。

3) すべてを一つのものさしで測り、量で比べる

試験では偏差値という一つの数字で人間を一行に並べます。算数が好きな子、運動が得意な子、のんびりした子。いろいろな子がみんな楽しく暮らせる社会がよいと思うのです。多様性こそが生きものの社会に力強さを与えているのです。

ここにあげた三つの考え方は機械に合ったものであり、生きものには向かないことばかりです。生きものにとって最も重要なのは「時間と関係」であり、心豊かに生きるにはこれを切ってはいけません。ミヒヤエル・エンデは「モモ」で、時間を切ったために壊れていく社会を描いています。

生きものとして豊かに生きるには、どうすればよいか。答は「自然と共にある」です。身近な草花や小動物たちでよいのです。人間の子どもは能動的に考えて行動するように生れついています。そこではふしぎを感じ、新しい言葉を創り出すなど人間の子どもにしかできない行為が次々と生れます。毎日の中でそんな子どもの能力を最大限生かせるお手伝いをするのが大人の役割ではないのでしょうか。

[APR SYMPOSIUM]

Theme : Children's Life , Development and Quality of ECEC
from the viewpoint of guaranteeing play

Thursday, September 5 16:00-17:30 < 1,2F West Terrasa Hall >

◆ Objective of the Session :

The play is to satisfy their life for children and peculiar rights for children. As the independent motivation for the beginning of life, it will become the lifelong base of studying and developing. What point should we take out from the different meaning of the play? How does the play have relation with study or work? What subjects are there about guaranteeing the rights to play? To answer these questions, we should know the differences among the countries based on their social and economic situation, are educational and cultural background.

So we will talk about the situation around the children in each country and to protect the rights to play, we will discuss about plans the APR members should do together.

◆ Moderator : Masatoshi Suzuki

(Associate professor / Graduate School of Education Hyogo University of Teacher Education)

◆ Panelists and Titles :

Dr. Sandie Wong : President of Australian national committee of OMEP

(Associate Professor / Goodstart Research Fellow ,Department of Educational Studies, Faculty of Human Sciences, Macquarie University, Australia)

"Play in early childhood education : From history, to contemporary practice in Australia"

Dr. Udomluck Kulapichitr : Vice President, OMEP Asia Pacific Region

President of Thai national committee of OMEP

(Associate professor / Early Childhood Education, Division of Child Development, Department of Urban Community, Urban Community Development College, Navamindradhiraj University, Thailand)

"Seeing quality social play with sociomoral atmosphere through Buddhist Principles"

Osamu Fujii : President of Japanese national committee of OMEP

(Chief director/ Social welfare corporation Kyoto Hoiku Center, Japan)

"Children learn and develop by play : Guaranteeing place, time, peers, and freedom for young children"

【APR シンポジウム】日英同時通訳付

テーマ：子どもの生存・発達と保育の質 遊びの保障の視点から

9月5日（木）16:00-17:30 <西館 1,2 階 テルサホール>

テーマ設定の趣旨：

遊びは、命の充実であり、子どもの固有の権利です。人生初期の主体的動機として、生涯につながる発達や学びの基盤です。遊びの多様な意義のどのような点を重視するか、また、遊びが学びや仕事（労働）とどのように関わっているか、また、遊ぶ権利の保障についてどのようなことが課題になっているかは、各国の社会経済状況や、教育、文化的な背景によって異なっていると思います。そこで、それぞれの国の子どもを取り巻く状況について報告し合い、子どもの遊ぶ権利の保障のために、APR の OMEP 加盟国が協力して取り組めることは何かを考え合う場にしたいと思います。

司会：鈴木 正敏（兵庫教育大学大学院学校教育研究科 准教授）

登壇者および演題：

サンディ・ウォン：

（マッコーリー大学人間科学部准教授、OMEP オーストラリア委員会会長）

「幼児教育における遊び、オーストラリアの歴史から、現代の実践に向けて」

ウドムラック・クラビティトゥル：

（ナワミンタラーティラート大学都市コミュニティ開発カレッジ 准教授、
アジア・太平洋地域副総裁、OMEP タイ委員会会長）

「仏教原理に基づいた社会道徳的雰囲気のある中に見出される質の高い社会的な遊び」

藤井 修：（社会福祉法人京都保育センター理事長、OMEP 日本委員会会長）

「子どもは遊んで育つ。場所、時間、仲間、そして自由の保障。」

PARALLEL SESSION 1 【Workshop】

SDG 4.2

Coordinators : Mariko ICHIMI , NIER of Japan
Mie OBA, Fukuyama City University
Hiroko OKAMOTO, Mejiro University

Friday, September 6 13:00-14:30 <3F.East, Conference Room B/C>

Theme : Let's become familiar with the SDGs and their
target 4.2 among us ECCE practitioners

1. Overview of the Session :

We are organizing a workshop where participants can learn about the SDGs and their target 4.2 by linking them their own experiences and best practices in an interesting and stimulating way! We as ECCE practitioners will then become better facilitators by helping children be familiar with the SDGs as well.

This workshop will begin with a plenary session where 3 ECCE experts will be invited to share their experiences; including a colleague from Japan's Ehime Global Network, an NPO whose aim is "to realize sustainable society in which all the people can live harmonious and peaceful lives as human beings", an ECE Senior Technical Adviser for JICA Overseas Cooperation Volunteers, and a professor of ECCE teacher education who has engaged in peace education from early childhood.

In the second half, all participants will share their own ECCE experiences from day-to-day practices and try to link them up to the SDGs and their target 4.2. By the end of the workshop, we will try to come up with a set of KARUTA*cards on the SDGs-ECCE, international version. Motivated participants are all welcome to join this session!! *KARUTA = Japanese Traditional playing cards with poets and their corresponding pictures

2. Steering Members of the Session :

Coordinator(s) / Mariko ICHIMI(National Institute of Educational Policy Research (NIER), Japan, *et al.*)

Facilitators / Yoshiko TAKEUCHI(Ehime Global Network Japan)

Kumi TSUBOKAWA(ECE Advisor for JICA Overseas Cooperation Volunteers, Mori-no Ye Hamakita Nursery School)

Moderators / Junko MIYAHARA

(Former Executive Director of Asia-Pacific Regional Network on Early Childhood (ARNEC))

Yumi TOKUDA

(Team1 of Basic Education Group, Human Development Department, JICA Headquarters)

Yumie MIYASHITA

(Japan Private Kindergartens Association, Shizuoka Toyoda Kindergarten)

3. Contents :

Part 1. Plenary Session (40 minutes) : Introduction by the Coordinators and the Facilitators

- 1) Treasure found within the JICA's international Cooperation forward the Target 4.2
- 2) A Peace Education from Early Childhood: Report form Fukuyama, HIROSHIMA
- 3) Ways to learn and act for the SDGs: KARUTA made and being used by Ehime Global Net Work

Part 2. Workshop (50 minutes): Why not make our original KARUTA Game Set on SDGs and its Target 4.2

- 1) Let's Start from the key words or letters / from images or pictures
- 2) Sharing of the Group Work
- 3) Closing by the Moderators

企画分科会1【ワークショップ】

持続可能な開発目標とそのターゲット 4.2

担当者： 一見 真理子（国立教育政策研究所）
大庭 三枝（福山市立大学）
岡本 弘子（目白大学）

9月6日（金） 13:00-14:30 <東館 3階 B/C会議室>

テーマ：SDGs とそのターゲット 4.2 を保育の世界で働く人々の
共通の目標に

1. テーマ設定の趣旨：

SDGsについて経験交流しながら学び、表現するワークショップを企画する。その目的は、持続可能な社会構築のためのさまざまな課題を17に束ねたSDGsそのものと、就学前に関わるそのターゲット4.2について、未来を担う幼い子どもに関わる保育の世界で働く私たちがまず、よく知ろう、楽しく学んでみよう、ということである。

前半では「あらゆる人々が、人として平和な日々をおくることができる持続可能な社会を実現すること」をビジョンとするNPO「えひめグローバルネットワーク」代表の竹内 よし子さん、AALA 諸国の保育者の皆さんとともに幼児教育実践を行う日本人保育者をサポートしてきた JICA 海外協力隊の幼児教育アドバイザーの坪川 紅美さんと元隊員だった岡本 弘子さん、保育者養成の中で幼児期からの平和共生の教育に取り組んできた福山市立大学の太田三枝さんに、それぞれの経験を発表していただく。後半ではSDGs、SDG4.2に関する国際版オリジナルカルタを実際に作ってみることに取り組み、言葉や国を超えた交流を行う。

2. 担当メンバー：

コーディネータ／ 一見 真理子（国立教育政策研究所）、太田 三枝（福山市立大学）、
岡本 弘子（目白大学）
ファシリテータ／ 竹内 よし子（えひめグローバルネットワーク）
坪川 紅美（青年海外協力隊 ECE 技術顧問、森のいえはまきた）
モデレータ／ 宮原 純子（ARNEC 元事務局長）
徳田 由美（JICA 人間開発部 基礎教育グループ）
宮下 友美恵（全日本私立幼稚園連合会、静岡豊田幼稚園）

3. 内容：

Part1 全体セッション(40分) 担当メンバーによる導入

- 1) 国際協力活動（JICA 海外青年協力隊）の中で見つけた宝物：SDG4.2の実現をめざして
- 2) ヒロシマ福山からの報告：乳幼児期からの平和共生のための教育
- 3) SDGsについて学び実践する：えひめグローバルネットワークによるカルタづくり

Part2 ワークショップ(50分) APR 2019 in 京都 オリジナルカルタを作ってみよう

- 1) カルタを作ってみよう：ゴールに向かう言葉や文字から/イメージや絵から
- 2) 作品のシェアリング
- 3) まとめ

PARALLEL SESSION 2 【Workshop】

Children's Rights

Coordinators : Toshiko KANEDA ,Tokyo International Welfare College
Masaru TAKIGUCHI , Shiraumegakuen Junior College
Masayo KAWAKITA ,Jumonji University
Michiko ARAI ,Former Professor of Seiwa Gakuen JuniorCollege
Mitsuko ISHIMINE ,Former Professor of Urawa University
Ai NORO ,Shokei Gakuin University Professor Emeritus

Friday, September 6 13:00-14:30 <3F.East, Conference Room D>

Theme : Convention on the Rights of Child and Quality
of Day Nursery

1. Objective of the Session :

30 years have passed since the UN adopted the CRC in 1989 and 25 years have passed since Japan ratified it in 1994. However, we cannot say that the CRC has been promoted in Japan. Children have the rights of participation in planning and the rights to be protected, guided and educated as the growing citizens. We want to discuss about developing the quality of ECEC in each country. We also want to discuss about the ways to reflect the spirits of the CRC (for example, the rights to express their views, the rights to be heard their ideas, etc.) to their daycare centers or kindergartens.

2. Steering Members of the Session :

S p e a k e r / Mitsuaki TOYODA (Save the Children Japan)
Coordinators / Toshiko KANEDA (Tokyo International Welfare College)
Masaru TAKIGUCHI (Shiraume Gakuen College)
Mitsuko ISHIMINE (Former Professor of Urawa University)
Facilitators/ Masayo KAWAKITA (Jumonji University)
Michiko ARAI (Former Professor of Seiwa Gakuen Junior College)
Ai NORO (Shokei Gakuin University Professor Emeritus)
Toshihiko NAKAYAMA (Japanese Federation of Private Nursery Schools,
ECEC CENTER Shinjuku Seiga)

3. Contents:

- 1) There are some views on children's rights. We focused on CRC (Convention on the Rights of Child) in this session. Because the theme of this convention is "quality of childcare" and we must think of it from the view point of participation of children. How do we inform the children that they have the rights to participate in everything? We will discuss about it introducing the situation in each country.
- 2) We exhibit the materials of fighting to extend children's rights in each country. OMEP Japan will introduce The Picture book and The Report of The Children's Rights Project with summarized English version.

企画分科会 2【ワークショップ】 子どもの権利

担当者：金田 利子（東京国際福祉専門学校）
瀧口 優（白梅学園短期大学）
川喜田 昌代（十文字学園女子大学）
荒井 美智子（元聖和学園短期大学）
伊志嶺 美津子（元浦和大学）
野呂 アイ（尚絅学院大学名誉教授）

9月6日（金） 13:00-14:30 <東館 3 階 D 会議室>

テーマ：子どもの権利条約と保育の質

1. テーマ設定の趣旨：

子どもの権利条約は国連で採択されてから 2019 年で 30 年になる。日本で批准されてから 25 年になる。しかし日本でもあまり普及されているとは言えない。権利条約には子どもの市民としての参画の視点と成長・発達途上にある市民としての保護・指導・教育への権利がある。ここでは、主として市民としての権利に視点を置き、「子どもの国権利条約と保育の質の向上」の関連について意見交換をする。但し、各国のアンケートで遊びなど、他の事柄にも積極的な実践があればその方向も関わらせていく。

子どもの権利条約の精神（意見を言う権利、しっかり思いを聴いてもらう権利など）をどう保育に反映させていくか、各国の事情を理解しつつ意見交換し、それぞれの国の取り組みを学び合い、明日からの実践に生かす力とする。

2. 担当メンバー：

講演者／豊田 光明（Save the Children Japan 海外事業部副部長）

司 会／金田 利子（東京国際福祉専門学校）、瀧口 優（白梅学園短期大学）、
伊志嶺 美津子（元浦和大学）

進行（WS）／川喜田 昌代（十文字学園女子大学）、荒井 美智子（元聖和学園短期大学）、
野呂 アイ（尚絅学院大学名誉教授）
中山 利彦（全国私立保育園連盟、新宿せいが子ども園）

3. 内容：

- 1) 子どもの権利のうち、この分科会は子どもの権利条約に絞る。それは、特に、今度の大会のテーマ「保育の質」にあり、「子ども参画という点」を保育の質の向上から考えたいからである。あなたには参画への権利があるという権利条約の精神を乳幼児にどう知っているか、知らせたらよいのかについて、各国の状況を出し合って議論したい。討論の焦点は子ども参画の保育に置く。
- 2) 日本をはじめ各国の取り組みを示した資料を会場に展示する。日本は「絵本」と OMEP 日本委員会「子どもの権利プロジェクト」報告（冊子）及び要約の英訳冊子を作成し提示する。

PARALLEL SESSION 3 【Workshop】

Play

Coordinators : Tomomi NAITO, Den-en Chofu University
Kyoko KANAYA , Seigakuin University
Yoko ARAI ,Tokyo Kasei University
Naomi FUNYU ,Den-en Chofu University

Friday, September 6 13:00-14:30 <2F. East, AV Study Room>

Theme : Play Workshop

1. Objective of the Session :

“Play” is one of important projects of World OMEP. Play is essential to the children’s growth. Play helps children develop physically, mentally, emotionally and socially. Play is communication and expression, combining thought and action, Play gives satisfaction and a feeling of achievement. Also Play is vital to develop the potential of children and resilience. However, ECEC teachers and researchers still are indifference to the importance of play and don’t really understand “What is Play?” “Why play is important to children?” and “What is important to Play Environments?” and so on.

We try to reach deep understanding of “the meaning of Play” by “Play Workshop”. Facilitator of this workshop is Mr. HITOSHI SHIMAMURA from IPA (International Play Association) and TOKYO PLAY.

2. Steering Members of the Session :

Speaker and Facilitator / Hitoshi SHIMAMURA/ Chief Executive Director of TOKYO PLAY / former Vice President in East Asia of IPA (International Play Association)

Moderator / Tomomi NAITO(Den-en Chofu University)

Kyoko KANAYA (Seigakuin University)

Yoko ARAI (Japan Society of Research on Early Childhood Care and Education,
Tokyo Kasei University)

Naomi FUNYU (Den-en Chofu University)

3. Contents :

1) Workshop: PLAY Workshop: The role of Play Facilitators

①Let’s create a Super Play Facilitator! What should s/he look and do?

- Participants work in group to create a ‘Super Play Facilitator’ by discussing his/her crucial elements and using recyclable loose parts.

②Examine the 11 Barriers of Child’s Right to Play in UN General Comment No.17

- Participants discuss and share own circumstances and provisions to remove the 11 Barriers of Child’s Right to Play in UN General Comment No.17

2) Video/Movie etc.: Play activity in the world

- Play Provision in the World: Play Streets, Mobile Play, Adventure Playgrounds, etc.
- News Coverage: First Adventure Playground in Vietnam
- Film: This is me (IPA’s praising the issue of UN General Comment No.17)

4. Notes

- ① Maximum number for the WS : 50 people , ② Comfortable clothes

企画分科会 3【ワークショップ】 遊び

担当者：内藤 知美(田園調布学園大学)
金谷 京子(聖学院大学)
荒井 庸子(東京家政大学)
舟生 直美(田園調布学園大学)

9月6日(金) 13:00-14:30 <東館 2 階 視聴覚研修室>

テーマ：遊び ワークショップ

1. テーマ設定の趣旨：

OMEPでは、Playを子どもの重要な権利として位置づけ、OMEPの世界プロジェクトの一つにPlay and Resilienceを置き、遊びを通じた子どものレジリエンスを高める保育・教育活動を支援している。しかし、Playへの関心がきわめて低い地域がある一方で、遊びの理解が不十分なままに学びのための手段として、遊びを活用する保育・教育実践への関心が急激に高まっている地域もある。企画分科会3では、OMEPの設立時より、子どもの誕生時からの心身の基盤を形成する遊びの重要性を認識し、UNの子どもの権利条約の理念の下に、ともにNGOとして活動を展開してきたIPA(International Play Association)の前東アジア地域副代表であり、また一般社団法人TOKYO PLAY代表理事である嶋村仁志氏のファシリテーションによるワークショップを通じて、「遊びとは何か」「子どもにとっての遊びの意義」「遊びのための環境」について、保育者・保育研究者とともに体感しつつ学び合う。

2. 担当メンバー：

講演者・ファシリテーター／嶋村 仁志
(一般社団法人TOKYO PLAY代表理事, IPA 前東アジア地域副代表)
司 会／内藤 知美(田園調布学園大学)
進行(WS)／金谷 京子(聖学院大学)
荒井 庸子(日本保育学会, 東京家政大学)
舟生 直美(田園調布学園大学)

3. 内容：

- 1) PlayのWorkshop：遊びにおけるファシリテーターの役割
 - ①「究極の遊びのファシリテーターってどんな人？」
 - ・子どもがより遊べるようにする役割を担う「究極の遊びのファシリテーター」に欠かせない要素とは何かをグループで話し合い、様々な素材を使って表現する。
 - ②「子どもの遊ぶ権利を妨げる11の障壁について検討しよう」
 - ・2013年に国連子どもの権利委員会によって採択された第31条に関する「一般的意見 No.17」で示されている「遊ぶ権利に関する11の障壁」について、各々の参加者の地域で置かれている状況とそこへの取り組みについて共有する。
- 2) 国内外のPLAY活動の紹介等
 - ・世界での遊びの活動：みちあそび、移動型遊び場、冒険遊び場など
 - ・ニュース：ベトナム初の冒険遊び場づくり
 - ・動画「This is me」(IPA制作・一般的意見 No.17の採択を祝って)

4. 備考

- ① 最大定員：50名 ② 動きやすい服装で参加

PARALLEL SESSION 4 【Symposium】

Professional Development

Coordinators : Takeo SHISHIDO, Aichi Prefectural University
Professor Emeritus
Mari MORI, Tsurukawa College

Friday, September 6 13:00-14:30 <1F.West, Terrsa Hall>

Theme : Becoming High Quality Early Childhood Teacher/Caregiver
Issues and Possibilities focusing on the Pre-Service Practicum

1. Objective of the Session :

In 2006, OECD published “Staring Strong II), and identified 10 policies to pursue high quality early childhood education and care (ECEC) in its executive summary. In Chapter 7 of the summary, “Appropriate training and working conditions for ECEC staff” notes that “the levels of in-service training vary greatly across countries and between the education and child care sectors.” As an evidence, the report identified ECEC professionals in most countries were “being poorly trained and paid around minimum wage levels.” Early childhood is the most important as the foundations of life; therefore, focusing on teacher education is critical for becoming ECEC professionals who live and grow with young children. In this session, the symposiasts present their pre-service programs by the use of visual tools, and exchange ideas and actions for nurturing and educating high quality early childhood care education practitioners. The symposium aims for OMEP to contribute to the development of high quality ECEC pre- and in-service teacher training programs and it will benefit for the best interests of every child throughout the world.

2. Exhibitors :

MC/Coordinators / Takeo SHISHIDO (OMEP Japan)
MC/Coordinators / Mari MORI (OMEP Japan)
Presenter / Sandra Hesterman (Murdoch University, Australia)
Presenter/ Chee Wah Sum (Singapore University of Social Sciences, National Institute of Education, Singapore)
Presenter/ Riyo KADOTA (Seinan Gakuin University)
Presenter/ Mariko KAWAMURA (Ikuei Yochien Kindergarten)
Interpreter / George DOIGAMI (Japanese Federation of Private Nursery Schools, Nintei-Kodomoen,Wako)
Interpreter/Toshihiko FUKUDA (Japanese Federation of Private Nursery Schools, Kikuchi Miyuki Kodomoen)
Adviser/ Taeko SAITO (The Japan Association of Training Schools for Nursery Teachers,Inc, Nippon Sport Science University)

3. Contents :

The symposium is consisted of three parts; 1) Each presenter will overview the current condition of teacher education program including the topic such as Curriculum, Period of Practicum , Pre/After Program, Requirement (Procedure) by the use of visual materials, 2) The presenters discuss and share the concerns and issues including the relationship between teacher education institutions and practicum sites, and students and facilities, and 3) The presenters and participants will identify the possibilities and provisions for future including the role of OMEP.

4. Notes :

The Symposium will be taken place in English with consecutive interpretation with visual media.

企画分科会 4【シンポジウム】 専門職養成

担当者：宍戸 健夫（愛知県立大学名誉教授）
森 眞理（鶴川女子短期大学）

9月6日（金） 13:00-14:30 <西館 1 階 テルサホール>

テーマ：保育者の質向上に向けて保育者養成における 実習の現状・課題と可能性

1. テーマ設定の趣旨：

2006年にOECDより発刊された『生まれた時から力づく（"Starting Strong II"）』（OECD,2006）には、乳幼児教育の質の向上のために10章に亘る政策提言（Executive Summary）が示されている。この中の提言7章には、「乳幼児教育保育（ECEC）に従事する職員の労働条件と専門職を改善すること」と表されており、その根拠として、このOECDの研究に参加した多くの国において保育者の養成はその教育・技術程度が低く、保育者の賃金も各国の労働者の最低基準であったことがあげられている。人間形成の基礎を育む乳幼児期、保育の質の向上が期待され緊急の課題である今、子どもと共に生きる保育者となる学生が養成機関においてどのような実習を行っているのか、実習の意味・意義と同時に課題について世界視座（アジア・パシフィック視座）で学びあうことが求められているといえるだろう。本シンポジウムでは、保育者養成に携わる会員より、各国における実習の取り組みを動画（画像）等から紹介していただき、対話することを通して、OMEPとして保育者養成のあり方や今後の活動への方向性を見出したい。

2. 登壇者：

- 1)日本：門田 理世（西南学院大学）
- 2)日本：河村 眞理子（東京育英幼稚園園長, OMEP 日本委員会）
- 3)オーストラリア:Sandra Hesterman (Murdoch University, Australia)
- 4)シンガポール: Chee Wah Sum (Singapore University of Social Sciences, National Institute of Education, Singapore)

司会・進行／宍戸 健夫、森 眞理

シンポジスト通訳／土井上 丞二（全国私立保育園連盟・認定こども園和光）

フ ロ ア 通 訳／福田 俊彦（全国私立保育園連盟・菊池みゆきこども園）

ア ド バ イ ザ ー／齊藤 多江子（全国保育士養成協議会, 日本体育大学）

3. 内容：

本シンポジウムは以下の内容を含み、対話的に展開する。

- 1) 各国の実習の現状（期間・頻度・事前事後指導・実習中の課題・巡回等）について
プレゼンテーション（視覚教材を含む）
- 2) 課題：実習園と学生、養成校の哲学と実習園とのズレ、受け入れ側の負担、学生の生活力、
養成教員の負担等
- 3) 展望：実習の意義と可能性、今後に向けてのアイデアと OMEP の働きについての分かち合い

4. 備考

英語が母語でない参加者を考慮し、逐語通訳、動画・画像等視覚教材を取り入れます。

PARALELL SESSION 5 【Symposium】

Diversity of ESD

Coordinators : Naomi HIURA, Kwansei Gakuin University
Tomoko NASUKAWA, Hyogo University of Teacher Education

Friday, September 6 13:00-14:30 <2F. East, Conference Room9>

Theme : ESD for Young Children in Asia-Pacific Region

— Challenges and Prospects —

1. Objective of the Session :

The purpose of this session is to share information on the initiatives of ESD for young children in the Asia-Pacific region and discuss the issues and prospects.

2. Exhibitors :

Moderator (Interpreter) / Masatoshi SUZUKI (Hyogo University of Teacher Education)

Coordinators / Naomi HIURA (Kwansei Gakuin University)

Tomoko NASUKAWA (Hyogo University of Teacher Education)

Speakers / Nwe Nwe Aung (Yinthway Foundation, Exective Director, President of OMEP Myanmar)

Kerrie Duncan (He Whaanau Manaaki Kindergarten Association, New Zealand)

Shusaku MINATO (Kwansei Gakuin University, Japan)

Supervisor / Shinji MORITA (National Council of Childcare, Japan National Council of Social Welfare Wakae Kodomoen)

3. Contents :

In this session, representatives from three countries will introduce examples of ESD in early childhood, and discuss the challenges of implementing ESD in early childhood by examining each case from the three aspects of ESD: environmental, economic, and socio-cultural aspects.

- 1) Greetings: introduction of speakers, purpose of this session
- 2) Initiatives of ESD in each country
- 3) Practical issues and prospects
- 4) Q & A response (including questions and opinions from the floor)
- 5) Conclusion

企画分科会 5【シンポジウム】 ESD の多様性

担当者：日浦 直美(関西学院大学)

名須川 知子(兵庫教育大学)

9月6日(金) 13:00-14:30 <東館 2 階 第9会議室>

テーマ：アジア・太平洋地域各国における幼児のための ESD
— その課題と展望 —

1. テーマ設定の趣旨：

アジア・太平洋地域の各国における幼児を対象とした ESD について、情報共有すると共に、その課題と展望について話し合うことを目的とする。

2. 登壇者：

司会（通訳）／ 鈴木 正敏（兵庫教育大学）

コーディネーター／ 日浦 直美（関西学院大学）、名須川 知子（兵庫教育大学）

シンポジスト／ Nwe Nwe Aung (Yinthway Foundation, Executive Director,
OMEF ミャンマー委員会会長)

Kerrie Duncan (He Whaanau Manaaki Kindergarten Association,
ニュージーランド)

湊 秋作（関西学院大学, 日本）

スーパーバイザー／ 森田 信司（全国社会福祉協議会, 全国保育協議会、若江こども園）

3. 内容：

このセッションでは、3か国の代表者が、それぞれの国における幼児期の ESD の実践例を紹介すると共に、それぞれの事例を ESD の3側面、すなわち、環境的、経済的、社会文化的側面から検討し、幼児期の ESD 実践の課題について話し合う。また、最後のまとめでは、SDGs とのかかわりについて言及し、その展望について述べる。

- 1) 企画者のあいさつ：登壇者の紹介、本セッションの目的
- 2) 各国の ESD の取り組みについて
- 3) 実践上の課題と展望
- 4) 質疑応答（フロアからの質問・意見も含む）
- 5) まとめ

SPECIAL SESSION 1 【Symposium】

ECEC in FUKUSHIMA, Japan

Coordinators : Nobuko KAMIGAICHI, Jumonji University
Hatsue SEKIGUCHI, Tokyo University of Social Welfare
Masaki IWAKURA, Shokei Gakuin University

Friday, September 6 13:00-14:30 <2F. East, Study Room>

Theme : Affected areas support activities by OMEP Japan
KODOMO Fund "Fukushima Hoiku Forum"
—Children, Families, Community, and nursery teachers
under the earthquake disaster—

1. Objective of the Session :

The protection against the natural disasters such as earthquake and tsunami are common task throughout the Asian Pacific countries striving to establish the sustainable societies. We will report on the activities of OMEP Japan KODOMO Fund established immediately after the East Japan Great Earthquake of 2011. Mainly report on childcare and family situation about ECEC under radiation catastrophe confirmed at the Fukushima Hoiku Forum. From that point on, we will consider the role required of nursery teachers at the time of the disaster. In addition, we report ECEC under radioactive disasters, especially about the impact on the childcare of radioactive disaster, "Nature Deprivation Syndrome", and propose the importance of relationship with nature in early childhood from the viewpoint of ESD.

2. Exhibitors :

General Chairperson / Nobuko KAMIGAICHI

Discussion and language facilitator / Sam MURCHIE (Shokei Gakuin University)

Speakers /

1) Nobuko KAMIGAICHI (Jumonji University)

Title : The workshops 'FUKUSHIMA Forum' titled "ECEC under the radioactive contamination" by OMEP Japan KODOMO Fund

2) Hatsue SEKIGUCHI (Tokyo University of Social Welfare)

Title : Recognition of nursery teachers and parents on development of children and childcare after the radiation disaster in Fukushima — From Questionnaire and interview research —

3) Tomoko KATAYAMA (Izumi Nursery School /Japan Christian Federation of Early Childhood Care and Education)

Title : A suffering and hope of the stricken area

4) Mihoko ENDO (Haramachi Seiai Kodomoen)

Title : Striving for safety: The story behind the 8 year relentless efforts to shield children from the fallout of the FUKUSHIMA daiichi nuclear catastrophe

5) Masaki IWAKURA (Shokei Gakuin University / Radiation research group)

Title : The social responsibility of nursery teachers to protect children from the fallout of man-made nuclear catastrophes

Moderator / Makiko ISONO (Japan Christian Federation of Early Childhood Care and Education)

*Planned by OMEP Japan KODOMO Fund Project Team: Nobuko KAMIGAICHI, Hatsue SEKIGUCHI, Mie OHBA

特別企画分科会 1【シンポジウム】 福島保育

担当者：上垣内 伸子(十文字学園女子大学)
関口 はつ江(東京福祉大学)
岩倉 政城(尚絅学院大学)

9月6日(金) 13:00-14:30 <東館 2階 研修室>

OMEP Japan KODOMO Fund による 被災地支援活動「福島保育フォーラム」 — 震災下の子ども・家庭・地域・保育者 —

1. テーマ設定の趣旨：

地震や津波などの自然災害への対応は、持続可能な社会の構築を目指すアジア太平洋地域各国に共通する課題である。2011年の東日本大震災発生直後に設立した OMEP Japan KODOMO Fund による活動報告を行う。主に、福島保育フォーラムで確認してきた放射能災害下の保育について、更に子どもと家族の状況について報告する。そこから、震災時の保育者に求められる役割を考える。更に、放射能災害下における保育について、放射能災害による「自然剥奪症候群」という提案を含めて報告し、ESDの観点から、幼児期の自然との関わりの重要性についても提言する。

2. 登壇者：

総合司会／上垣内 伸子（十文字学園女子大学）

言語ファシリテーター／Sam MURCHIE（尚絅学院大学）

報告／1) 上垣内 伸子（十文字学園女子大学）

演題：「OMEP 子どもファンドによる『放射能災害下の保育実践と子どもの育ち』を
テーマとした「福島保育フォーラム」の活動報告」

2) 関口 はつ江（東京福祉大学）

演題：「放射能災害後の子どもの育ちと養育に関する保育者と保護者の意識
— 質問紙調査と面接調査から —」

3) 片山 知子（和泉保育園/日本キリスト教保育連盟）

演題：「被災地の苦悩と希望」

4) 遠藤 美保子（社会福祉法人ちろば会原町聖愛こども園）

演題：「子どもたちを福島の保育現場で守り通す8年間の営み」

5) 岩倉 政城（尚絅学院大学/放射線研究班）

演題：「人災によって起こった放射能汚染から子どもたちを守る保育者の社会的責務」

進行・運営／磯野 眞紀子（キリスト教保育連盟）

*企画／OMEP「子どもファンド」プロジェクトチーム：上垣内 伸子、関口 はつ江、大庭 三枝

3. 内容：

初めに、OMEP 日本委員会が、世界各国の OMEP メンバーから寄せられた KODOMO Fund によって福島で開催してきた保育者との語り合いの会「福島保育フォーラム」の報告を行い、続いて「保育フォーラム」に関わってきた会員から、この8年間の保護者の意識とその変化、保育者の取り組みと努力についての発表、最後に放射能災害に対する保育者そして OMEP の課題について提言し、フロアとのディスカッションを行う。「福島」からの提案は、一地域に留まらない普遍性をもつという視点から、参加者との対話を深めたい。ポスターや報告書など、資料を示しながらすすめていく。

SPECIAL SESSION 2 【Workshop】

English article submission workshop

Coordinators : Mari MORI ,Tsurukawa College
Sandie WONG , Associate Professor/ Goodstart Research
Fellow, Dept. of Educational Sciences, Faculty of Human
Sciences, Macquarie University
Helen LOGAN , Co-chair of the SOTE Research Group/
Lecturer,School of Teacher Education, Charles Sturt University

Friday, September 6 15:30-17:00 <2F. East, Study Room >

Theme : Writing and publishing in English speaking journals
for non-native English speakers

1. Objective of the Session :

The purpose of this workshop is to assist participants to publish articles in English-speaking journals. The workshop is mainly targeting two scholarly English-speaking journals. They are:

1. The International Journal of Early Childhood (IJEC)
2. The Australasian Journal of Early Childhood (AJEC)

2. Exhibitors :

Moderator / Mari MORI (Tsurukawa College, OMEP Japan)
Presenter/ Sandie Wong (Macquarie University, Australia, OMEP Australia)
Presenter/ Helen Logan (Charles Sturt University, Australia, OMEP Australia)
Assistant / Ikuko GYOBU (Ochanomizu University, OMEP Japan)
Interpreter / George DOIGAMI (Japanese Federation of Private Nursery Schools / OMEP Japan)

3. Contents :

The workshop starts from the mini-lecture on the importance of submitting articles to English-speaking journals by the initiators of the session, Dr. Wong and Dr. Logan. Then, the participants will engage in their own working papers by individual/small group activities to refine their own works having with the guidance and help by the coordinators. During the session, the participants will share the concerns and questions together to develop their knowledge and skills to submit their work to the English-speaking journals.

4. Notes :

The workshop is designed for the applicants who have submitted and accepted their applications. Please understand that no seat is available for observers.

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2019

Proceeding

PROGRAM OF ORAL PRESENTATIONS

Friday, September 6 15:30-17:40

ORAL PRESENTATIONS 1 / Category : SDG 4.2

Chair : Mariko ICHIMI, Edita ROGULJ <3F. East, Conference Room D>

分科会 1 (口頭発表) / カテゴリー: ターゲット 4.2

座長: 一見 真理子, Edita ROGULJ <東館 3 階 D 会議室>

| Author/Co-author | Title |
|--|---|
| Kathleen Keisha Ramos Constantino (University of the Philippines Diliman) /Philippines | 1-1 Quality of Early Childhood Care and Development Programs in Day Care Centers in a Philippine Barangay フィリピン・バラングイの保育所 (Day Care Centers)における幼児期のケアと発達プログラムの質 |
| Wenting Zhu, Xiumin Hong (Beijing Normal University) /China | 1-2 Child Care and Early Education: Satisfaction with Services Among Families in China 幼児期の保育・教育: 中国の家族におけるサービスの満足度 |
| Qianqian Liu, Xiumin Hong (Beijing Normal University) /China | 1-3 Sustainable Development in Parenting: Investigation on Parenting Stress and Support under the Two-child Policy 子育てにおける持続可能な発達 -二人っ子政策下における子育てのストレスとサポートに関する調査- |
| Yinshan Su (Nanjing Normal University) /China | 1-4 The Value and Educational Strategies of Kindergarten Planting Activities: An Action Research Study 幼児園の栽培活動の価値と教育方法 -アクションリサーチ- |
| Oraphan Butkatunyoo, Manowalulou Nongluck (Kasetsart University) /Thailand | 1-5 The new ways to promote careers awareness for young children by STEAM education STEAM 教育による幼児のキャリア意識を促すための新しい方法 |
| Edita Rogulj (University of Zagreb) /Croatia | 1-6 Traditional and contemporary forms of communication between educators and parents 教師と保護者の間の伝統的および現代的なコミュニケーション形態 |

ORAL PRESENTATIONS 2 , 5 / Category : Children's Rights, Diversity of ESD

Chair : Mitsuko ISHIMINE, Adrijana Visnjic JEVTIC <1F. West, Terrsa Hall>

分科会 2/分科会 5 (口頭発表) / カテゴリー: 子どもの権利/ESD の多様性

座長: 伊志嶺 美津子, Adrijana Visnjic JEVTIC <西館 1 階 テルサホール>

| Author/Co-author | Title |
|--|--|
| Yu-Ching Yeh (National Chiayi University), Lin Shio-Jean (Chi-Mei Medical Center), Wen-Tsung Huang (Chi-Mei Hospital, Liouying), Chiu-Hua Huang (Asia University) /Taiwan | 2-1 A Construction of National Health Promotion Indicators for Young Children in Taiwan 台湾における幼児の国民健康促進指標の構築 |
| Adrijana Visnjic Jevtic (University of Zagreb) /Croatia | 2-2 Childrens' right to continuity in education - transition dilemmas 教育の連続性における子どもの権利 -移行期のジレンマ- |
| Hoa Minh Pham (University of Auckland) /New Zealand | 2-3 Small stories: A child's right to be heard and understood 小さな物語 -声を聞かれ理解される子どもの権利- |
| Takashi Saito, Yoshiya Higashi, Hideshige komatsu, Yutaka Yamazaki (Shokei Gakuin University), Takeshi Takeda (Daiichi Hikarinoko Nursery School), Sam Murchie (Shokei Gakuin University), Emiko Takahashi (SayuriKindergarten), Teiichi Arao (Kitasato University) /Japan | 5-1 Childcare in FUKUSHIMA amidst Radioactive Contamination. Nature Deprivation Syndrome and History of Overcoming It 放射能汚染下での保育 -自然剥奪症候群とその克服への歩み- |

| | |
|--|---|
| Miho Maehiro (Ryukoku University), Mikako Yazawa, Mutsuko Yoshinaga (Musashino University), Yuko Yamamoto (Tokyo Healthcare University) /Japan | 5-2 The Space for Chat & Release ~An Open Space for Mothers with Disabled children とらわれをはなす場 -障害児の母のための子育てひろば |
|--|---|

ORAL PRESENTATIONS 3-1 / Category : Play

Chair : Masaru TAKIGUCHI, Sandra HESTERMAN <2F. East, AV Study Room>

分科会 3-1 (口頭発表) / カテゴリー : 遊び

座長 : 瀧口 優, Sandra HESTERMAN <東館 2 階 視聴覚研修室>

| Author/Co-author | Title |
|--|---|
| Philip Koh Boon Hwa (Preschool Teachers Network Singapore) /Singapore | 3-1 Advocacy for Play - The success of a 3-year Play Movement 遊びの提唱 -遊びのムーブメントの3年間の成果- |
| Lixin Ren (East China Normal University) /China | 3-2 Chinese preschool children's lack of free play: A side effect of intensive involvement in extracurricular activities 中国の幼児園における自由な遊びの不足 -課外活動への集中的参加の副作用- |
| Sandra Hesterman (Murdoch University) /Australia | 3-3 School Play Policies Empowering Early Childhood Teachers' Agency 幼児教育の教師をエンパワーする学校の遊びの方針 |
| Fillip Lenaerts, Ly Thi Kim Tran, Lieve Leroy (VVOB Vietnam) /Viet Nam | 3-4 Play-based learning as a catalyst for children's wellbeing and involvement in Vietnamese public schools ベトナムの公立学校における子どものウェルビーイングと参加を促す遊びを基盤 とした学び |
| Yoichi Yoshikuni (Den-en Chofu University) /Japan | 3-5 Understanding the role of play in children's development: Development as states that are essentially by-products 子どもの発達における遊びの意義について -本質的に副産物であるような状態 としての発達- |
| Aiko Matsunaga (Mejiro University) /Japan | 3-6 Testing the Value of Visualizing the "Quality of Children's Play" - Incorporating Network Analysis into Action Research- 「遊びの質」を可視化する意義と方法 -ネットワーク分析をアクションリサーチに 取り入れる試み- |

ORAL PRESENTATIONS 3-2 / Category : Play

Chair : Tomoko NASUKAWA, Maggie KOONG <2F. East, Conference Room 9>

分科会 3-2 (口頭発表) / カテゴリー : 遊び

座長 : 名須川 知子, Maggie KOONG <東館 2 階 第 9 会議室>

| Author/Co-author | Title |
|--|--|
| Sherilyn Maglente Sia (Learning Vision) /Singapore | 3-7 Making young children's play meaningful through thinking routines 思考のルーティンを通して子どもの遊びを意味あるものとする |
| Mei-Yi Shen (Southern Taiwan University) /Taiwan | 3-8 Play enhance creativity: Setting up playdays in Taiwan 遊びは創造力を高める -台湾におけるプレイデイ設定- |
| Makoto Izumi (Codomoart Nursery), Masahiro Kuwata (il villaggio dei bambini il villaggio dei bambini), Emi Hiraoka (Osaka University United Graduate School) /Japan | 3-9 Mock Letters that appears in children's play and its international comparison. 「遊びの中で出現するモックレター」とその国際比較 |
| On Ki Tam, Hei Man Hermia Lui (TWGHS Lui Fung Faung Memorial Kindergarten) /Hong Kong | 3-10 "Magic World with the Camera" An Innovative Application of Technological and Artistic Elements in a Hong Kong Kindergarten 「カメラを用いたマジック・ワールド」香港の幼稚園における技術的・芸術的要素 の革新的な応用 |
| Yik Pan Leung (CUHK Federation of Alumni Associations Thomas Cheung Kindergarten) /Hong Kong | 3-11 "Solar Wind-Powered Boat" Practicing STEAM learning in a Hong Kong Kindergarten 「ソーラー風力ボート」香港の幼稚園における STEAM 学習の実践 |

| | |
|--|--|
| Wing Yin Chu (OMEP-Hong Kong / TWGHS Lions Club of Metropolitan Hong Kong Kindergarten) /Hong Kong | 3-12 "Action to Protect Eggs" The Practice of Physical Activities and Free Play in a Hong Kong Kindergarten 「卵を守る活動」香港の幼稚園における身体活動と自由な遊びの実践 |
|--|--|

ORAL PRESENTATIONS 4-1 / Category : Professional Development
Chair : Hayato UCHIDA, Jessie M. S. WONG <3F. East, Conference Room C>

分科会 4-1 (口頭発表) / カテゴリー：専門職養成
座長：内田 勇人, Jessie M. S. WONG <東館 3 階 C 会議室>

| Author/Co-author | Title |
|---|---|
| Siew Hong Low (NIEC Singapore) /Singapore | 4-1 How to facilitate on-going “unpacking” workshops effectively as part of professional development for lecturers and curriculum writers to deliver training programs effectively. 「アンパッキング」ワークショップを有効に進める方法 - 講師やカリキュラム作成者が研修プログラムを効果的に行うために - |
| Jinliang Qin, Yaojian Lv, Jingmei Wang (Zhejiang Normal University) /China | 4-2 The Relationship between Process Quality and Teacher Characteristics in Public and Private Kindergartens: Evidences from 138 Classes in Zhejiang Province of China 公私立幼稚園におけるプロセスの質と教員の特徴との関係 - 中国浙江省の138 クラスから集められたエビデンス - |
| Yuanfang Guo, Xiaowei Li (Beijing Normal University) /China | 4-3 Relationship between Kindergarten Teachers' Income and Turnover Intention: The Mediating Effects of Work-Family Conflict and Organizational Commitment 幼稚園教師の収入と離職率の関係 - ワーク・ファミリー・コンフリクトと組織コミットメントの媒介効果 - |
| Fuminori Nakatsubo (Hiroshima University), Katsuko Mizuno (Kohsei Ikushi-en) /Japan | 4-4 A Case Study of the Japanese Nursery Teacher Approaching the Infants and Toddlers Using her Back 背中を介して乳児にアプローチする日本の保育者の事例研究 |
| Jessie M. S. Wong (The Open University of Hong Kong) /Hong Kong | 4-5 The Development of Kindergarten Practitioners' Professional Identity in Hong Kong: Results of the First Phase of Research 香港における幼稚園で働く実践者の職業的アイデンティティの発達 - 研究の第1段階の結果 - |

ORAL PRESENTATIONS 4-2 / Category : Professional Development
Chair : Wako ASATO, Kym SIMONCINI <2F. East, Conference Room B>

分科会 4-2 (口頭発表) / カテゴリー：専門職養成
座長：安里 和晃, Kym SIMONCINI <東館 3 階 B 会議室>

| Author/Co-author | Title |
|---|---|
| Kym Simoncini (University of Canberra) /Australia | 4-6 A pop-up playground: service learning for early childhood preservice teachers to learn about play and advocacy. ポップアップ遊び場 -就学前教育機関の教師を目指す人々が遊びとアドボカシーを学ぶためのサービス・ラーニング- |
| Yaojian Lv, Jinliang Qin, Yilun Zhao (Zhejiang Normal University) /China | 4-7 The Third Way in Teacher Education: Exploring the Residency Model for Kindergarten Teachers 教師教育の第三の道 -幼稚園教師のための研修モデル- |
| Mami Matsuzaki (Ochanomizu University) /Japan | 4-8 Learn about Japanese Nursery Rhyme : Educational Effects of Traditional Play in the Childcare Training School わらべ歌を知る 保育士養成校における伝承遊びの有効性 |
| Clarissa Fausto Reyes, Kathleen Keisha Ramos Constantino (University of the Philippines Diliman) /Philippines | 4-9 Rationalization for the Professionalization of Workers in the Field of Early Childhood in the Philippines フィリピン幼児分野で働く人々の専門職化正当性 |
| Wako Asato (Kyoto University) /Japan | 4-10 Current challenges of social integration of immigrants' children in Japan: Focusing on Japanese-Filipino Children 移民の社会統合をめぐる問題点 -日本人とフィリピン人の間に生まれた子の事例から- |
| Mingzhu Zhang, Xiumin Hong (Beijing Normal University) /China | 4-11 Early Caregivers' Training in China: Challenges and Countermeasures 中国における保育者養成 -挑戦と対策- |

ORAL PRESENTATIONS 4-3 / Category : Professional Development
Chair : Kazushige MIZOBE, Amelia LEE <3F. East, Conference Room A>

分科会 4-3 (口頭発表) / カテゴリー：専門職養成
座長：溝邊 和成, Amelia LEE <東館 3 階 A 会議室>

| Author/Co-author | Title |
|--|--|
| Yu-Fang Chiu, Chiu-Hua Huang (Asia University) /Taiwan | 4-12 Ambiguous pronoun resolution on 4-6-year-old children: Effects of co-speech gestures 4~6 歳児にとっての意味があいまいな代名詞の解決法 -協働的な発話ジェスチャーの効果- |
| Qi Huang (The Education University of Hong Kong) /Hong Kong | 4-13 Adults Behaviors and Children's Performance in Different Types of Adult-Child Dyadic Activities: A Comparison between Chinese Mothers and Fathers 大人と子どもの二者間で行う活動における大人の行動と子どものパフォーマンス -中国の母親と父親との比較 |
| Nongluck Manowalulou (Kasetsart University) /Thailand | 4-14 Linkage Strategies to tie in Community Careers and Learning Resources for Creative Career learning based on STEAM Education コミュニティキャリアに結びつける方策と STEAM 教育に基づく創造的キャリア学習のための学習資源 |
| Miwa Tsujita (Kobe Women's Junior College) /Japan | 4-15 A Study on "The Tea Ceremony as a Time and Space for Discovering Artwork " 「美術作品と出会う時空間としての茶の湯」についての一考察 -保育者を目指す学生のための作品鑑賞体験として- |
| Maisie Tressier Chilton (OMEP Aotearoa, Wellington Chapter) /New Zealand | 4-16 Visiting the gallery; teaching young children within a museum/gallery context 美術館の訪問 -美術館・博物館の文脈を活かした幼児の指導 |
| Seet Fun Wong (Art Loft Studio) /Singapore | 4-17 Museum Fun for Preschoolers and their Teachers 就学前児童と教師のための博物館の楽しみ |

PROGRAM OF POSTER PRESENTATIONS

Friday, September 6 14:30-15:30

Facilitators : Yoshie SHIRAISHI, Tamiko SHIMIZU, Masako OKANO, Keiko MIZUNO

<2F. East, Seminar Room>

ファシリテーター：白石 淑江, 清水 民子, 岡野 雅子, 水野 恵子 <東館 2 階 セミナー室>

POSTER PRESENTATIONS 1 / Category : SDG 4.2

| Author/Co-author | Title |
|--|---|
| Keiko Yamamura (Hyogo University Junior College) /Japan | 1-1 Pre-primary education and problem of Bangladesh : From the viewpoint of 4.2 of the sustainable development target (SDGs) バングラデシュの就学前教育と課題ー持続可能な開発目標(SDGs)4.2の観点からー |
| Junko Endo (Showa Women's University), Yuki Ono (Musashino Junior College), Mariko Ikeya (Wayo Women's University) /Japan | 1-2 A Study on the Quality of Infant Care in Japan: Focus on the primary caregiving system at the mealtime in nursery schools 日本の乳児保育の質向上に関する一考察:食事場面における担当制の検討 |
| Yu Haruki, Michiyo Mori (Fukuyama City University) /Japan | 1-3 Research on the quality of early childhood education: Based on the examination of transition curriculum between preschool and elementary school education 質の高い幼児教育とはー接続期カリキュラムに関する調査をもとにー |
| Izumi Matsui (Meisei University), Eri Takamaki (Musashino University) /Japan | 1-4 Application of Warabe-uta, Japanese Traditional Children's Songs, to Dalcroze Eurhythmics 日本の伝統的な童謡「わらべうた」のダルクロズのリミックへの適用 |
| Junko Okubo (Fukuoka Prefectural University), Yoko Shimizu (Kyushu Sangyo University), Hiromi Ban (Nagaoka University of Technology) /Japan | 1-5 Current situation and issues of pre-school curriculum in Japan and Korea -Comparison between Japan's "Course of Study for Kindergarten" and Korea's "Nuri Curriculum" from the view point of collaboration and connection between pre-schools and elementary schools- 日韓における教育・保育カリキュラムの現状と課題ー小学校との連携・接続を視点とした「幼稚園教育要領」と「ヌリ課程」の比較ー |
| Hiroko Okamoto (Mejiro University) /Japan | 1-6 The Transformation of Sri Lankan Preschool Teachers' Awareness of their Accepting Preschool Children スリランカの幼稚園教諭の就園措置に関する意識の変化 |
| Makiko Hirose (Okinawa Women's Junior College), Hirotsugu Tazume (Kyoto University of Education), Itsuki Matayoshi (Okinawa Women's Junior College) /Japan | 1-7 Students' Recognition of SDGs at a Junior College of Childcare Worker and Kindergarten Teacher Training Course 保育者養成校の学生の SDGs の捉え方 |
| Hang Thi Thu Dinh, Fuminori Nakatsubo (Hiroshima University) /Japan | 1-8 The common characteristics of process quality in science nature activities by using ECERS-3 and SSTEWS: a case study on Vietnam early childhood education ECERS-3 と SSTEWS を用いた自然科学活動におけるプロセスの質の共通特性:ベトナムの幼児教育に関する事例研究 |
| Mutsuko Yoshinaga, Fumiko Enokita, Ryoji Namai (Musashino University) /Japan | 1-9 Change in consciousness and notion of happiness by philosophical dialogue (parenting philosophy cafe) for parents during child rearing II 子育て中の保護者を対象とした哲学対話(子育て哲学カフェ)による意識と幸せ感の変容 II |
| Hiromi Hasegawa (Musashino University Kindergarten), Mutsuko Yoshinaga (Musashino University) /Japan | 1-10 Improving the Quality of Childcare through Children's Discussion Activities in Inclusive Childcare and Education インクルーシブ保育における子どもの話し合い活動による、保育の質の向上 |

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| Masaya Noguchi (Kobe University Graduate School) /Japan | 1-11 Equitable Access to Early Childhood Education for Ethnolinguistic Minorities in Lao PDR for Achieving SDG 4.2 SDG 4.2 達成に向けたラオスにおける幼児教育への就学に民族性が与える影響について |
| Wanyada Budhtranon (Jantasirivittaya School) /Thailand | 1-12 Messengers of Peace Project for Kindergarteners 幼稚園児に対する平和プロジェクトのメッセンジャー |

POSTER PRESENTATIONS 2 / Category : Children's Rights

| Author/Co-author | Title |
|--|---|
| Keiko Yano (Jumonji University), Miyuki Shouji (Machino hoikuen) /Japan | 2-1 Action Research on Understanding of Children's Rights and Development and Method of ECEC 子どもの権利の理解と保育の展開・方法に関するアクションリサーチ |
| Yuu Itou (Shimane University), Masafumi Kamada (Shujitsu Junior College) /Japan | 2-2 Survey on the safety consciousness of preschool teachers when children come into contact with teenagers 乳幼児が中学生と触れ合う際における保育者の安全意識に関する調査 |
| Xiyu Dai (Jing Zhou)/China | 2-3 Chinese Kindergartners' ideas on their paintings in Art class 中国の幼稚園児がアートクラスで描いた自分たちの絵についての考え |
| Sachie Suizu (Mie University) /Japan | 2-4 Regarding Children as Subjective Agents from the Perspective of Sozo Kurahashi's Philosophy: Focusing on Peer Conflicts among Young Children 倉橋惣三の保育思想における子どもを主体としてみるまなざし：子ども間の対人葛藤場面に焦点を当てて |
| Seiko Mochida, Mieko Sanada, Junko Takaoka, Haruo Kimura (Benesse Educational Research and Development Institute), Misako Aramaki (Mejiro University), Yoichi Sakakihara (Ochanomizu University), Mariko Ichimi (National Institute for Educational Policy Research), Kiyomi Akita (University of Tokyo), Takashi Muto (Shiraume Gakuen University Graduate School) /Japan | 2-5 Toddlers' Social and Emotional Skills and Mothers' Involvement in Japan, China, Indonesia, and Finland. 幼児の社会情動的スキルの発達と母親のかかわりー日本・中国・インドネシア・フィンランド |
| Noriko Matsushima (Ochanomizu University) /Japan | 2-6 The relationship between kindergartens and day nurseries in 1960s Japan 1960年代の日本における幼稚園と保育所の関係をめぐる議論 |
| Ichirou Nakajima (Tokyo University and Graduate School of Social Welfare) /Japan | 2-7 Integration of the philosophical construct and the actual practice of child rights -The factor to bring the integration forward, seen from the instruction course of the current nursery staffs- 子どもの権利の理念と実践の統合 ～保育士現職者研修から見えた統合を進める要因～ |
| Midori Takahashi, Sachiko Nozawa, Yumi Yodogawa, Toshihiko Endo, Kiyomi Akita (Graduate School of Education, The University of Tokyo) /Japan | 2-8 ECEC Staff's Recognition of the Quality of Participation of Children with SEN in Japan: the relationship between children's experience and support systems within the settings. 日本の保育・幼児教育施設における特別な支援を必要とする子どもの権利保障：参加の質と支援体制の関連 |
| Tatsanee Messuwan (Ratchathani University) /Thailand | 2-9 Results of Using Picture Storybooks on Moral Development of Kindergarteners in Thailand タイの幼稚園児における道徳性の発達に関する絵本の活用結果について |
| Khin Thuzar Thein (Star Kids' Pre K.G) /Myanmar | 2-10 ECCD and Inclusion -Every Child has a Right to Education- ECCD とインクルージョンーすべての子どもは教育を受ける権利を有するー |

POSTER PRESENTATIONS 3 / Category : Play

| Author/Co-author | Title |
|--|---|
| Hirotsugu Tazume (Kyoto University of Education), Takehiro Morita (Kansai Gaidai University), Hiroshi Hotta (Sonoda Women's University), Yoshiko Hatanaka (Sharp Marketing Japan Corp.) /Japan | 3-1 Children talking with "RoBoHoN": Interaction between preschool children and an AI robot. 「ロボホン」と話す子どもたち：幼児の AI ロボットとの対話の特徴 |
| Teppey Ikezoe (Takatsukasa Nursery School) /Japan | 3-2 Working with children on silkworm breeding 蚕飼育に取り組んで |
| Mitsuhide Fukinbara, Mari Mori (Tsurukawa College) /Japan | 3-3 The significance of art in early childhood care and education - Focusing on the relationship between soil clay and cultivation of sensibility and creativity of children- 土粘土による幼児の感性と創造力の育成 ～ 幼児期の保育・教育における芸術の意義～ |
| Emiyo Santo, Kanako Nakamura, Yumi Honda, Aiko Sanpo (Emilia Preschool) /Japan | 3-4 Main place to play for building self-esteem 遊びの場から育つ自己肯定感 |
| Ayuko Fujisaki (Hyogo University of Teacher Education) /Japan | 3-5 Children's understanding of and playing with insects in Japanese kindergarten. 日本の幼稚園における子どもの虫に対する理解と遊び |
| Naomi Funyu (Den-en Chofu University) /Japan | 3-6 Children's Involvement in Inclusive Childcare : Focusing on Play of 3-Year-Old Children's Handmade Spaceship インクルーシブ保育における子どもたちのかかわり —3 歳児の宇宙船づくりの遊びに焦点をあてて— |
| Kazumi Higuchi (Fukuoka Women's Junior College), Akihisa Indo (Kyushu Lutheran College), Naoko Oji (Akasaka Iumbini Children's Center), Hiroshi Kuriyama (Saga University), Eri Shiraishi (Nakamura University), Kaoru Choji (Wakayama University), Akira Maemura (Saga University) /Japan | 3-7 Reconsideration of Torrance's creativity test and trial test I - manifestation of the creativity from the preliminary test- トランスの創造性テストの再考と試行 II —予備テストにおける創造性の現れ— |
| Yoshihiro Katsuki (Shijyonawate Gakuen Junior College) /Japan | 3-8 Environment of art activities that children create independently 子どもが主体的に創造するアート活動の環境 |
| Ryusuke Manabe, Rie Fukuda, Midori Araki (Shoei College of Welfare & Childcare), Genki Shiihashi (Shirayuri University), Toshiharu Tsumura (Shoei Kindergarten) /Japan | 3-9 The Expression of Physicality and Molding in Early Childhood 乳幼児期の表現における身体性と造形性 |
| Kazuha Irie (Chiba University, Graduate School), Hisae Tomita, Kumiko Koma, (Chiba University) /Japan | 3-10 Communication Style Using Humor Behavior Between Children 子ども同士でのユーモア行動を用いたコミュニケーション方法 |
| Chika Inoue (Tokoha University Junior College), Masako Aoyama (Faculty of Education Shizuoka University Kindergarten), Sachiko Suzuki (Shizuoka Eiwa Gakuin University) /Japan | 3-11 Teacher connects threads of children's meaning by reflecting and planning : focusing on dialogic interactions 省察と計画を往還して子どもの持つ意味をつなげる保育者：対話的関わりに注目して |
| Tomomi Hirobe (Toyo Eiwa University) /Japan | 3-12 Behaviors for Conflict Situations Occurred in Play Time -base on episodes of 1-year-old boy K- 遊び場面で生じた葛藤場面に対する方略—1 歳児男児 K の事例から— |
| Miho Iwata (Chiba University) /Japan | 3-13 Young children's pragmatic context of emotional utterances: Focusing on gender differences 幼児の感情言及がなされる状況文脈についての検討：性差による特徴の違いに着目して |

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| Airi Okanami (Ochanomizu University) /Japan | 3-14 Toddlers' interactive ingenuity in playing with peers: how they continue their play 仲間との遊びにおける 1~3 歳児のかかわりの工夫 - 遊びの持続に着目して - |
| Hiroko Murata, Natsuko Oshiumi, Natsuki Nakaya, Naoki Kusumoto, Ryotarou Murata (Kio University) /Japan | 3-15 Attempts by Students to Get Children and Infants to Take an Interest in Their Community and Their Lives around Them - Using Silk Worms and Cotton That Form Clothing Materials as an Example - 園児や児童が地域や生活に興味を持つための学生による試み -衣服素材になる蚕と綿を 1 例として- |
| Masahiro Kuwata (Il Villaggio Dei Bambini), Makoto Izumi (Codomonoart Nursery), Emi Hiraoka (Osaka University United Graduate School) /Japan | 3-16 Mock Letters that appears in children's play and its international comparison. 「遊びの中で出現するモックレター」とその国際比較 |
| Sayoko Fukatsu, Kyoko Iwatate (Tokyo Gakugei University) /Japan | 3-17 The emergence of "Ushirometasa(guilty)" in infancy - From the perspective of "deception" 乳児期における「後ろめたさ」の芽生え - “ずる”の観点から - |
| Kanako Tsuchiya, Ikuko Gyobu, Akemi Miyasato, Shoka Utsumi, Hiroe Yamazaki (Ochanomizu University) /Japan | 3-18 Exploration of STEAM framework through 'light table' with young children and teachers ライトテーブルを通した STEAM 教育実践枠組みの探究的研究 |
| Chihiro Nishio, Akito Miura (Waseda University), Kazutoshi Kudo (The University of Tokyo) /Japan | 3-19 How Infants Take the First Step: Walking Initiation as Active Play and Environmental Resources Around Them 能動的探索としての歩行の発達 乳児の歩き出しと生活環境の資源 |
| Hiroe Yamazaki (Ochanomizu University) /Japan | 3-20 Exploratory actions for street environment in Children's walking 散歩場面における子どもの街路環境に対する探索行動 |
| Hiromi Ban (Nagaoka University of Technology), Junko Okubo (Fukuoka Prefectural University), Eerikal Indusekar (Nagaoka University of Technology) /Japan | 3-21 A research on user evaluation of electric toy robots for assessing the potential of using robots as human companions 電動おもちゃロボットの評価に関する研究 |

POSTER PRESENTATIONS 4 / Category : Professional Development

| Author/Co-author | Title |
|--|---|
| Hiroko Ohmori (Bukkyo University), Wako Asato (Kyoto University), Osamu Nishiyama (Okayama University), Shintaro Mizoguchi (Takatsukasa Children's House), Chiaki Osaki (St.Mary's College, Nagoya) /Japan | 4-1 The specialization of child-care providers in child-rearing in children's homes as determined from child-development students:How children's homes cooperate with the nursery, the kindergarten, and the certified center for early childhood education & care 保育者志望学生が捉える子育て支援に関わる児童厚生員の専門性—保育所・幼稚園・認定こども園と連携する児童館のあり方— |
| Maiko Nakamura (Tsurukawa College), Marie Yano (Tsurukawa Kindergarten), Tomoko Hashimoto (Meiji University Graduate School) /Japan | 4-2 Empirical Study of an Immersion Class at a Japanese Kindergarten with Focus on the Environment 日本の幼稚園におけるイマージョン教育環境についての検討 |
| Takuma Kimura, Naoyuki Takeda (Nagoya Management Junior College) /Japan | 4-3 The effects of nursery teachers' achievement goal orientation and job stressors on mental and physical stress 保育士の達成目標志向性と仕事上のストレスが心身ストレスへ与える影響 |
| Takako Noguchi (Tokyo Kasei University), Makiko Tomita, Shu Kobayashi (SMS Co., Ltd.) /Japan | 4-4 What do teachers see in the classroom?: A study on the professional development of early childhood teachers' eye-tracking 保育者の視点における専門的発達 |
| Kaori Shuzui (Kyoritsu Women's University), Haruna Yoshikawa (Saitama University) /Japan | 4-5 The relationship between a childcare taker and parents learning in German childcare ドイツの保育に学ぶ保育者と保護者の関係 |
| Mie Oba (Fukuyama City University) /Japan | 4-6 Teacher's training system with teaching material for ESD made by the bottom of PET plastic bottle ペットボトルを再利用した ESD 教材を活用する保育者養成システム |
| Tsubasa Masuda (Jin-ai Women's College) /Japan | 4-7 Transition Issues in Japanese ECEC Professional Development 保育者育成環境における移行の諸問題について |
| Mika Tominaga, Mayumi Jige, Michiko Inoue (Osaka Ohtani University) /Japan | 4-8 "Training Practices to Connect Food and Nature for Pre-service Early Childhood Educators" 保育者養成における食と自然をつなぐ授業実践 |
| Chie Yamada (Uekusa Gakuen University) /Japan | 4-9 Consciousness of 1- to 2-year-old Children's' Rebellious Acts: A Comparison between Nursery School Teachers and Parents based on a Video-cued Multivocal Ethnographic Approach 1・2 歳児の反抗・自己主張に対する保育士の意識 —多声的エスノグラフィーを用いた養育者との語りの比較— |
| Rie Yamamoto, Gaku Miyama (Aichi Prefectural University) /Japan | 4-10 Developing ECEC professionals in local government in cooperation with universities : An analysis of special support education training 大学と自治体との連携による保育職研修に関する検討—小中学校教員との共同参加による特別支援教育研修の分析から— |
| Masako Ishii (Showa women's University), Ai Miyake, Hitomi Fukui, (Baby home attached to the Japanese Red Cross Medical Center), Fumiko Kazahaya (Research Center for Advanced Science and Technology, The University of Tokyo) /Japan | 4-11 An empowerment program for improving childcare workers' specialization in a infant home 乳児院における保育者の専門性向上のためのエンパワメントプログラム |
| Moe Kimura (Bunkyo-ku Municipal Ochanomizu University Center for Early Childhood Education and Care) /Japan | 4-12 Efforts of teachers in the playground at the Center for Early Childhood Education and Care こども園における園庭遊びをめぐる保育者のあり方 |

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| Hidemi Yamada (Shijonawate Gakuen Junior College) /Japan | 4-13 A study of strategy for students to acquire the ability to reflect on Childcare 学生が保育省察力を獲得するための方略に関する一考察 |
| Sosuke Yokoyama (Tokyo City University), Ryuichi Sekiyama (Moana Kids Outdoor Education School) /Japan | 4-14 How Child Carers are Changing Beliefs on Their Own Practices: A study on Visual Narrative. 保育者は自らの実践観を如何に変容させるのか:ヴィジュアル・ナラティブを用いた検討 |
| Ken Nakazawa (University of Aizu), Takuya Watanabe (Junior College of Aizu), Yasuhiro Hisada (University of Aizu), Yukie Nakazawa (Minamiwakaba ECEC), Yasuyuki Nishihara (Niigata University of Health and Welfare) /Japan | 4-15 Using gaze analysis to develop a reflective approach for improving observation skills of childcare teachers 視線追跡法を用いた保育観察力量改善方法の開発 |
| Kaori Omichi (Hiroshima University Graduate School), /Japan | 4-16 Forest kindergarten in Germany and watching-helping behavior of its teachers ドイツの森の幼稚園の保育者の見守りの援助行動 |
| Ryutaro Nishi (Notre Dame Seishin University), Himeka Matsushita (Kyoto University) /Japan | 4-17 A Review of Sozo Kurahashi's Philosophy as Seen in the Context of Current ECEC Research: Revisiting "Sodateno Kokoro (The Nurturing Mind)" 現代の保育研究から見た倉橋惣三の保育思想:『育ての心』を再訪する |
| Mihoko Motooka (Hiroshima Cosmopolitan University) /Japan | 4-18 Study on changes in perspective of nursery teachers towards Warabe-uta: A questionnaire survey 保育者のわらべうたに対する意識変容—研修前後の質問紙調査から— |
| Ena Nemoto (Chiba University Graduate School), Hisae Tomita, Kumiko Koma (Chiba University) /Japan | 4-19 Research on Qualities of Nursery Teachers Required in Multicultural Childcare 多文化共生保育に求められる保育者の資質に関する研究 |
| Daisuke Tajima (Wayo Women's University), Takuya Koga (Chiba Meitoku College) /Japan | 4-20 A Study of photographs to share children's development 子どもの育ちを共有する写真に関する研究 -おもしろがるに着目して- |
| Minako Nakajima (Ibaraki Christian University), Naomi Kaminaga (Ibaraki University), Yuki Kimura (Tokiwa Junior College) /Japan | 4-21 Preschools and childcare centers that provide a comfortable workplace and growth opportunities for staff 保育者を大事にする園運営 |
| Haruna Yoshikawa (Saitama University), Kaori Shuzui (Kyoritsu Women's University) /Japan | 4-22 What do you learn through the experience of junior high school students playing with infants in childcare? 保育の場で幼児と遊ぶ体験を通して中学生は何を学ぶのか? |
| Chizuko Ikemura (Mie infant association of art), Akiko Kijima, Mitsue Nakamura, Kazumi Fujita, Misako Umemoto (Day care art committee of Ukyo ward Kyoto city) /Japan | 4-23 Group work to enjoy nursing more and art teacher training 保育をより楽しむためのグループワークと造形研修 |
| Nobuko Katayama (St. Mary's College, Nagoya), Reiko Ojima, Sayaka Shimamori (Ohkagakuen University), Hiromi Aoyama (Nagoya College) /Japan | 4-24 A Study of "the Vocational Attractiveness of Childcare and Education" Workshop by Kindergarten and Nursery School Teachers 研修「保育職の魅力の伝達」が保育者と保育職志望学生に与える効果 |
| Miho Mukai (Jumonji University), Miwako Hoshi (Former Jumonji University), Nobuko Kamigaichi (Jumonji University) /Japan | 4-25 Rethinking of Education for 0-2 Year-olds in Japanese ECEC; Suggestions by Education of City of Pistoia, Italy イタリア・ピストイア市の0～2歳児の教育から日本の保育を再考する |
| Miki Nishimura, Ryosyu Tomioka, Noriko Kawakita, Daisuke Watanabe (Otani University) /Japan | 4-26 Create Links between practice and theory: students' learning as interns in a pre-service education course in Early Year Education and Care. 保育現場での学びと理論的学びの融合をめざして |

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| Chiaki Osaki (St.Mary's College, Nagoya), Wako Asato (Kyoto University), Hiroko Ohmori (Bukkyo University) /Japan | 4-27 Integrating handicapped child-care with elder-care: child-care provider cases with integrated facilities 障害児保育と介護の一体化に向けてー施設統合の事例からみる保育者ー |
| Atsuko Takao (Doho University) /Japan | 4-28 Professional Development for Early Childhood Education and Care Teachers in Japan: Through the Follow-up Survey of "HOIKU-KI" to Activate the Workplace and Create a Culture of Learning インクルーシブ保育実践者の人材育成法に関する研究 - 職場を活性化し学び合いの風土をつくる「保育 KI」の追跡調査を通して - |
| Tamana Seseokura (Kyoto Women's University, Graduate School), Ayako Ooe (Kyoto Women's University) /Japan | 4-29 The influence on Students from Studying about Support for Infants and Parents 子ども・子育て支援の実践・研究が学生に及ぼす影響 |
| Tomomi Naito (Den-en Chofu University) /Japan | 4-30 Learning process of first year experience in ECEC teacher training school – Focusing on ECEC practical training at Nintei-kodomoen – 保育者養成校の初年次教育を通じた学びのプロセスー認定こども園での実習体験に焦点を当ててー |
| Takuya Koga (Chiba Meitoku College), Daisuke Tajima (Wayo Women's University) /Japan | 4-31 A study of teacher's assessment and review childcare by using photographs 写真を用いた保育の振り返りに関する研究 |
| Satoko Seki (Kamata Childcare Vocational School) /Japan | 4-32 Effects and Issues of Internship in the training course for early childhood education and care 保育者養成教育におけるインターンシップの効果と課題 |
| Sachiko Kitano (Kobe University), Hiromi Tsuji (Osaka Shoin Women's University) /Japan | 4-33 Three-year-olds class teachers Professionalism and its development in Kodomoen in Japan 幼保連携型認定こども園 3 歳児クラスの保育教諭の専門性とその質の維持・向上 |
| Hiroaki Sono (J.F.Oberlin University) /Japan | 4-34 About the way of the continuity of the childminder training and the career up 保育者養成とキャリアアップの連続性のあり方について |
| Chiu Hua Huang (Asia University) /Taiwan | 4-35 Children's causal inference abilities during pronoun comprehension: How integration of gesture and speech information 代名詞理解における子どもの因果関係推理能力ージェスチャーと音声情報の統合 |
| Methavee Tunwattanapong, Nantarat Charoenkul, Pruet Siribanpitak (Chulalongkorn University) /Thailand | 4-36 Early childhood school best practices on bilingual proficiency in Thailand タイの幼児学校における二か国語習得に関する優れた実践 |
| Seenyoung Park (Bucheon University) /Republic of Korea | 4-37 The effect of informal study networks and emotional networks on GPA and teacher's characteristics of pre-service kindergarten teacher 幼稚園教諭を目指す人のインフォーマルな学習ネットワークと情動ネットワークが GPA と教師特性に与える影響 |

POSTER PRESENTATIONS 5 / Category : Diversity of ESD

| Author/Co-author | Title |
|---|---|
| Keiko Ishigaki, Nobuko Kato, Yukiko Uchibaba, Kaori Watanabe, Misaki Takeda, Masahiro Ishigaki (Sendai Baptist Kindergarten) /Japan | 5-1 The plum tree shed tears. Under the environmental radioactive pollution caused by FUKUSHIMA nuclear catastrophe, our kindergarten teachers had been walking closer to the children. プルーンの木が泣いている～放射能汚染下で子どもたちと歩んだ保育～ |
| Shoka Utsumi, Akemi Miyasato, Ikuko Gyobu, Hiroe Yamazaki (Ochanomizu University) /Japan | 5-2 Extracurricular hours in education and care: Toward the development of early childhood education and care center curriculum that is open to the community and society 「標準時間外」の保育教育：地域・社会に開かれた認定こども園教育・保育カリキュラムの開発に向けて |
| Takeshi Onose (Sendai Seiyō Gakuin College), Yuri Hori (Ohkagakuen University) /Japan | 5-3 Early Childhood Education for Sustainability of Development Build on Local Living; Focusing on the Curriculum of UNESCO Associated Schools in Kesennuma City 地域の暮らしを活かした幼児期の ESD—気仙沼市のユネスコ・スクールのカリキュラムを中心に |
| Yasuko Yahagi (Wayo Women's University), Tomoko Kikuchi (Ochanomizu University), Kaori Shuzui (Kyoritu Women's University) /Japan | 5-4 A study on the diversities and sustainability of the child-rearing practice in Japan 日本における子育て支援実践の多様性と持続性に関する考察 |
| Shunya Tsuchida (Graduate School, Chiba University), Hisae Tomita, Kumiko Koma (Chiba University) /Japan | 5-5 The Practice of Equine Assisted Learning Program to Foster Children's 'Power to Live Together': How Human-Equine Interaction Contributes to the Development of Children's Relationship between Peers 「共生する力」を育む馬介在学習プログラムの実践：馬とのかかわりを通して子どもたちの仲間関係はどのように変化したか？ |
| Reiko Shimazu, Yumiko Ohba, Atsushi Nanakida (Hiroshima University) /Japan | 5-6 Ainu Culture in Picture Books 絵本でふれるアイヌ文化 |
| Megumi Shionoiri (Ochanomizu University) /Japan | 5-7 An analysis of explanatory practices at mathematics classes in elementary school 小学校入学後の算数授業の説明活動に関する検討 |
| Yosuke Hirota (Fukuyama City University) /Japan | 5-8 The idea of nature in today's early childhood education based on the observation and participation into Japanese kindergarten 幼稚園実践の観察調査に基づく今日の幼児教育における自然概念 |
| Xiaoying Wang (Graduate School, Kwansai Gakuin University) /Japan | 5-9 Teachers' Views on Support for "Children with International Backgrounds" in Japanese Kindergartens and Nursery Schools 日本の就学前教育・保育施設における「外国につながる子ども」への支援に対する保育者の見解について |
| Midori Mitsuhashi (Ochanomizu University) /Japan | 5-10 Transformation of Children through a Project Activity for ESD in Japan 日本における ESD のためのプロジェクト活動を通じた子どもの変容 |
| Hideo Kameyama (Nanatsumatsu Kindergarten) /Japan | 5-11 The practice of the Meaning of Silkworm as a Teaching Material in Kindergarten 幼稚園におけるカイコ教材の実践 |
| Issei Yamamoto (Shiga University), Hiraku Nakamaru (Kaede kindergarten) /Japan | 5-12 Visualizing ecological imagination toward education for sustainable development in early childhood: mapping the meshwork of lines 幼児期の持続発展教育へ向けた生態想像力の視覚化：線のメッシュワークを地図化すること |

ORAL PRESENTATIONS 1

Category : SDG 4.2 Chair : Mariko ICHIMI, Edita ROGULJ

1-1 Quality of Early Childhood Care and Development Programs in Day Care Centers in a Philippine Barangay

Kathleen Keisha Ramos Constantino (University of the Philippines Diliman) /Philippines

[ABSTRACT] Early Childhood Care and Development has been an inter-agency and multi-sectoral initiative across the Philippines. These initiatives have often been based on quantitative researches looking at the number of children in an area and teachers employed. Qualitative research of ECCD programs and policies can serve as a basis for intervention and reform. Given this, the researcher developed an interest in studying ECCD programs available in Antipolo City, the city with the most number of day care centers per barangay in the country. Results of the study described the nature of ECCD services where in general, programs offered were two-hour daily sessions for children aged three to four years old which included health monitoring, education, dental, and nutritional services. Overall, while these programs may be at least satisfactory in quality, increased investments and support in ECCD programs is still needed especially in daily operations and professional development of day care workers.

1-2 Child Care and Early Education: Satisfaction with Services Among Families in China

Wenting Zhu, Xiumin Hong (Beijing Normal University) /China

[ABSTRACT] Child Care and Early Education become a hot issue facing China under the new 'two-child' policy. As an important stakeholder, parents' evaluation can be an important reference indicator for Child Care and Early Education. To examine the family's satisfaction from accessibility, affordability, quality and convenience, a total of 852 parents (49.4% urban, 50.6% rural) of children under three were randomly investigated from 3 cities of China. The results indicated that Chinese parents had relatively low satisfaction, with the quality was lowest, followed by accessibility and convenience, and affordability was relatively good. The satisfaction differed significantly among different regions, family structure and household income levels. The quality and equality of child care and early education needed to be focused, and implications for the development of childcare services were also addressed.

1-3 Sustainable Development in Parenting: Investigation on Parenting Stress and Support under the Two-child Policy

Qianqian Liu, Xiumin Hong (Beijing Normal University) /China

[ABSTRACT] Parenting plays a critical role in the sustainable development of young children, and it is affected significantly by parenting stress and support. This study used a sample of 6,100 parents with one child and 4,000 with two children in China, in order to investigate the situation of parenting stress and support. Results revealed that: (1) Parents experienced moderate levels of parenting stress and support. (2) Compared with keeping one child, the parents with two children perceived higher parenting stress and lower parenting support. (3) Parenting support had a buffer effect on parenting stress for parents with one or two children. These findings indicate that parenting support is one critical indicator of parenting stress, which can serve as strategies to promote the parenting sustainable development under the two-child policy.

1-4 The Value and Educational Strategies of Kindergarten Planting Activities: An Action Research Study

Yinshan Su (Nanjing Normal University) /China

[ABSTRACT] Following the routine of action research, this study cooperated with Teacher N from X kindergarten, targeting at the planting activities participated by 11 children, analyzing the performance of experience acquirement of children and the legitimacy of education strategies by observation, interview and object analysis. This study concludes that the value of planting lies in expanding children's experience, including the unique experience of natural affection and planting knowledge, and the derived experience of science-exploring ability, mobility, diet habits and others. This study proposes the following educational strategies: Firstly, teachers should be prepared for PCK and experience of planting, select crops according to children's needs and plants' characteristics, taking the growth of plants as the main line to outline the activities and so on. Secondly, kindergarten should improve the status of planting curriculum, guarantee resources, empower teachers and hire specialists. Thirdly, parents should provide materials and psychological support, participate in planting activities.

1-5 The new ways to promote careers awareness for young children by STEAM education

Oraphan Butkatunyoo, Manowalulou Nongluck (Kasetsart University) /Thailand

[ABSTRACT] Research plan on the new ways to promote careers awareness for young children by STEAM education. The objectives were to 1) synthesize the competencies and values of the profession in STEAM education of Thai society, 2) develop the new ways to promote careers awareness for young children through collaboration of parents, institutions, and communities; and policy recommendations for promoting learning to career development, and 3) develop learning sets, media and professional learning resources in communities for developing young children.

The results of this study found that the competencies of the professions of STEAM education comprised of achievement motivation, service mind, expertise, integrity and team work. The new ways for raising awareness in the profession of young children must use early childhood career linkage strategies. Learning sets, media and career-related learning resources include the sets of science, technology, engineering, mathematics, visual arts, language, music, movement, drama, social studies.

1-6 Traditional and contemporary forms of communication between educators and parents

Edita Rogulj (University of Zagreb) /Croatia

[ABSTRACT] Communication as an important element in building co-operative and partner relationships between educators and parents. Traditional communication includes conversation face-to-face, parenting meetings, individual meetings and socializing of children, educators and parents. While contemporary communication is directly related to interaction between

educator or parents through digital technology and its communication services. The purpose of the research is to examine the opinions and attitudes of educators and parents about the choice of traditional or contemporary forms of communication.

In research is 742 participates from 8 institutions for early and preschool age, with equal representation of educators and parents.

Research findings suggest that there is a need for changes in communication between participants in the educational process. There are certain differences in forms of communication preferred by parents than those preferred by educators, however, it is commonly believed that communication face to face is the foundation of communication.

ORAL PRESENTATIONS 2

Category : Children's Rights / Diversity of ESD

Chair : Mitsuko ISHIMINE, Adrijana Visnjic JEVTIC

2-1 A Construction of National Health Promotion Indicators for Young Children in Taiwan

Yu-Ching Yeh (National Chiayi University), Shio-Jean Lin (Chi-Mei Medical Center), Huang Wen-Tsung (Chi-Mei Hospital, Liouying), Huang Chiu-Hua (Asia University) /Taiwan

[ABSTRACT] Health promotion in schools is defined as 'any activity undertaken to improve and protect the health of everyone in the school community'. Health promotion issues are important not only to the school children but shall be noticed at the early age. This national project sponsored by the Health Promotion Administration in Taiwan is to construct national health promotion indicators for kindergarten children. The three components we constructed included healthy school policy, individual health skills and action competencies, and family communication and community resources, which were modified from SHE (Schools for Health in Europe) six components. Each component contains goals, strategies, and indicators correspondingly. A questionnaire was sent to 605 parents from 6 kindergartens and they evaluated the importance of these indicators. KMO and Bartlett's tests were applied to evaluate the suitability of the health promotion indicators. The KMO value was .957 and the result indicated that the indicators were well-constructed.

2-2 Childrens' right to continuity in education - transition dilemmas

Adrijana Visnjic Jevtic (University of Zagreb) /Croatia

[ABSTRACT] This paper analyses the differences in understanding the significance of transition experience and the role of educational policies. Approaches to the concept of "preparing for school" are different; ranging from adapting to school requirements to advocating the "protection" of children. These approaches could be discussed within the children rights to education. Continuity of educational practices should lead to child's well-being; therefore, continuity is prerequisite for respecting Convention on the rights on child. Timely and appropriate informing of children concerning the new community, family support, and mutual learning can greatly facilitate the children's transition into new environment. Effective transition to school is primary responsibility of adults, so it is important to ensure support to families and teachers. Educational policy should give framework for all involved in transition in order to avoid personal, instead of professional, attitudes toward transition.

2-3 Small stories: A child's right to be heard and understood

Hoa Minh Pham (University of Auckland) /New Zealand

[ABSTRACT] The United Nations Convention on Children's Rights declared that children have the right to freely express their views and their views must be valued. Listening to the small stories children tell in daily life is crucial to understanding their views (Puroilas, 2013). Researchers, however, may struggle to interpret children's stories (Engel, 2005). Employing a naturalistic approach, I captured small stories of six Vietnamese children aged 4-5 years in Vietnam and New Zealand via video-recorded observations and field-notes and through supplemental parent and teacher interviews. Dylan, a Vietnamese New Zealand boy, is one focal case in my study. The presentation will illustrate the struggles in listening to his voice, my resolution process to understand his views, as well the beauty of his small stories in relationship with his identities. The findings suggest the role of contextual influences on children's participation and the value of closely listening to children's small stories.

5-1 Childcare in FUKUSHIMA amidst Radioactive Contamination. Nature Deprivation Syndrome and History of Overcoming It

Takashi Saito, Yoshiya Higashi, Hideshige komatsu, Yutaka Yamazaki (Shokei Gakuin University), Takeshi Takeda (Daiichi Hikarinoko Nursery School), Sam Murchie (Shokei Gakuin University), Emiko Takahashi (Sayuri Kindergarten), Teiichi Arao (Kitasato University) /Japan

[ABSTRACT] The 2011 Fukushima (Japan) Daichi Nuclear Power Plant explosion scattered radioactive material into the surrounding atmosphere which led to the closing of many kindergarten. Even after these kindergartens re-opened, restrictions were placed on outside play. We visited kindergartens in Fukushima and investigated the current state of affairs and recovery. Even after the decontamination work that made it safe to go outside again, we observed incidences of children displaying fears of bugs and soil per se. We have coined this condition "Nature Deprivation Syndrome" (NDS). A text mining analysis of the words used by nursery staff to describe their experience, we saw a high frequency of words like "children", "outside", "earthquake", "disaster", "play", "radioactive material", and "parents". The frequency of these kind of worrisome words was higher in communities closer to the accident. NDS is in the process of being alleviated by rebuilding clean playgrounds that closely mirror a natural setting.

5-2 The Space for Chat & Release ~An Open Space for Mothers with Disabled children

Miho Maehiro (Ryukoku University), Mikako Yazawa, Mutsuko Yoshinaga (Musashino University), Yuko Yamamoto (Tokyo Healthcare University) /Japan

[ABSTRACT] There are more than 7,000 open spaces for mothers with infant and toddlers in Japan. However no specialized one for mothers with disabled children. Even though most of them tend to experience more hardships than ordinary child rearing. Mothers with children in special needs eager to meet peers to share their experiences and stories, but it's not easy, because all the services are for children not for moms.

Through chatting in secure and accepted place, they can be released from their tied rope of "normal" and "should be" forced by the society. It is interesting that in Japanese, the word "speak" and "release" has exactly same sound, "ha-na-su."

In this report, a meaning and importance of an open space for mothers with disabled children were considered by focusing on the idea of "to release the captivity" both in physically and mentally.

ORAL PRESENTATIONS 3-1

Category : Play

Chair : Masaru TAKIGUCHI, Sandra Hesterman HESTERMAN

3-1 Advocacy for Play - The success of a 3-year Play Movement

Philip Koh Boon Hwa (Preschool Teachers Network Singapore) /Singapore

[ABSTRACT] Studies have shown that play is important to children's development. However, there is still a lack of awareness on the benefits of play and the emphasis on preparing children academically for primary education is still evident across the globe. Recognizing the need to advocate a happy childhood for children by learning through play, the Preschool Teachers Network Singapore (PTNS) launched a 3-year play movement to create more awareness on the importance of play in 2017. The movement was a success for the past two years as schools and families are involved with children in learning through play. The content of the oral presentation will focus on seven strategies on how to start a play movement with lessons drawn from the play moment started by PTNS. Similar oral presentation was recently presented in April 2019 at the World Forum Foundation in Macau.

3-2 Chinese preschool children's lack of free play: A side effect of intensive involvement in extracurricular activities

Lixin Ren (East China Normal University) /China

[ABSTRACT] Organized extracurricular activities are becoming increasingly popular among Chinese preschool children in urban cities. Parents wish to prepare their children for future academic and professional success by cultivating skills and competencies through enrolling children in extracurricular activities from a young age. This phenomenon is influenced by Chinese traditional values on education, as well as by fierce global competition. However, intensive involvement in extracurricular activities has reduced preschoolers' time for free play. The effects of participation in extracurricular activities on Chinese children's development, the reasons for why parents enroll their children in these activities, and how children feel about extracurricular activities have rarely been examined in China. In this talk, the presenter will share empirical findings regarding the above issues from a large research project taking place in Shanghai, China. The consequence of extracurricular activities on preschool children's reduction in free play time will be discussed.

3-3 School Play Policies Empowering Early Childhood Teachers' Agency

Sandra Hesterman (Murdoch University) /Australia

[ABSTRACT] In 2019, Western Australia sets as a key priority, an emphasis on the role of play-based learning in the early years of school. There are high expectations of success for every young student in every school as they learn through play 'in a balanced curriculum'. This presentation focuses on grassroot initiatives to effect change at the school level: namely, designing a school play policy. Critical reflections from early childhood teachers working in three different primary schools show how they were empowered to guide the development of a policy in consultation with the school community to ensure the provision of adequate time, space and resources to support playful learning experiences. Furthermore, these schools are now committed to refining their policy to deliver quality play-based learning across the primary student cohort. These schools are leaving a deep and lasting impact on others that include early childhood pre-service teachers.

3-4 Play-based learning as a catalyst for children's wellbeing and involvement in Vietnamese public schools

Fillip Lenaerts, Ly Thi Kim Tran, Lieve Leroy (VVOB Vietnam) /Viet Nam

[ABSTRACT] While still a lower middle-income country, Vietnam has achieved high preschool participation with over 80% of 3- to 5-year-old children enrolled in preschools. However, access alone doesn't guarantee that all children are learning. Preschool teachers continue ineffective teacher-directed practices as they struggle to adopt newly introduced methods.

VVOB Vietnam and the Vietnamese Ministry of Education and Training have joined forces to improve the preschool teachers' capacities in central Vietnam. The intervention supports teachers in monitoring children's wellbeing and involvement, reflecting on barriers to learning and taking actions to support children's learning.

The intervention looks at play as a spectrum from teacher- to child-directed activities. Based on this, four competencies were identified for teacher development: (i) integrate multiple academic and developmental goals into activities, (ii) ensure a positive and appreciative environment for all children, (iii) welcome and support children's initiative and (iv) support rich interactions with and among children.

3-5 Understanding the role of play in children's development: Development as states that are essentially by-products

Yoichi Yoshikuni (Den-en Chofu University) /Japan

[ABSTRACT] The aim of this presentation is to theorize the role of play in children's development relying on Jon Elster's concept, states that are essentially by-products. States that are essentially by-products refer to mental and social states which appear to have the property that they can only come about as the by-product of actions undertaken for other ends. They can never be brought about intentionally, because the very attempt to do so precludes the state one is trying to bring about. I point out that the developmental benefits of play can only be derived as by-products of children's engrossment in play. As Sozo Kurahashi says, the characteristic of the aim of early childhood education is its indirectness. Practitioners in early childhood education should pay respect to children's motivation for play itself, putting aside their result-oriented mind. Only then can their aim of education be achieved.

3-6 Testing the Value of Visualizing the "Quality of Children's Play" -Incorporating Network Analysis into Action Research-

Aiko Matsunaga (Mejiro University) /Japan

[ABSTRACT] Researchers have traditionally adopted a specific method for describing cases in which "quality of play" is the subject of research. However, such cases have been interpreted in various ways as they were influenced by the educational cultures to which the readers belong; this often made it difficult for childcare workers to discuss them. Therefore, this study aimed to (1) describe the quality of play through dialogues among childcare workers and researchers via action research; and (2) attempt to visualize what was described through network analysis. As a result, (1) quality of play was successfully visualized for comparison; (2) "density" (degree of response relation between children and environments) was successfully quantified for comparison. These suggested that it would be possible to create data for building a common foundation in order to interpret described cases by incorporating network analysis into action research.

ORAL PRESENTATIONS 3-2

Category : Play

Chair : Tomoko NASUKAWA, Maggie KOONG

3-7 Making young children's play meaningful through thinking routines

Sherilyn Maglente Sia (Learning Vision) /Singapore

[ABSTRACT] The purpose of this study is to investigate on the use of the thinking routine "think, make, improve" in children's play. Sixteen five-year old children were observed while they were playing. At the end of the study, their perception was asked regarding the use of the "think, make, improve" thinking routine during play time. Results showed that using this approach encouraged reflective thinking and deep learning among children. It was observed that the thinking routine had become a natural part of children's culture as they play and perform classroom tasks. Moreover, the quality of children's creation and final output has improved. This research reveals that teacher's assistance in incorporating the "think, make, improve" thinking routine is greater at the beginning of the implementation in order for the children to assimilate this thinking routine, and later on, become independent and critical thinkers of their own work and the work of others.

3-8 Play enhance creativity: Setting up playdays in Taiwan

Mei-Yi Shen (Southern Taiwan University) /Taiwan

[ABSTRACT] Play is a natural ability everyone has. The cognitive developmental theory of Piaget and the social-cultural theories of Vygotsky have greatly influenced educators to drill the value of play in human lives. In Taiwan, Play course in early childhood major tend to focus on theories memorizing but not the practical skills. Hence, most of the students had little understanding about how to applying play with subject learning. In this case study, the researcher as a college course instructor guiding college students to rethink about what play means when it comes to education setting. The expected outcome is to design a playday for the community, either in public preschools or at the senior learning centers. PDCA cycle was carefully applied throughout this class, to help these students find out the value of play without age limitation; further, to encourage students be creative in designing play activity in a meaningful way.

3-9 Mock Letters that appears in children's play and its international comparison.

Makoto Izumi (Codomoanoart Nursery), Masahiro Kuwata (il villaggio dei bambini il villaggio dei bambini), Emi Hiraoka (Osaka University United Graduate School) /Japan

[ABSTRACT] Mock letters are well known as a developmental stage of literacy. There are some conditions for mock letters to emerge, and children who have received an education that focused on memorization from an early age; skip mock letters in their literacy development. We consider that, for mock letters to emerge, children need an environment that supports children's self-directed play, and especially, the freedom to draw what they want as a part of play. From the comparison of children's mock letters in different language environments, we can clearly see how children are actively understanding and immersing themselves within their local writings. Therefore, we would like to propose the importance of child-directed play in literacy development.

3-10 "Magic World with the Camera" An Innovative Application of Technological and Artistic Elements in a Hong Kong Kindergarten

On Ki Tam, Hei Man Hermia Lui (TWGHS Lui Fung Faung Memorial Kindergarten) /Hong Kong

[ABSTRACT] In a society with rapid development of information technology, it is important to guide children to effectively use digital media in kindergarten. With appropriate technology use, it is possible to enhance children's interest in learning information technology literacy. This teaching activity utilized cameras and daily necessities, and the children had to operate the camera in person for an artistic creation. During the filming process, the children worked together to discuss the best way to film, solved problems collaboratively, and achieved the best filming effect by repeatedly observing and adjusting the distance. This teaching activity was children-oriented. Based on questions arising from children's reading of picture books,

the activity improved the children's quality of independent learning, courage to explore and good cooperation. The activity integrated technological and artistic elements into teaching and inspired children's creativity and imagination.

3-11 "Solar Wind-Powered Boat" Practicing STEAM learning in a Hong Kong Kindergarten

Yik Pan Leung (CUHK Federation of Alumni Associations Thomas Cheung Kindergarten) /Hong Kong

[ABSTRACT] STEAM education is key to nurturing innovative talents. The purpose is to promote cross-disciplinary knowledge integration to enable young children to explore the world through diverse learning methods. The first part of the teaching places priority on science and technology. Through discussion on climate change issues and daily electricity use, topics like electricity, fossil fuels and renewable energy were introduced. The second part of the learning asks the children to design a proposal for energy-efficient vehicles. With guidance from the teacher, the children designed a wind-powered boat with a solar device. The main focus for this part of the activity is engineering and art. In this activity, teachers guided children to use their creativity, curiosity and play, and constantly reminded them to explore, inquire, reflect, attempt new challenges, and cultivate their hands-on problem-solving abilities.

3-12 "Action to Protect Eggs" The Practice of Physical Activities and Free Play in a Hong Kong Kindergarten

Wing Yin Chu (TWGHS Lions Club of Metropolitan Hong Kong Kindergarten) /Hong Kong

[ABSTRACT] The "Action to Protect Eggs" project aims to improve children's physical development through free play. The teacher asked children (the Mother Hen) to find ways to help the egg (the Egg Brother) find a safe place and ask parents to provide various materials for children to create their "egg transporter". Different paths were created to transport the Egg Brother, and children had to repeatedly check whether the path was feasible. In reference to the stages of children's development, age-appropriate physical activities were added to the activity to improve the children's physical skills and develop good exercising habits. Children were free to design the path and the way to transport the egg. After creating the path, the children took turns to use various physical skills, including jumping, striding, balancing, crawling, etc., to transport the Egg Brother to the destination.

ORAL PRESENTATIONS 4-1

Category : Professional Development

Chair: Hayato UCHIDA, Jessie M. S. WONG

4-1 How to facilitate on-going "unpacking" workshops effectively as part of professional development for lecturers and curriculum writers to deliver training programs effectively.

Siew Hong Low (NIEC Singapore) /Singapore

[ABSTRACT] It is a challenge when it comes to delivering new training programs for early childhood educators because of inconsistency and subjectivity. Curriculum developers and trainers may have different interpretations and expectations, resulting in variation in the quality of delivery. As such, there is a need for curriculum developers and trainers to collaborate so that theory can be translated into practice. To ensure consistency in quality delivery, it is important to facilitate this process in an effective way. One effective way is to facilitate unpacking workshops for all stakeholders to come together so that the content and strategies can be clarified, aligned and delivered with consistent quality. This presentation will explain the details of how to facilitate such unpacking workshops successfully. There is a structure provided to ensure clear understanding of roles and responsibilities, and a flowchart to demonstrate the process flow.

4-2 The Relationship between Process Quality and Teacher Characteristics in Public and Private Kindergartens: Evidences from 138 Classes in Zhejiang Province of China

Jinliang Qin, Yaojian Lv, Jingmei Wang (Zhejiang Normal University) /China

[ABSTRACT] On the basis of Early Childhood Environmental Scale (revised edition) (ECERS-R), the current study developed a Chinese Early Childhood Environmental Scale (CECERS) in line with Chinese characteristics. Based on a stratified random sampling method, we recruited 138 classes from 64 kindergartens (public 29, private 35) in Zhejiang Province of China. And the teachers from each class and the director from each kindergarten were asked to finish a questionnaire of basic information. We found that teachers' high educational background and strong in-service intention improved process quality in class. By promising high salary and welfare to attract excellent teachers, public kindergartens offered the teacher a sense of "ownership"; while taking no account of that incentive, private kindergarten only let the teacher feel as a "worker".

4-3 Relationship between Kindergarten Teachers' Income and Turnover Intention: The Mediating Effects of Work-Family Conflict and Organizational Commitment

Yuanfang Guo, Xiaowei Li (Beijing Normal University) /China

[ABSTRACT] The first purpose of the present study was to examine the direct link between income and turnover intention in kindergarten teachers. In a sample of 1513 kindergarten teachers in mainland China, we investigated that the link was mediated by work family conflict and organizational commitment respectively. The third goal of this study was to test a 2-stage model in which work family conflict and organizational commitment both serve as mediators of the relationship. We examined the role of work-to-family conflict (WFC) and family-to-work conflict (FWC) respectively in above mediations. Results suggested that income was not significantly directly linked to turnover intention; organizational commitment and WFC, but not FWC, were the mediators in the relationship between income and turnover intention. Most important, the data supported that income was indirectly associated with turnover intention through WFC and organizational commitment, refused the 2-stage mediation model involved FWC and organizational commitment.

4-4 A Case Study of the Japanese Nursery Teacher Approaching the Infants and Toddlers Using her Back

Fuminori Nakatsubo (Hiroshima University), Katsuko Mizuno (Kohsei Ikushi-en) /Japan

[ABSTRACT] The purpose of this study is to clarify the following points by examining how the Japanese teacher approaches the infants and toddlers using her back. (1) When is the teacher using her back for the infants and toddlers? (2) Why do the teacher use her backs to approach them? (3) When do the infants and toddlers need the teacher's back?

4-5 The Development of Kindergarten Practitioners' Professional Identity in Hong Kong: Results of the First Phase of Research

Jessie M. S. Wong (The Open University of Hong Kong) /Hong Kong

[ABSTRACT] Recent reforms have given rise to a set of paradoxes about the nature of kindergarten education and the professional identity of kindergarten practitioners in Hong Kong. Against the current policy environment, the present research employs a mixed-method approach to investigate the professional identity development of Hong Kong kindergarten practitioners, who are caught between the different expectations of the government and parents. This presentation will report the results of the first phase of the research, in which individual and focus group interviews were conducted with the principals and teachers of eight randomly-selected kindergartens to identify the attributes of professional identity that are relevant to the context of kindergarten education reform. The evidence generated will shed light on the complexity of the relationships among parents, kindergartens, and the government within the context of educational restructurings and inform the development of the instruments which will be used in the following data collection phases.

ORAL PRESENTATIONS 4-2

Category : Professional Development

Chair : Wako ASATO, Kym SIMONCINI

4-6 A pop-up playground: service learning for early childhood preservice teachers to learn about play and advocacy.

Kym Simoncini (University of Canberra) /Australia

[ABSTRACT] As part of their coursework, early childhood preservice teachers (PSTs) enrolled in an Australian university were asked to plan, implement and reflect upon a pop-up playground for children aged 4–8 and their families at a local park. PSTs were required to collect loose parts materials, create information posters for families advocating play and act as playworkers at the event. This service learning project helped PSTs learn about play, advocacy and playwork. Playwork is a unique approach to children's play where highly skilled professionals support children's play, but are not compelled by prescribed education or care outcomes. Knowledge of playwork was deemed particularly important as the PSTs are part of a combined early childhood and primary education degree where play can come second to teaching and learning. PSTs reflections were overwhelmingly positive about the experience and evidenced considerable learning about children's play and transformations for future practice and advocacy.

4-7 The Third Way in Teacher Education: Exploring the Residency Model for Kindergarten Teachers

Yaojian Lv, Jinliang Qin, Yilun Zhao (Zhejiang Normal University) /China

[ABSTRACT] Teacher education has gone through three roads: university-based teacher education, School-based teacher education, univer-school community of teacher education. The residency model of teacher education in reality situation has become a new power for international teacher education reform, which is also called 'the third way of teacher education'. In order to training highly qualified teachers, we develop a teacher education model for postgraduates, and the model is also based on the 'Practice Continuum' programme for undergraduates. More specifically, the model has considered the reality situation and the nature of teacher development, and it also finds the common interests among Chinese universities, local governments and kindergartens. Furthermore, the model also promotes the development of five types of teachers and teacher education for pre - post-integration.

4-8 Learn about Japanese Nursery Rhyme : Educational Effects of Traditional Play in the Childcare Training School

Mami Matsuzaki (Ochanomizu University) /Japan

[ABSTRACT] Traditional play is at the center of what it means to be children, it is the developments of children bodies and minds moving in creative ways. This time, I focused on the Japanese nursery rhyme in the tradition play. We should be aware that how to grow the child's spontaneous musicality. Songs and rhymes have a positive impact on a child's language and musical development. However, there have been no research on the succession of Japanese nursery rhyme. This research reports on a survey conducted with a group of childcare training school preceding four hours Japanese nursery rhyme workshop. This paper was discussed about childcare training school student's attitude toward Japanese nursery rhyme, the role of culture in language and musical development, and preparedness are explored alongside the survey results.

4-9 Rationalization for the Professionalization of Workers in the Field of Early Childhood in the Philippines

Clarissa Fausto Reyes, Kathleen Keisha Ramos Constantino (University of the Philippines Diliman) /Philippines

[ABSTRACT] The objective of the study is to come up with a rationalization for the professionalization of the practice of early childhood care and education as there are currently only licensures for basic and secondary education in the Philippines. Through the a series of consultations with administrators of degree-granting institutions, focus group discussions with day care workers and preschool teachers, and document reviews, results of the study show that many ECE workers experience lack of tenure and regularization and have low salaries/honoraria because of the lack of a certification, implying the dire need for increased professionalization in the field. Furthermore, these workers recognize the need for further support and training from local government to be able to deliver quality ECCD services for very young children.

4-10 Current challenges of social integration of immigrants' children in Japan: Focusing on Japanese-Filipino Children

Wako Asato (Kyoto University) /Japan

[ABSTRACT] The purpose of the presentation is to clarify current challenges of social integration of immigrants' children through preparatory qualitative research. Adaptation problem is attributable to wide ranges of reasons. One is high ratio of single-parent household with foreign rooted mother, which shows the absence of intermediary in the family between both cultures/institutions. Second is high mobility and interruption of linguistic, educational and other kinds of development of children. Third is social isolation from bully and withdrawal from society. Last would be lack of mutual help in child care in the community leading to neglect and long working hours from double shift.

4-11 Early Caregivers' Training in China: Challenges and Countermeasures

Mingzhu Zhang, Xiumin Hong (Beijing Normal University) /China

[ABSTRACT] High quality ECEC in-service training can contribute to caregivers' professional development and every child's interest and welfare. To explore the caregiver training's issues from content and needs, altogether 445 Chinese childcare caregivers in childcare settings for infant and toddlers were randomly investigated from 2 cities of China. Results revealed that: infant and toddlers' first aid occupied the primary training content, followed by development theory, and activity design, while caregivers' professional ethics and related laws were ignored. The needs of training were surveyed from training content and forms; communication skills with the parent and community and visiting study were respectively the first need, followed by design and implementation of activity and collective teaching. Training content and needs differed significantly among various nature of institution, caregivers' appointment type and title. Appropriate and equal training should be provided based on caregivers' training needs so as to promote caregivers' professional development.

ORAL PRESENTATIONS 4-3

Category : Professional Development

Chair : Kazushige MIZOBE, Amelia LEE

4-12 Ambiguous pronoun resolution on 4-6-year-old children: Effects of co-speech gestures

Yu-Fang Chiu, Chiu-Hua Huang (Asia University) /Taiwan

[ABSTRACT] This study explores whether 4-6-year-old children can use cues of gesture for interpretation of ambiguous pronouns. The first sentence has two characters were introduced, and the second sentence begins with ambiguous pronoun is accompanied by a co-speech gesture in video narrations. Results showed that 4-6-year-old children are above and below than chance level respectively (all $p < .05$). In the condition of co-speech gestures, 6-year-old children show a first mention advantage on ambiguous pronouns. For 6-year-old refer to first-mention character rates is high than 4-year-old, indicating that they have first mention advantage. In addition, 6-year-old accuracy rates is better than 4-year-old children on fillers conditions. These results extend previous work on co-speech gestures by showing that the information in gesture can influence the way children interpret pronoun. Based on these results, this study discussed inference strategy instruction implications and suggested future research directions.

4-13 Adults Behaviors and Children's Performance in Different Types of Adult-Child Dyadic Activities: A Comparison between Chinese Mothers and Fathers

Qi Huang (The Education University of Hong Kong) /Hong Kong

[ABSTRACT] Extensive research has shown that parent-child activities provide an important context for young child's development. However, such research was conducted predominantly in Western societies and focused mainly on mother-child activities.

In this study, a sample of 92 Chinese children (45 boys and 47 girls), aged approximately six years, together with their mothers and fathers participated in this study. All Children completed three dyadic parent-child activities of different types, i.e., worksheet, game and application activity, with their mothers and fathers, respectively. The processes of mother-child and father-child interactions were videotaped and analyzed.

Results of comparison analysis showed that parents' and children's behaviors differed across all the three types of activities. Mothers gave more positive feedback than did fathers in the abovementioned activities. Children were more autonomous in father-child activities than they did with mother.

4-14 Linkage Strategies to tie in Community Careers and Learning Resources for Creative Career learning based on STEAM Education

Nongluck Manowalulou (Kasetsart University) /Thailand

[ABSTRACT] This research study focuses on creating the linkage strategy between career community, and learning resources for creating a career learning.

The data collection process involve in-depth interviews of 12 careers representatives (e.g., psychologist, scientist, entomologist physical doctor). The second questionnaire survey set is to use as a criterion for evaluate career characteristics, and core competencies.

Teamwork, morals and ethics, service minds are core competencies of any careers. The results of the study suggest that assisting parents, and teachers; schools must provide teaching tools, and environment for developing career understandings. Through learning activities (i.e., role play, exhibitions), children grasp careers' understanding. Career learning help parents understand skills and preferences of a child, and prepare appropriate path for future. Learning towards careers can be implemented through various learning activities and toys, roleplay, storytelling, games, career community, and surroundings. Four career learning resources evaluated. The most appropriate place for learning careers is KidZania.

4-15 A Study on “The Tea Ceremony as a Time and Space for Discovering Artwork ”

Miwa Tsujita (Kobe Women's Junior College) /Japan

[ABSTRACT] This study examines the tea ceremony as an experience for learning how to appreciate artwork for college students studying in fields such as early-childhood education.

4-16 Visiting the gallery; teaching young children within a museum/gallery context

Maisie Tressier Chilton (OMEP Aotearoa, Wellington Chapter) /New Zealand

[ABSTRACT] Art galleries can be intimidating spaces for teaching young children within, however the multi-modal, holistic learning opportunities that art galleries effectuate far out-weigh the challenges. The New Zealand early childhood curriculum Te Whariki encourages teachers to provide learning opportunities for children to engage “with music, song, dance drama and art from a range of cultures, and recognition that these media can amuse, delight, comfort, illuminate and inform...” (Ministry of education, 2017, p.42). Maisie Chilton Tressler is an early childhood teacher at Tai Tamariki Kindergarten, which is located within New Zealand's national museum Te Papa Tongarewa. In this presentation Maisie shares some effective practical tools for working with children in gallery spaces, alongside some examples of how she has extended children's learning surrounding gallery visits back at kindergarten.

4-17 Museum Fun for Preschoolers and their Teachers

Seet Fun Wong (Art Loft Studio) /Singapore

[ABSTRACT] To make museum fun for the preschoolers, how and what should teachers prepare and do?

Using the inquiry approach to guide preschoolers at the museums, we have witnessed the most beautiful conversations amongst the children. We need the teachers to take away the fear of bringing students to the museum and to witness these amazing engagements between the students and art pieces. We have tried various strategies to engaged the teachers and let the teachers enjoy the museums. When the teachers are fully engaged with the art pieces or artifacts, museum magic happens and the fun begins. For the conference, I would like to share with fellow educators strategies that can engaged both the preschoolers and their teachers both in the museum and the art extension that can be done at the museum and in the classroom.

POSTER PRESENTATIONS 1 / Category : SDG 4.2

1-1 Pre-primary education and problem of Bangladesh : From the viewpoint of 4.2 of the sustainable development target (SDGs)

Keiko Yamamura (Hyogo University Junior College)/Japan

[ABSTRACT] In Bangladesh, the issues of Pre-primary education has been improved a little. there are still many issues. I consider a issue and significance of "Pre-primary education" in Bangladesh.

1-2 A Study on the Quality of Infant Care in Japan: Focus on the primary caregiving system at the mealtime in nursery schools

Junko Endo (Showa Women's University), Yuki Ono (Musashi no Junior College), Mariko Ikeya (Wayo Women's University)/Japan

[ABSTRACT] The aim of this study is to explore the quality of lunch feeding assistance in the nursing care of infants aged 0 or 1 year old. A questionnaire survey of nursery schools in Japan revealed that "Provide support carefully for each infant" was statistically high and "Encourage intake of least favorite foods" was statistically low when the appointed system was implemented, and more tailored approaches were taken toward each individual. Moreover, in case of the appointed system, "feed at different time points" was significantly high, and "on the knee of the nurse" was significantly high for places infants sit at mealtime, suggesting that tailored approaches have also been taken for the time and environment of feeding. Our findings suggested that, to improve the quality of feeding assistance it would be necessary to structurally understand nursing care not to mention the current support practice.

1-3 Research on the quality of early childhood education: Based on the examination of transition curriculum between preschool and elementary school education

Michiyo Mori (Fukuyama City University)/Japan

[ABSTRACT] In 2017, revisions of courses of study require effectively to cooperate between preschool and elementary school in Japanese educational system. The students in the first year's class of elementary school have a lot of difficulties to adapt the school life and system. Because, children have to change their educational environment in short time from preschool to elementary school. It was assumed that the cause was the difference in consciousness between preschool teachers and elementary school teachers. Therefore, this is a basic study to clarify the quality of early childhood education for all children from every early childhood education establishment. We will examine the actualities and practices of transition curriculum by questionnaires and interviews for principals and teachers of preschool and elementary school.

1-4 Application of Warabe-uta, Japanese Traditional Children's Songs, to Dalcroze Eurhythmics

Izumi Matsui (Meisei University), Eri Takamaki (Musashino University)/Japan

[ABSTRACT] The purpose of this present study is to discuss how we can provide the children with the inclusive, fair, and high quality expression activity. The "Eurhythmics" method by Emile Jaques-Dalcroze is widely known as high quality expression activity. One drawback of this activity is that performing technique of the piano by a facilitator is required as an accompaniment. To overcome this drawback, this study proposes that "Warabe-uta", Japanese traditional children's song, can be substituted with the piano accompaniment. By introducing the practice of the "Eurhythmics" with "Warabe-uta" in a Japanese kindergarten, this paper shows that children can easily follow the facilitator's singing voice of "Warabe-uta" and suggests that "Eurhythmics" with "Warabe-uta" helps them to be actively engaged in expression activity. This study also explores the possibility of developing an image activity accompanied by piano after practicing "Eurhythmics" with "Warabe-uta".

1-5 Current situation and issues of pre-school curriculum in Japan and Korea -Comparison between Japan's "Course of Study for Kindergarten" and Korea's "Nuri Curriculum" from the view point of collaboration and connection between pre-schools and elementary schools-

Junko Okubo (Fukuoka Prefectural University), Yoko Shimizu (Kyushu Sangyo University), Hiromi Ban (Nagaoka University of Technology)/Japan

[ABSTRACT] It is said that the "fourth industrial revolution" advocated by German government in 2011 will change the structure of industries. Due to such circumstances, the ideal profile of members in a society have also changed in recent years, which has led to various types of educational reform in many foreign countries. As for pre-school education, while the "Course of Study for Kindergarten" was completely revised in March 2017 in Japan, the "Nuri Curriculum" has already been implemented in Korea, starting in 2012. In this paper, the education and kindergarten standards of the two countries are compared, specifically focusing on collaboration and connection between pre-schools and elementary schools. Such comparison can establish some points for future reference.

1-6 The Transformation of Sri Lankan Preschool Teachers' Awareness of their Accepting Preschool Children

Hiroko Okamoto (Mejiro University)/Japan

[ABSTRACT] In Sri Lanka, about 25 years civil war was finished. But with some riots raised by minority peoples, complex feelings are still mingled.

Preschools are not contained in the nation's educational system and any law has not been established yet. Though the only policy clarifies "proposition of educational opportunity; consideration of history, religion and children's background," the childcare as well as the school education has been practiced according to each people.

In 14 preschools this research examined, the teachers and children were only Sinhalese though Tamils and Sri Lankan Moors lived in the same region in 1999. The teachers' intention to learn Tamil was low. Since 2000 some teachers have been learning Tamil and in 2014 the rate of other peoples' preschool children was about 8 %. This research, considering

the slight change of the peoples of preschool children, will examine the environment, current childcare concerning preschools and its tasks.

1-7 Students' Recognition of SDGs at a Junior College of Childcare Worker and Kindergarten Teacher Training Course

Makiko Hirose (Okinawa Women's Junior College), Hirotsugu Tazume (Kyoto University of Education), Itsuki Matayoshi (Okinawa Women's Junior College)/Japan

[ABSTRACT] The Sustainable Development Goals (SDGs) is a social concern shared widely in Japan. For childcare workers, thus, it is necessary to acquire certain skills and knowledge of SDGs to nurture those children for their sustainable future development. To realize this, educational institutions for training childcare workers needs to have a perspective on SDGs.

In this study, we conducted a questionnaire survey targeting 324 ECE major junior college students about the Sustainable Development 17 Goals in terms of: (1) interest levels; (2) recognition levels; (3) images of practical approaches to SDGs. While statistically analyzing the factor structures of the students' images of practical approaches to SDGs in comparison, we reviewed each student's recognition of SDGs and their images of practical approaches.

1-8 The common characteristics of process quality in science nature activities by using ECERS-3 and SSTEWS: a case study on Vietnam early childhood education

Hang Thi Thu Dinh, Fuminori Nakatsubo (Hiroshima University)/Japan

[ABSTRACT] The teacher is the vital factor that directly affects children's development through their pedagogy, behavior, and interaction with children that belong to process quality. However, little is known about the process quality of learning activity in Vietnam. This study to define the common characteristics of process quality in Science Nature Activity of children aged 3-4 at Da Nang city, Viet Nam. The progress is implemented at 5 childcare settings, with 12 classes and 40 science nature activities. The common characteristics of high process quality examined based on choosing the same high-score factors of all kindergartens in this study by ECERS-3 and SSTEWS. Helping children expand vocabulary and staff support children's language use are the two common characteristics of high process quality indifference leaning environment science nature activities. The findings illustrate the importance of teacher-child interaction in the learning activity and again emphasize the role of the teacher.

1-9 Change in consciousness and notion of happiness by philosophical dialogue (parenting philosophy cafe) for parents during child rearing II

Mutsuko Yoshinaga, Fumiko Enokita, Ryoji Namai (Musashino University)

[ABSTRACT] The purpose of this present study is to investigate the change of consciousness about child rearing and notion of happiness by conducting philosophical dialogue (philosophy cafe) with parents during child rearing. Philosophical dialogue (Philosophy Cafe) started by "Matthew Lipman" in the 1970s focusing on "philosophy for children". Philosophy dialogue is not like reading the literature of the great philosopher, but it starts from asking the "simple question" that everyone has. Doing a philosophical dialogue even for a few hours away from everyday life will help them realize and reconstruct the original meaning of parenting.

We had held Parenting Philosophy Cafe 13 times at Musashino University from 2017 to 2018. We analyzed the process of philosophical dialogue, based on participant questionnaires and recorded data. Through philosophical dialogue, exploration and reconstruction of concepts took place beyond personal experiences, and changes in happiness were also recognized and reconstructed.

1-10 Improving the Quality of Childcare through Children's Discussion Activities in Inclusive Childcare and Education

Hiromi Hasegawa (Musashino University Kindergarten), Mutsuko Yoshinaga (Musashino University)/Japan

[ABSTRACT] The purpose of this study is to examine the change in ECEC quality caused by children's discussion activities in inclusive childcare.

In this study, we examined changes in the content of children's discussion activities conducted daily in the process of participating in events such as Sports days and Drama presentation.

As a result, the following was considered.

- (1) By having "conversation activities" accumulated while having a sense of fellowship, children express themselves in the group and establish self with the cooperation of fellows,
- (2) Trying to overcome various "scenes where they feel difficulties" by collaborating while the children actually communicate with each other.
- (3) Children independently propose the contents of activity and try to realize them.
- (4) Children respect each other and acquire values aiming for coexistence of diversity.
- (5) The concept of ECEC also varies from all ECEC teachers, and the activity of devising the content and process of ECEC specifically regarding the recognition of diversity were promoted.

1-11 Equitable Access to Early Childhood Education for Ethnolinguistic Minorities in Lao PDR for Achieving SDG 4.2

Masaya Noguchi (Kobe University Graduate School)/Japan

[ABSTRACT] The Lao government considers Early Childhood Education (ECE) as a significant key for the human development. However, the ethnic minority children's access to ECE are relatively low. In order to expand ECE service, there is a strong need to analyze accessibility to ECE from the perspective of ethnicity. With Multiple Indicator Cluster Survey organized by UNICEF, this study applied Probit Model to analyze each linguistic group's determinants of access to ECE in Lao PDR.

This study found that linguistic status had significant effects on access to ECE. Households from majority linguistic group are more likely to send their children to ECE institutions. However, when household socio-economic status was considered,

linguistic status became non-significant and the effect size of household's wealth status and education level became relatively high.

1-12 Messengers of Peace Project for Kindergarteners

Wanyada Budhtranon (Jantasirivittaya School) /Thailand

[ABSTRACT] This Messengers of Peace Project for kindergarteners was held on the International Day of Peace, 21 September, at Jantasirivittaya School school for 3 consecutive years since 2016 with the cooperation of Messengers of Peace Thailand. The objectives are 1) to create better understanding of peace 2) to do volunteer work or peace actions. Four main activities were implemented : 1) Drawing for Peace: to reflect understanding of peace and tranquility 2) Peace Dance: to bring children harmony 3) Alele Mantra: a magic sentence bringing them to join hands for volunteer work in societies 4) Herbal drinks with heart: implemented for period of 2 months. Children and teachers grew herb, butterfly pea and made drinks to serve the athletes in school sports day. From our observation, currently 95% of both 2 objectives have been achieved.

POSTER PRESENTATIONS 2 / Category : Children's Rights

2-1 Action Research on Understanding of Children's Rights and Development and Method of ECEC

Keiko Yano (Jumonji University), Miyuki Shouji (Machino hoikuen)/Japan

[ABSTRACT] It cannot be said that there are enough opportunities for children to think about their own rights. There has been no research in the past that we know of about understanding children's rights in infancy and developing it in ECEC. In this study, we held an exhibition of illustrations about the Convention on the Rights of the Child at a nursery school as well as a gallery talk for the caregivers and children (five-year old children) to conduct an action research. The results clarified that children can notice their own rights as they talk through illustrations, that continuous planning and implementation that respected the children's opinions were observed, and that caregivers' intervention is required for children to understand the Convention on the Rights of the Child.

2-2 Survey on the safety consciousness of preschool teachers when children come into contact with teenagers

Yuu Itou (Shimane University), Masafumi Kamada (Shujitsu Junior College)/Japan

[ABSTRACT] The critical mission of preschool education is to ensure children's safety. In Japan, many nursery schools and kindergartens have come to accept Fureai-Taiken, an internship program designed to facilitate teenagers' contact experiences with young children. This study investigates teachers' safety consciousness when young children are interacting with junior high school students. We performed a mail survey of nursery schools and kindergartens throughout Japan. The results indicated that junior high school students might directly or indirectly pose a hazard to young children, without meaning to. The teachers reported often instructing junior high school students on how to prevent injuries before and during the Fureai-Taiken program. Furthermore, the preschool teachers want more communication with junior high school teachers about the specific requirements of the given activities. We considered the teachers' coordination efforts to ensure the safe contact between young children and the teens.

2-3 Chinese Kindergarteners' ideas on their paintings in Art class

Xiyu Dai (Jing Zhou)/China

[ABSTRACT] Chinese Art teachers tend to sustain children's art strategies by planning a well-organized group activity, but little attention is paid to children's thoughts on their paintings in this Art class. 32 children through 5 to 6 years old (boy: girl is 1:0.8) were randomly selected from a kindergarten in Nanjing, Jiangsu province. 25 valid corpora were collected and coded. The research found that children tend to make either positive or negative judgments on their work, and moreover the judgments are based on the painting's clarity and accuracy. Only few of the children connect paintings to personal experience, such as the painting processes and emotions. In addition, children reflect from three aspects to improve: changing the painting content; using different painting strategies; learning from peers. The research implies more directions on emotions, painting processes, shapes, orientation, should be given in the Art class to support children's art skills and overall development.

2-4 Regarding Children as Subjective Agents from the Perspective of Sozo Kurahashi's Philosophy: Focusing on Peer Conflicts among Young Children

Sachie Suizu (Mie University) /Japan

[ABSTRACT] This presentation discusses the perspective of children as subjective agents in Early Childhood Education and Care for respecting children's rights. To explore this, the current presentation focuses on Sozo Kurahashi's philosophy as a theoretical framework. Through a review of the literature, Kurahashi believes that children are longing for goodness, and he encourages teachers to keep exploring the needs and desires of children. Moreover, his belief overlaps with Nel Noddings' "Caring". Depending on Kurahashi and Noddings' viewpoints, this presentation considers a teacher's regard for peer conflicts among young children as this belief wavers. As a result, if the teacher attempts to pay attention to the child's needs and desires in their less-than-respectable acts instead of judging these acts objectively, helps the child to realize their needs and desires. Furthermore, the teacher encourages children to build caring relationships with understanding and respect for each other in the classroom.

2-5 Toddlers' Social and Emotional Skills and Mothers' Involvement in Japan, China, Indonesia, and Finland.

Seiko Mochida, Mieko Sanada, Junko Takaoka, Haruo Kimura (Benesse Educational Research and Development Institute), Misako Aramaki (Meiji University), Yoichi Sakakihara (Ochanomizu University), Mariko Ichimi (National Institute for Educational Policy Research), Kiyomi Akita (University of Tokyo), Takashi Muto (Shiraume Gakuen University Graduate School) /Japan

[ABSTRACT] In 2017, Benesse Educational Research and Development Institute conducted a questionnaire survey targeting mothers of toddlers in Japan, China, Indonesia, and Finland. The purpose of the study was to examine the relationship between social and emotional skills of toddlers and parental attitude of mothers. A confirmatory factor analysis revealed the four-factor structure for toddlers' social and emotional skills, which was common to the four countries: curiosity, collaborative skills, self-assertion, self-restraint, and perseverance. Also, the parental attitude consisted of two factors: supportive attitude and protective attitude. Mothers' supportive attitude was positively correlated with children's social and emotional skills in each of the four countries. Whole worldwide focus is now turning to the importance of cultivating social and emotional skills from early childhood, these findings imply the commonality of toddlers' social and emotional skill development across different countries, which is affected by mothers' respectful and supportive child rearing style.

2-6 The relationship between kindergartens and day nurseries in 1960s Japan

Noriko Matsushima (Ochanomizu University) /Japan

[ABSTRACT] In Japan, when we discuss the quality of the early childhood education and care (ECEC), it is important that we consider the relationship between kindergartens and day nurseries. Because they are both involved in the upbringing of children, the directionality of their ECEC contents for young children are the same, even though kindergartens and day nurseries are different systems institutionally. The ECEC of kindergarten is not essentially different from that of day nurseries, with the common aim of improving the quality of ECEC for children. The foundation of this study is the official notice from the Ministry of education and the Ministry of Health and Welfare in 1963, "relationship between kindergartens and day nurseries." I will then clarify the features of the notice—the approach and the estrangement concerning the integration of the kindergarten and day nursery systems—by analyzing the notice and related documents.

2-7 Integration of the philosophical construct and the actual practice of child rights -The factor to bring the integration forward, seen from the instruction course of the current nursery staffs-

Ichirou Nakajima (Tokyo University and Graduate School of Social Welfare) /Japan

[ABSTRACT] It is essential for child support that the nursery staffs practice being conscious of the philosophy of child rights. However, integrating the philosophical construct of child rights to the actual practice remain difficult. In this study, the objective is to reveal the factor to bring the integration of child rights and the actual practice forward. As the study method, we had 40 principals of nurseries take the program to integrate the child rights' philosophy and practice, as an instruction course. And we took a free description survey afterwards. As a result of survey analysis, three points became clear: the importance of verbalizing the integration of actual practice and philosophy, the importance of understanding child rights as the philosophical construct, and the importance of reviewing the childcare practice from the child's rights point of view.

2-8 ECEC Staff's Recognition of the Quality of Participation of Children with SEN in Japan: the relationship between children's experience and support systems within the settings.

Midori Takahashi, Sachiko Nozawa, Yumi Yodogawa, Toshihiko Endo, Kiyomi Akita (Graduate School of Education, The University of Tokyo) /Japan

[ABSTRACT] In Japan, the participation rates of children with special educational needs is increasing rapidly. In this situation, as many research reports are suggesting, there are various difficulties and problems regarding the practice of inclusive early childhood education and care. In addition, there are few studies which are focusing on children's experience and development (the quality of participation) in their settings. In this study, we asked ECEC staffs about their perceptions of experience and development of both SEN and non-SEN children in the settings and also their support systems in their class, the setting, and the local government. And then, we discuss about the relationship between the quality of participation and the support systems within/ around their practices.

2-9 Results of Using Picture Storybooks on Moral Development of Kindergarteners in Thailand

Tatsanee Messuwan (Ratchathani University) /Thailand

[ABSTRACT] This study aimed to develop basic virtues by using picture storybooks with kindergartners and to study the kindergartners' interest behavior on picture storybooks. The target group used in the study was a class of 2nd year. After organizing of experience, teachers and parents assessed children's desirable behaviors with continuous behavioral assessment. The study indicated that after the experiment, moral development was higher than before with statistical significance at the level of 0.5. Result of kindergartners' interest behavior on picture storybooks was found to be highest in model of good characters and pictures illustration. Regarding the results of children's behaviors, it was found that children expressed the desirable behaviors at a high level as follows: 1) knowing how to deposit money savings with adults or in the piggy bank, 2) being enthusiastic for arriving at school in time, 3) being able to store toys/objects in place, 4) sharing toys with friends, and 4) knowing how to take care of food.

2-10 ECCD and Inclusion -Every Child has a Right to Education-

Khin Thuzar Thein (Star Kids' Pre K.G) /Myanmar

[ABSTRACT] Last four years, I didn't notice about children with special needs and what means to special needs. As my school, Star Kids' Pre K.G, is a typical school, most children are typical. But, sometimes we meet up with some children with learning difficulty, Speech delay, Autism and Down syndrome. Because of a child attended at my school, I noticed his difficulties. So I decided to use a strategy like to build a trust and friendship first. I constructed the trust with him during the circle time to join other children with me. Then, creating supportive learning environments: observing causes of his need, developing visual timetables, reference objects, routines for security; and parent meeting were continued. Finally, he joined happily school activities like other children. Now inclusion is happened and every child has a right to education and becomes developed regarding to her ability. At present, our school is for every child with different ability.

POSTER PRESENTATIONS 3 / Category : Play

3-1 Children talking with "RoBoHoN": Interaction between preschool children and an AI robot.

Hirotsugu Tazume (Kyoto University of Education), Takehiro Morita (Kansai Gaidai University), Hiroshi Hotta (Sonoda Women's University), Yoshiko Hatanaka (Sharp Marketing Japan Corp.) /Japan

[ABSTRACT] In Japan, the use of interactional AI devices and ICT media is becoming widespread in daily life and appears to be having an impact on the environment surrounding children. Our study investigated the characteristics of communication between a child and a humanoid AI robot (the "RoBoHoN" manufactured by Sharp Corporation). Our observations of children's interactions with the AI robot and interviews of 28 preschool children (aged 5 to 6 years old) were conducted in a kindergarten.

The main results of the analyses were as follows. First, children behaved experimentally to test the reactions of AI robots. Second, children seem to recognize the robots as distinct from human beings. Third, the children thought that it was possible to communicate and play together with the robots. Finally, while the children had a sense of reverence for the AI robot, they also thought it seemed more childish than them.

3-2 Working with children on silkworm breeding

Tepei Ikezoe (Takatsukasa Nursery School) /Japan

[ABSTRACT] At Takatsukasa, we have been working on Silkworm Breeding for about 15 years. We reconsidered our Aims of Silkworm Breeding this fiscal year.

1. Breeding Silk worms and observing how they are growing up together with children. Experiencing the process of production from cocoons made by silkworms.
 2. Thinking of various life cycle aspects of all living forms around children.
 3. Expanding the relationship with local people who involved on silkworms and appreciated.
 4. Establish Silkworm Breeding as a heart of Takatsukasa's landscape which makes us distinguished.
- We would like to introduce the above that are our activities and achievements along it.

3-3 The significance of art in early childhood care and education - Focusing on the relationship between soil clay and cultivation of sensibility and creativity of children-

Mitsuhide Fukinbara, Mari Mori (Tsurukawa College) /Japan

[ABSTRACT] The study aims to identify the characteristics of soil-clay and its significance for children to cultivate their sensibility and creativity through exploratory studies. In Japan, "education through an environment" is the principal of ECEC (Ministry of Education, Science, Sports and Culture, 2018). Therefore, the direct/indirect interactions with nature have valued at practical sites. The soil-clay has been perceived as a material imbedded in the Japanese living and culture. Moreover, philosophy and practice in Reggio Emilia has put the significance of clay for deepening children's fantasy and creativity (Vecchi, 2010). Nevertheless, playing with soil- clay in ECEC settings has rarely practiced in these days. Thus, the study carried out for exploring the ways of children's interaction with soil-clay. The findings revealed the children's three-dimensional expressions and the world of reality and fantasy. The study implies soil-clay has possibilities to expand the world of play and caring for earth.

3-4 Making place to play for building self-esteem

Emiyo Santo, Kanako Nakamura, Yumi Honda, Aiko Sanpo (Emilia Preschool) /Japan

[ABSTRACT] "making learning invisible" Emilia preschool has been trying to find what is need for building self-esteem in raising children at our school. We are based on Reggio Emilia Approach, Children are leaning both individual and group. As we are in the central Kobe city, there are many things to attract children everyday out side of school. Children even 0years old, we took them to the outside to feel our community and understand who we are what world we live now.

3-5 Children's understanding of and playing with insects in Japanese kindergarten.

Ayuko Fujisaki (Hyogo University of Teacher Education) /Japan

[ABSTRACT] In Japan, children traditionally play with, and breed, insects. Even in early childhood education and care facilities, such as kindergartens, children catch and rear insects on a daily basis. In previous research, more than 300 species of insects were observed in a kindergarten over in two years. In this study, we describe the "insect catching and playing" activities of kindergarten children, and focus on what they learn from their relationship with insects. In addition, we report the results of an interview survey that examined children's understanding of familiar insects. We specifically focused on the pill bug, which is not technically an insect but is commonly referred to as a "bug," and is very well-known among children. It was revealed that, comparing children (N=91) of 4 to 6 years old, children's understanding of insect ecology could be rather advanced, such as knowledge of insects' food and habitat.

3-6 Children's Involvement in Inclusive Childcare : Focusing on Play of 3-Year-Old Children's Handmade Spaceship

Naomi Funyu (Den-en Chofu University) /Japan

[ABSTRACT] In inclusive childcare, both children with disability and children without are expected to develop mentally as well as physically. ECEC Teacher are apt to seek what they think is "ideal",

Such as children without disability looking after those with, and tend to guide them in that direction. However, it is possible that children can find their own way of involvement without any guidance.

The following case study tells us that.

The three-year-olds were playing with their own handmade spaceship, and among them was child M who needed special care. Child M accidentally broke the window of the space ship. Seeing the other children trying hard to repair the window, child M joined in and started to help.

This is obviously a case where child M built empathy with others. Child M, who was considered poor in term of developing empathy, learned to get along with others by sharing their intention.

3-7 Reconsideration of Torrance's creativity test and trial test I - manifestation of the creativity from the preliminary test-

Kazumi Higuchi (Fukuoka Women's Junior College), Akihisa Indo (Kyushu Lutheran College), Naoko Oji (Akasaka Iumini Children's Center), Hiroshi Kuriyama (Saga University), Eri Shiraishi (Nakamura University), Kaoru Choji (Wakayama University), Akira Maemura (Saga University) /Japan

[ABSTRACT] Nir Hindi claims in recent books that the creativity of art has a close connection to scientific research and business activities, and teachers and researchers have always emphasized the importance of creativity education in Art Education. However, even today, creativity research in Art Education is not sufficient. Therefore, we focus on the of

Torrance's Creativity Test, conduct research on 5-6years-old children in Children's Center. This study, together with the results of the preliminary survey, will clarify the characteristics of creativity in children's art expressions. Then, after showing the whole tendency as a scatter diagram from the correlation between the children's developmental research of drawing expression and the creativity test, we consider the daily speech and behavior and the manifestation of the creativity of extracted children, and finally the theory generation about creativity education It aims to.

3-8 Environment of art activities that children create independently

Yoshihiro Katsuki (Shijyonawate Gakuen Junior College) /Japan

[ABSTRACT] I think that it is important to prepare environment that children think for themselves and want to try something.

Also, it is better to prepare materials and tools that children are interested in.

In my art activities, I prepare environment of art activities that children create independently.

We will introduce art environments that I prepare.

3-9 The Expression of Physicality and Molding in Early Childhood

Ryusuke Manabe, Rie Fukuda, Midori Araki (Shoei College of Welfare & Childcare), Genki Shiihashi (Shirayuri University), Toshiharu Tsumura (Shoei Kindergarten) /Japan

[ABSTRACT] In this research, we focused on expressions related to physicality extending from molding related to objects and materials within play during childcare, selected indications corresponding to physicality from the implementation of molding expression activities in a nursery school, and studied four cases. We discovered that when activities which are expressed by making use of materials to relate to things are undertaken in particularly large spaces such as playgrounds or rooftops, expressive play is extended along with physicality. In addition, we were able to confirm from various cases that early childhood expressive activities are comprehensively apparent in independent play, are not limited to activities that make use of materials to relate to things, and that musical expression, verbal expression, and physical expression are activities which are closely connected.

3-10 Communication Style Using Humor Behavior Between Children

Kazuha Irie (Chiba University, Graduate School), Hisae Tomita, Kumiko Koma (Chiba University) /Japan

[ABSTRACT] Children often act humor behavior to get attention of other child during play. The importance of humor behavior in early childhood play has been focused in the past, but as in early childhood, humor behavior of children after entering elementary school is considered to be important from the perspective of child development. This study focuses on humor behaviors that are performed for the purpose of attracting and laughing at the other children. And the purpose of present study was to clarify how those communication style is performed among children. I conducted non - participant observation on 12 children (6 boys: 6 girls) in the 1st and 2nd grade elementary school, and collected cases of these children's humor behavior. Details of the results will be reported on the day.

3-11 Teacher connects threads of children's meaning by reflecting and planning : focusing on dialogic interactions

Chika Inoue (Tokoha University Junior College), Masako Aoyama (Faculty of Education Shizuoka University Kindergarten), Sachiko Suzuki (Shizuoka Eiwa Gakuin University)/Japan

[ABSTRACT] The study investigates what makes enable the dialogic interactions themselves and the moment-to-moment encounters between teachers and children through play in Japanese kindergarten which adult-child ratios are quite big. The observed data were collected in a 4 years old children's group, analyzed with sociocultural perspectives and focused on intersubjectivity. The result shows the teacher assures the space for thinking and negotiate spatiotemporally so that children could play either individually or small groups and chose the place and create it as they imagine where and what they want to be. The children's playing experience itself doesn't complete in one day but lasts several periods. Conversely, the teacher connecting and gather the threads of children's meaning by reflecting and planning even though teacher couldn't interact directly with children on the day. Analysis reveals that not only direct interaction with children but also existence of indirectly invisible practice enables dialogical interaction.

3-12 Behaviors for Conflict Situations Occurred in Play Time -base on episodes of 1-year-old boy K-

Tomomi Hirobe (Toyo Eiwa University) /Japan

[ABSTRACT] The purpose of this study is to clarify early children's communication skills by focusing on behaviors to assert themselves on play time. This study is based on cases extracted from participated observations and a contact book which described by childcare teachers. In these cases, the author focused on behaviors of 1-year-old boy K. K channeled attentions of other children and childcare teachers from what he wanted in conflict situations. K controlled other children and childcare teachers instead of himself. In other words, K negotiated in some situations. For examples, he proposed alternative to other children or childcare teachers, or pointed another space to divert. These cases indicate that negotiations with high communication skills can occur at play time in early children's community.

3-13 Young children's pragmatic context of emotional utterances: Focusing on gender differences

Miho Iwata (Chiba University) /Japan

[ABSTRACT] Social and emotional competence increases in early childhood. In Japan, most children attend kindergarten and learn to play with peers, where they may have many opportunities to establish relationships with peers using emotion-descriptive language in peer play. Several studies have demonstrated that peers play in sex-segregated groups in the preschool years (Leaper, 1994), and girls tend to express their feelings more than boys in play situations (Brody, 1999). Those differences may create gender differences in the pragmatic context of emotional expression using emotion-descriptive language during peer play. However, more a systematic investigation focusing on the differences between boys and girls is required to understand how young Japanese children use emotion-descriptive language in their emotional communications during peer play. In this study, we examined gender differences associated with young children's pragmatic context of emotional utterances in peer play.

3-14 Toddlers' interactive ingenuity in playing with peers: how they continue their play

Airi Okanami (Ochanomizu University) /Japan

[ABSTRACT] Interaction with others is an essential element in Japanese ECEC. This study reveals how toddlers in an early childhood setting interact with peers to continue their play. Ethnographic research was carried out in toddler's classrooms in Japanese children's centre. Ten 1-3-years-olds were observed once a week for six months. Their peer-interactions in play were video recorded with iPad using an observation application. With microscopic analysis of episodes, the findings show how toddlers try to continue their play with peers using their ingenuity in interactions: toddlers try to negotiate and share their playing image and the context by utterance, body movement, and facial expressions. They pay close attention to others' action and reaction, and find the best moment to take action. The findings also suggest that in those interactions by toddlers, not just their play but also their playing relationship was aimed for sustainment.

3-15 Attempts by Students to Get Children and Infants to Take an Interest in Their Community and Their Lives around Them - Using Silk Worms and Cotton That Form Clothing Materials as an Example-

Hiroko Murata, Natsuko Oshiumi, Natsuki Nakaya, Naoki Kusumoto, Ryotarou Murata (Kio University) /Japan

[ABSTRACT] Our laboratory conducts research on natural fibers such as silk and cotton, which are familiar fibers. For about 15 years I have visited nearby nursery schools, kindergartens, and elementary schools with people from the local community and students, and held classes on silkworms and cotton. The purpose of the classes is to teach children and infants about things such as cotton and silk, for which a large number of people were involved with as part of the local industry in the past, as well as to make them aware and interested in the materials of their clothes that they wear on a daily basis. In order to make it easier for children to understand, classes are carried out through the medium of picture cards, paper puppet theater, and apron theater (a teaching method using an apron, sticky tape, and character cutouts) that have been made and devised by students. I expected the children to further deepen their understanding of materials through actually experiencing first-hand the breeding of silkworms and the cultivation of cotton at the same time.

3-16 Mock Letters that appears in children's play and its international comparison.

Masahiro Kuwata (Il Villaggio Dei Bambini), Makoto Izumi (Codomonoart Nursery), Emi Hiraoka (Osaka University United Graduate School) /Japan

[ABSTRACT] Mock letters are well known as a developmental stage of literacy. There are some conditions for mock letters to emerge, and children who have received an education that focused on memorization from an early age; skip mock letters in their literacy development. We consider that, for mock letters to emerge, children need an environment that supports children's self-directed play, and especially, the freedom to draw what they want as a part of play. From the comparison of children's mock letters in different language environments, we can clearly see how children are actively understanding and immersing themselves within their local writings. Therefore, we would like to propose the importance of child-directed play in literacy development.

3-17 The emergence of "Ushirometasa(guilty)" in infancy — From the perspective of "deception" —

Sayoko Fukatsu, Yokoko Iwatate (Tokyo Gakugei University) /Japan

[ABSTRACT] This study argues that infant's expressions of awkwardness and conflict after being cautioned by caregivers following rule breaking are expressions of "Ushirometasa (guilty)". We seek to clarify its characteristics and formation process through the use of deception practices about deviations from classroom rules, based on an observation of the daily lives of 9–17-month-old infants attending a day-care center and that of the caregivers. Infants were observed breaking rules while checking to see if their caregivers were watching. Infant's awareness of their actions as "doing something bad" signifies the emergence of normative consciousness. It seems likely that, through caregivers taking on the role of communicating that someone else's feelings have been sacrificed by these actions, "Ushirometasa" emerges, becoming an incentive for correct behavior.

3-18 Exploration of STEAM framework through 'light table' with young children and teachers

Kanako Tsuchiya, Ikuko Gyobu, Akemi Miyasato, Shoka Utsumi, Hiroe Yamazaki (Ochanomizu University) /Japan

[ABSTRACT] Our poster session begins with the presentation to introduce STEAM (Science, Technology, Engineering, Art and Math) framework and its significance in early learning. STEAM is recognized as novel concept in early childhood education that added A, Art to STEM framework. Through 'light table' exploratory play observation, we would like to share how children explored the beauty of nature on "light table", how teachers recognized children's exploration and responded. Our presentation will include; 1) brief introduction of STEAM 2) exploratory workshop with 'light table' 3) observation analysis and result of workshop and 4) discussion and further understanding on STEAM in young children. Part of current research work was funded by Ministry of Economy, Trade and Industry's "Learning Innovation" Project.

3-19 How Infants Take the First Step: Walking Initiation as Active Play and Environmental Resources Around Them

Chihiro Nishio, Akito Miura (Waseda University), Kazutoshi Kudo (The University of Tokyo) /Japan

[ABSTRACT] Mastering independent walking is an important motor development for infants owing to its fundamental role in many daily tasks throughout life. It enables infants to handle and carry objects, encourages them to engage in social interaction, and affects cognitive and linguistic development. The onset of independent walking changes what infants can do dramatically. While most experimental studies on independent walking thus far have focused on the acquisition of gait stability and the kinematic changes involved, little attention has been given to the process of how novice walkers manage to take their first step while maintaining balance. This study investigates how infants, through a kind of active and explorative play, initiate walking in the natural environment by adjusting their posture in relation to the local environmental resources such as the furniture or people around them.

3-20 Exploratory actions for street environment in Children's walking

Hiroe Yamazaki (Ochanomizu University) /Japan

[ABSTRACT] At Kodomo-ens (certified ECEC center) and nursery schools in Japanese urban areas, taking children for a walk around the neighborhood is one of the daily activities. This is considered as an important outdoor childcare practice despite of the presence or absence of ample playground. Locomotion to a destination such as a park is obviously important in terms of the amount of activity. In addition, various characteristics of the street environment may be the resources of perceptual and cognitive development. In this study, field work was conducted on the walks around the university campus by children of a Kodomo-en to ascertain environmental aspects that they pay attention to. Children's exploratory actions categorized on the basis of changes in step, posture, and hand contact. They were sensitive to different aspects of the street environment. The microscopic nature of the environment found by children may reconfirm the potential importance of outdoor activities.

3-21 A research on user evaluation of electric toy robots for assessing the potential of using robots as human companions

Hiromi Ban (Nagaoka University of Technology), Junko Okubo (Fukuoka Prefectural University), Eerikal Indusekar (Nagaoka University of Technology) /Japan

[ABSTRACT] In recent years, research has advanced on the use of robots to provide healing effects in many aspects such as voice and touch. This study examines various evaluations that were made on different electric toy robots in order to determine how to introduce such robots effectively in early childhood education. The target of this study is 12 types of robots with 20 or more customer reviews, which rank within the top 100 selling electric toy robot rankings on Amazon.co.jp as of January 2019. For each robot, not only the "recommendation level" judged by the customer reviewer but also his/her comment is considered. These comments are analyzed using text mining software.

POSTER PRESENTATIONS 4 / Category : Professional Development

4-1 The specialization of child-care providers in child-rearing in children's homes as determined from child-development students:How children's homes cooperate with the nursery, the kindergarten, and the certified center for early childhood education & care

Hiroko Ohmori (Bukkyo University), Wako Asato (Kyoto University), Osamu Nishiyama (Okayama University), Shintaro Mizoguchi (Takatsukasa Children's House), Chiaki Osaki (St.Mary's College, Nagoya) /Japan

[ABSTRACT] The child-care providers in children's homes play an important role in child-rearing in Japan. The purpose of this research was to clarify the child-care specialization of child-care providers in children's homes. Specifically, a child-care provider in a children's home gave a lecture to child-development students. The lecture contents concerned the quality of facilities of the children's home and their role, and this lecture generated numerous exchanges. After quantitative content analysis of the exchanges using KH Coder software, the students' exchanges predominantly used words with a strong co-occurrence relationship, such as "area," "wide," "age," "I concern," "I think," and "education and care". These words were strongly indicated in the exchanges after the special lecture. And from this data, the child-rearing state of the child-care providers in the children's homes was determined.

4-2 Empirical Study of an Immersion Class at a Japanese Kindergarten with Focus on the Environment

Maiko Nakamura (Tsurukawa College), Marie Yano (Tsurukawa Kindergarten), Tomoko Hashimoto (Meiji University Graduate School) /Japan

[ABSTRACT] As English education officially starts to begin at a younger age in elementary school, many ECEC facilities have started to introduce English into their curriculum. However, this is often taught once a week for a couple of hours which is not long enough to acquire English in an EFL environment. The ideal situation would be an immersion class where children are naturally exposed to English longer. This study attempted to unveil important environmental factors which may need to be considered at newly founded ECEC immersion classes in Japan. Results suggested three factors. First, the need for mutual understanding between practitioners and guardians. Second, the necessity to develop a collaborative relationship between Japanese and foreign ECEC practitioners to make sure each understands how they can contribute. Lastly, efficient use of external specialists for periodic consultation. It was implied that fulfilling these three factors may help create a high quality learning environment.

4-3 The effects of nursery teachers' achievement goal orientation and job stressors on mental and physical stress

Takuma Kimura, Naoyuki Takeda (Nagoya Management Junior College) /Japan

[ABSTRACT] Recently, in Japan, due to various influences, the lack of people who work as Nursery teachers has become a social problem. Nursery teachers are also required to support children according to their individual characteristics at the period of rapid growth and development of the child, and support from parents, and working conditions are not as good as other types of work. In this study, The Brief Job Stress Questionnaire and the awareness of nursery teachers' duties and work environment were conducted for 104 nursery teachers (4 males and 100 females) in public nursery schools in A prefecture. This study referred to the structural hypothesis model of factors related to the nursery teacher stressors of Ikeda et al. (2012). The purpose of this study is to clarify the effects of achievement goal orientation and job stressors on the mental and physical stresses of nursery teachers after six months.

4-4 What do teachers see in the classroom?: A study on the professional development of early childhood teachers' eye-tracking

Takako Noguchi (Tokyo Kasei University), Makiko Tomita, Shu Kobayashi (SMS Co., Ltd.) /Japan

[ABSTRACT] The purpose of this study was to reveal, based on eye-tracking measurement data, early childhood teachers' consciousness of their classroom environments, their implicit knowledge of how to act, and the individual differences between their methods of practice. Five early childhood teachers were asked to participate in an interview and to wear Tobii Pro

Glasses 2 to measure their eye-tracking during classroom practice. Two researchers took part in the classroom activities—one observing and videotaping the interactions between teachers and children and one monitoring and recording teachers' eye-tracking. The main findings were as follows. Teachers' eye-tracking was very different depending on the situation—for example, free play, instructing the class, etc.—and individual differences were evident. Some teachers were always conscious of the whole classroom while interacting with each child, especially among teachers with more than ten years of experience. Veteran teachers realized their positions and verbalized why they were there. This research also suggested feasibilities and difficulties for using eye-trackers in the early childhood care and education settings.

4-5 The relationship between a childcare taker and parents learning in German childcare

Kaori Shuzui (Kyoritsu Women's University), Haruna Yoshikawa (Saitama University) /Japan

[ABSTRACT] In German childcare, they focus on break-in childcare. The method of break-in childcare is very different from Japanese childcare. The purpose of this study is to clarify the method of break-in childcare in German, to compare with the method of break-in childcare in Japan, and to clarify the point that Japanese childcare should learn. The Study method is the following three, 1)Describing the characteristics of break-in childcare performed Germany and Japan, 2)considering the difference between the concept and method of each break-in childcare, 3)identifying the task of Japanese break-in childcare. In 2) and3) above, we conducted qualitative analysis from the point of view of phenomenology. As a result, it turned out that Japanese childcare takers don't want to put their parents in childcare and that they think that family and childcare should be separated and cooperate. German childcare takers believe that parents should be invited to childcare and that they should work together while understanding each other.

4-6 Teacher's training system with teaching material for ESD made by the bottom of PET plastic bottle

Mie Oba (Fukuyama City University) /Japan

[ABSTRACT] This study clarifies the structure of teacher's training system with teaching material for ESD made by PET plastic bottles. Inspired by a traditional dance of Fukuyama, I tried to create a playing tool for young children and teachers, reducing and recycling waste, to respect our traditional culture. Finally the bottom of plastic bottle was found as a good instrument to beat with a joyful sound. Setting an elastic and colorful vinyl tape, children can make this lightweight and safe instrument themselves and they love it. Students of Fukuyama City University, future teachers of ECEC, learn the organization of activities and child's development, collecting plastic bottles for off-campus activities. It functions as a training resource to practice ESD for in-service training for teachers and service-learning. A sure cycle of plastic bottles is structured collaborating with Municipal offices and citizens, learning field for children and ECEC teachers is well organized in Fukuyama.

4-7 Transition Issues in Japanese ECEC Professional Development

Tsubasa Masuda (Jin-ai Women's College) /Japan

[ABSTRACT] Transition are inevitable in professional development. When high school students start their study about ECEC at college, they almost come to recognize a transition from dependent learning to self-directed learning. In addition, when college students enter the work place, they must make a transition from an academic to a professional role. We should aim for acquiring a highly expertise in the first place, actually, however, misunderstanding are widespread, because the image of ECEC teacher jobs is not shared. For example, going on to study just because "I like children". Or If ECEC teachers have a bright smile and energy, they can get over anything. And then, these misunderstandings make the transition in professional development more difficult. Therefore, it will not be possible to achieve high quality professional development without bridging these GAPs and overcoming the specific issues associated with transition.

4-8 Training Practices to Connect Food and Nature for Pre-service Early Childhood Educators

Mika Tominaga, Mayumi Jige, Michiko Inoue (Osaka Ohtani University) /Japan

[ABSTRACT] Young children's experiences with nature are regarded as decreasing in recent years. Nature Education course in School of Early Childhood of Osaka Ohtani University has nine specialized subjects that provide many opportunities to learn about nature for the pre-service early childhood educators. The aim is to train early childhood educators so that they can spread awareness among young children about the relationship between human and nature. Knowledge about this relationship is crucial for education of sustainability, and therefore, three of the nine subjects incorporate activities that connect cultivation, food and outdoor cooking. Since there is also a lack of experience with nature in the students' lives, these opportunities enable students to realize that nature is the prerequisite for food, human is a part of the food chain, food is produced by the labors of others, and to spend time outdoors is pleasant experience.

4-9 Consciousness of 1- to 2-year-old Children's' Rebellious Acts: A Comparison between Nursery School Teachers and Parents based on a Video-cued Multivocal Ethnographic Approach

Chie Yamada (Uekusa Gakuen University) /Japan

[ABSTRACT] The study investigated nursery-school teachers' and parents' awareness of rebellious acts committed by 1- to 2-year-old children and concerned the expertise of teachers. Teachers in charge of 1- to 2-year-old children and the children's parents discussed rebellious acts in separate, small groups after watching two videos. I examined their narratives thereof based on video-cued multi-vocal ethnography.

The following results emerged: A plurality (34.4%) of teachers' narratives were "self-reflective" and centered on "educational policy". The videos reminded them of their professional experiences, and their reactions were based on educational policies regarding children's acts of rebellion. A plurality of parents (30.2%) provided narratives that reflected their "perplexity and confusion" as they recalled their feelings about their difficulty dealing with their children's rebellious acts. A plurality (68.8%) of teachers' narratives of consciousness were "self-reflective" and "educational policy". Teachers reflected on their practice and had a perspective on child development.

4-10 Developing ECEC professionals in local government in cooperation with universities : An analysis of special support education training

Rie Yamamoto, Gaku Miyama (Aichi Prefectural University) /Japan

[ABSTRACT] In the field of childcare, it is necessary to work with schools and various institutions to determine solutions to problems concerning children and families. Since 2013, the Aichi Prefectural University's Research Institute of Human Development has been carrying out a "Special Support Education Leader Training Course," jointly with the Seto City School Education Division and the Children and Family Division (Development Support Office). Altogether, about 20 teachers who belong to nursery school, Kindergarten, elementary school, junior high school, and special support school have participated continuously for two to three years in lectures, exercises, and practical training in other facilities about eight times a year. We will consider how to train these professionals, who can practice special support education and childcare in each local government in the future by examining the management system, cooperation method, results, and challenges faced during six years.

4-11 An empowerment program for improving childcare workers' specialization in a infant home

Masako Ishii (Showa women's University), Ai Miyake, Hitomi Fukui, (Baby home attached to the Japanese Red Cross Medical Center), Fumiko Kazahaya (Research Center for Advanced Science and Technology, The University of Tokyo) /Japan

[ABSTRACT] In Japan, while the declining birth rate is rapidly advancing, the family problem of raising children is becoming more complicated. In accordance with the situation, the specialties required from daycare teachers are now not just limited to dealing with children, but also becoming wider and more advanced. For example infant clinics, reported in this report, are attached to main hospitals in different areas and the facilities often have to handle many cases with serious backgrounds, including children who need special medical care. Therefore, concepts of medical responses in the facilities are more focused on protecting children's lives and health. In order to fulfill a lifestyle of children and develop their own initiative and self-confidence, we implemented a training program to enable childcare workers to demonstrate their own expertise proactively. We report contents and results of the program with emphasis on an "empowerment" for improving nursery teachers' specialization.

4-12 Efforts of teachers in the playground at the Center for Early Childhood Education and Care

Moe Kimura (Bunkyo-ku Municipal Ochanomizu University Center for Early Childhood Education and Care) /Japan

[ABSTRACT] This study examines the present situation of the Center for Early Childhood Education and Care in Tokyo and the efforts of the teachers including myself. This study focuses on a mixed-age class consisting of 0~5 years old at the center. The center has a only small playground, so teachers make various efforts. For example, we created a second playground at the corner of the campus of the affiliated university. We can access the playground easily and it offers rich environment for children's play. Also, we decided to allocate certain time for each class to use the playground spaciously. We always keep in mind the idea of emphasizing the child-centered play at any time. In order to realize that, we, teachers, communicate closely and expand possibility. In the presentation, I'm going to illustrate visually the practice by showing specific episodes.

4-13 A study of strategy for students to acquire the ability to reflect on Childcare

Hidemi Yamada (Shijonawate Gakuen Junior College) /Japan

[ABSTRACT] The ability to reflect on childcare practice is essential to the improvement of its quality. To simulate that skill among our students and allow them to acquire it fully, they were asked to conduct an empirical study in their second-year teaching practice. The students had to come up with a relevant issue, and they were then directed to use examples from their childcare observations to discuss the issue and reach a conclusion. Putting their experiences and observed examples into writing in this way enabled students to deepen their understanding and arrive at their own, albeit naive, conclusions, via discussion. The issues formulated by the students mostly related to supporting kindergarten professionals, with many of the students devising strategies for engaging children in activities. The support strategies suggested by the students will be reported at the time of announcement.

4-14 How Child Carers are Changing Beliefs on Their Own Practices: A study on Visual Narrative.

Sosuke Yokoyama (Tokyo City University), Ryuichi Sekiyama (Moana Kids Outdoor Education School) /Japan

[ABSTRACT] A suggestion to improve quality of child care practices need to study child carer's beliefs about their own practices. Because, beliefs have influence on practices. This issue proposed a question about child carer's beliefs on their own practices. These researches inclined to analyze narrative resources based on the language use. But in this study, we proposed to study child carer's beliefs on their own practices through to analyze image drawings based on a methodology of visual narrative. As a result of analyze 41 image drawings and comment on drawings made by fourteen child carers, we lead a conclusion that as child carer got experience, they believe child and carer are equally as a human. For example, one child carer change his belief from "teacher-centered belief" to "equality belief", and other child carer change her belief from "child-centered belief" to "equality belief".

4-15 Using gaze analysis to develop a reflective approach for improving observation skills of childcare teachers

Ken Nakazawa (University of Aizu), Takuya Watanabe (Junior College of Aizu), Yasuhiro Hisada (University of Aizu), Yukie Nakazawa (Minamiwakaba ECEC), Yasuyuki Nishihara (Niigata University of Health and Welfare) /Japan

[ABSTRACT] This research study aims to initiate discussions on ways to improve the observation skills of early childcare teachers by examining 'their gaze while teaching' and understanding 'how they reflect upon their teaching methods'. The study also aims to understand childcare teachers' inputs in teaching practices. The study participants included novice and veteran female childcare teachers. Data were collected through observation and semi-structured interviews. The gaze points of the study participants were measured using a data logger type eye-tracking device. Findings from the study revealed differences in the approaches of veteran and novice teachers as well as their teaching methods. The veteran teacher has a broad perspective and uses parallel treatment and group focus as teaching strategies. The novice teacher applies the framework corresponding to the environment configuration, but while reflecting, she is able to make few links between the framework and her action of improving the plan.

4-16 Forest kindergarten in Germany and watching-helping behavior of its teachers

Kaori Omichi (Hiroshima University Graduate School), /Japan

[ABSTRACT] This research aimed to highlight and examine the helping behavior of German Waldkindergarten (forest kindergarten) teachers who emphasize the natural environment. For that purpose, the research started with a survey of the education implementation system at a Waldkindergarten and the helping behavior of its teachers looking after children. Waldkindergartens in Germany are traditionally subsidized by municipal governments for their widely recognized value.

Helping behavior of the teachers for the children was assessed in seven categories: no intervention, watching, acceptance, collaboration, suggestion, guidance, and leading. Indications were that the most prominent among the seven elements of helping behavior was "watching".

4-17 A Review of Sozo Kurahashi's Philosophy as Seen in the Context of Current ECEC Research: Revisiting "Sodateno Kokoro (The Nurturing Mind)"

Ryutaro Nishi (Notre Dame Seishin University), Himeka Matsushita (Kyoto University) /Japan

[ABSTRACT] Sozo Kurahashi (1882?1955) is one of the most prominent pioneers in Early Childhood Education and Care (ECEC) in Japan. His philosophy has had great influence in Japan, but virtually no reviews or considerations of it have been published outside Japan. This article presents a review of Kurahashi's philosophy, and shows its relevance to the context of current ECEC research.

First, the life and work of Kurahashi are briefly summarized to show how his experience as a kindergarten principal enabled him to integrate his theory and practice. While he wrote theoretical books, his ECEC philosophy is better expressed in his poetic essays, especially in "Sodateno Kokoro (The Nurturing Mind)." His philosophy is characterized by a deep respect for children, valuing the naturalness of children's lives, mutual and empathic relationships between the practitioner and the child, and heartfelt reflections of the practitioner. Its relevance to current international ECEC research practices which emphasize caring relationships is discussed.

4-18 Study on changes in perspective of nursery teachers towards Warabe-uta: A questionnaire survey

Mihoko Motooka (Hiroshima Cosmopolitan University) /Japan

[ABSTRACT] The purpose of this study is to demonstrate the change in the attitude of nursery teachers towards Warabe-uta after training and outlines the training process. Warabe-uta are traditional Japanese children's songs that were introduced to formal childcare in the 1960s. Although previous studies have discussed the importance of training considering that physical awareness of Warabe-uta leads to specialization of skills, changes in teachers' awareness through the training have not been explored. We analyzed data collected through the questionnaire-based survey conducted before and after the training. The fixed image of Warabe-uta was greatly transformed after the training, and it was shown to promote development of both mind and body. In the survey conducted after the training, a number of answers that were provided in the questionnaire could be interpreted in a positive manner. It can be concluded that both theory and practice are necessary in Warabe-uta training.

4-19 Research on Qualities of Nursery Teachers Required in Multicultural Childcare

Ena Nemoto (Chiba University Graduate School), Hisae Tomita, Kumiko Koma (Chiba University) /Japan

[ABSTRACT] This study is a preliminary survey of a questionnaire survey to clarify the qualities of nursery teachers required for multicultural childcare.

In recent years, the number of infants with connections to foreign countries has increased at childcare sites, and multiculturalization has progressed. From such a present situation, multicultural childcare is advocated at a childcare sites.

Therefore, I will clarify the relationship between multicultural contact for nursery teachers and thoughts on childcare of infants with connections to foreign countries, receptive attitudes toward multicultural. And I made a questionnaire for the purpose of considering the qualities of nursery teachers required in multicultural childcare.

The contents of the questionnaire are items related to childcare of infants with connections to foreign countries, and the receptive attitudes toward different cultures scale. I will report the result of having carried out questionnaire survey for 13 nursery teachers on the day.

4-20 A Study of photographs to share children's development

Daisuke Tajima (Wayo Women's University), Takuya Koga (Chiba Meitoku College) /Japan

[ABSTRACT] In order to share children's development, various records using photographs are being conducted around the world. The advantage of photographs is the ease of sharing the scene and atmosphere. In addition, thinking back and verbalizing the reasons of choosing photographs could lead to understanding and childcare reflection. Among them, it is reported that photographers often take scenes that they feel "interesting" when focusing on "shooting". What kind of thing is "interesting" to feel in childcare? What kind of viewpoint is "interesting" for childcare teachers? The analysis will be conducted focusing on the meaning and content.

4-21 Preschools and childcare centers that provide a comfortable workplace and growth opportunities for staff

Minako Nakajima (Ibaraki Christian University), Naomi Kaminaga (Ibaraki University), Yuki Kimura (Tokiwa Junior College) /Japan

[ABSTRACT] Providing a comfortable workplace and professional development opportunities for staff is an important consideration for preschools and childcare centers. This study attempts to assess factors associated with valuable management of staff. Semi-structured interviews were conducted with 18 directors of preschools and childcare centers throughout Japan, from Hokkaido to Okinawa. We analyzed these interview records using the Modified Grounded Theory Approach (M-GTA). The M-GTA provided a structure and framework for explaining the valuable management of preschools and childcare centers. As a result, 5 categories and 20 concepts were generated. The categories were as follows: (1) promotions for staff's growth, (2) support to promote learning for staff, (3) providing a comfortable workplace, (4) work style reforms, and (5) the attitude of directors.

4-22 What do you learn through the experience of junior high school students playing with infants in childcare?

Haruna Yoshikawa (Saitama University), Kaori Shuzui (Kyoritsu Women's University) /Japan

[ABSTRACT] These days, junior high school students grow up with fewer siblings in the nuclear family, so are weak at "nurturing" people by building relationships with others.

For the purpose of learning to "nurture" in a class to learn "human development and childcare" in home economics education for the third grade of junior high school students, the student experiences playing with infants and examined what they learn. Method: As a prior study, they observed infants in the previous year and learned about the basic knowledge of development and subjects of interest. In this paper, in 2018, junior high school students play with young children in an experiential learning experience, how they talk to young children, and what they noticed and felt at the school during the practice. I analyzed the impression description of junior high school students.

Analyzed by two researchers) Result: A group of four to five junior high school students, and a group of seven to eight children, and each group was interned. Students learned the following four points through the practice. (1) It is important to make eye contact when talking to young children (2) Young children are also independent of their own opinions (3) Even if they are infants, they think they can do it themselves, or they want to do it by themselves (4) they can enjoy it together in the play.

As described above, it was a chance for junior high school students to realize the importance of putting a voice to the child's condition by having an experience of playing with children in the nursery.

4-23 Group work to enjoy nursing more and art teacher training

Chizuko Ikemura (Mie infant association of art), Akiko Kijima, Mitsue Nakamura, Kazumi Fujita, Misako Umemoto (Day care art committee of Ukyo ward Kyoto city) /Japan

[ABSTRACT] I was asked the monthly lecturer of the art committee of 30 nursery schools which is in Ukyo Ward, Kyoto City.

In the first session, the tension between the first meeting members was eased with "Picture message game".

In each committee. I mentioned my 38 years of passionate episodes with our children and my passion for art activities.

We made "Handkerchief Dolls and Hats", and "Makeover Cards" with the teachers, at that time, I told them the importance of having the teachers make the teaching materials themselves. I was impressed by individual ideas and group cooperation.

There are many impressions that the conversation became active because of the group announcement every time and study was done happily. In the art committee, it seems that a sense of solidarity and a sense of mission to childcare have increased.

This growing group work of daycare teachers will bring many dreams to children!

4-24 A Study of "the Vocational Attractiveness of Childcare and Education" Workshop by Kindergarten and Nursery School Teachers

Nobuko Katayama (St. Mary's College, Nagoya), Reiko Ojima, Sayaka Shimamori (Ohkagakuen University), Hiromi Aoyama (Nagoya College) /Japan

[ABSTRACT] The effects of "the attractiveness of childcare and education" workshop for the kindergarten and the nursery school teachers and students majoring in early childhood education were examined. In the workshop, teachers discussed and conveyed vocational attractiveness to the students through various ways. They conducted open description-style questionnaires before and after the workshop, which showed that the teachers' awareness of their profession's attractiveness increased after the workshop: they positively recognized their vital roles in supporting children's development and their awareness of their own personal growth. The participating students considered personal growth and collegial cooperation were the attractive points of the childcare and education profession. In conclusion, this workshop created benefits for both teachers and students. It enabled the teachers to reflect on their profession. It also provided the students with specific ideas involving the meaning of being in this profession, which could help facilitate a smooth transition to their professional future.

4-25 Rethinking of Education for 0-2 Year-olds in Japanese ECEC; Suggestions by Education of City of Pistoia, Italy

Miho Mukai (Jumonji University), Miwako Hoshi (Former Jumonji University), Nobuko Kamigaichi (Jumonji University) /Japan

[ABSTRACT] There is a recent worldwide recognition that qualified education for 0-2 year-olds at ECEC is one of critical factors to ensure future development of children. However, Japanese ECEC has been relatively inclined to "care" rather than "education" for children under three. The aim of our study is to reconsider conception of Japanese education at these ages. We had an interview study to practitioners of some daycare centers. For this, we used data of our case study that we had conducted at City of Pistoia (Italy), where they have their own high-quality education program. We presented to practitioners characteristic features of education of Pistoia as well as some examples of routine and ritual activities in its daycare centers. Then we facilitated discussion among practitioners. They deepened their reflections on conception and their practices of education. Their narratives were analyzed to reconsider how to improve education in ECEC for youngest children.

4-26 Create Links between practice and theory: students' learning as interns in a pre-service education course in Early Year Education and Care.

Miki Nishimura, Ryosyu Tomioka, Noriko Kawakita, Daisuke Watanabe (Otani University) /Japan

[ABSTRACT] This quantitative and qualitative research attempts to understand the processes of students' getting the links between practice and theory in early year education and care. It is supposed to be difficult for students to know the practitioners' intentions without the experiences in the fields. It, however, requires students to have only total 10 weeks of practice-based training in working with children to become qualified practitioners in Japan, and even the opportunities are usually set on the latter half of the 4-or 2-year course after the knowledge-based learning. As planning our new 4-year foundation course in EYE and Care in Otani University, we set the internship once a week in the 1.5 years before the legally required placements. It aims to help students to learn in spirals between two sites; the university and the fields. This interim report is to draw the pictures of the students learning relating theory and practice.

4-27 Integrating handicapped child-care with elder-care: child-care provider cases with integrated facilities

Chiaki Osaki (St.Mary's College, Nagoya), Wako Asato (Kyoto University), Hiroko Ohmori (Bukkyo University) /Japan

[ABSTRACT] Japanese society historically used mutual aid between homes to provide child-care and elder-care. However, Japanese society today has a fragile foundation of cooperation in child-care and elder-care because of several changes, such as a lower birthrate, more nuclear families, and increased community urbanization. Therefore, the change in elder-care today (2018) is indicating a need to promote a societal symbiosis between child-care and elder-care. In particular, handicapped children and senior citizens are both more easily supported with facility integration. This paper researches the lives of some local residents and diverse actors in participating areas, and the job rewards of child-care providers, to support the case for facility integration in child-care and elder-care. In addition, this paper determines future possible problems in child-care provider education regarding such facility integration.

4-28 Professional Development for Early Childhood Education and Care Teachers in Japan: Through the Follow-up Survey of "HOIKU-KI" to Activate the Workplace and Create a Culture of Learning

Atsuko Takao (Doho University) /Japan

[ABSTRACT] This paper discusses a method of professional development for early childhood educators. HOIKU-KI (knowledge-intensive staff innovation) is an on-the-job-training (OJT) method. In this research, regarding the possibility of nurturing human resources for inclusive childcare practitioners, the effects of this method and the challenges for sustaining this method are clarified through the development of "HOIKU-KI" as a means to revitalize the workplace I made it. The application effect of HOIKU-KI was demonstrated through three trials and follow-up visits. However, the demonstration is synchronous and is limited to the fact that childcare KI is applicable to childcare work and that it is effective. Therefore, based on these issues, we are continuing ongoing research on the growth of nursery teachers. In this paper, we report the results through the follow-up study of the workplace visited in the trial.

4-29 The influence on Students from Studying about Support for Infants and Parents

Tamana Sesekura (Kyoto Women's University, Graduate School) , Ayako Ooe (Kyoto Women's University) /Japan

[ABSTRACT] Since 2016 we have been offering support to infants and parents in our department. Especially, my seminar students have had a number of experiences and studies related to the subject. Including: safe and comfortable in campus environmental assessment, toy choice, preparation for setting up a room from scratch, planning and practice for small group support programs, and studying it as graduation research from view point of ECEC. At the beginning of the seminar the students wished to work for a general company on graduation. However, all the students found some work related to ECEC on completion of the course. They now have much deeper interest in and a deeper understanding of the support needed for infants and parents.

I will report about our program for supporting infants and parents, and the process of the student development.

4-30 Learning process of first year experience in ECEC teacher training school—Focusing on ECEC practical training at Nintei-kodomoen—

Tomomi Naito (Den-en Chofu University) /Japan

[ABSTRACT] The purpose of this research is to clarify the learning process of ECEC students (Pre-ECEC teachers) through the first year experience of ECEC practical training at Nintei-kodomoen(type of combined day-care center and kindergarten).

This practical training at Nintei-kodomoen is placed earlier than regular practical training at kindergarten and nursery school. The main purpose of this entry program is to provide the ECEC students with opportunities of playing and enjoying with children. All first year students experience this program twice a year and then hold a free-style reflection conference to share their first ECEC experiences and leaning.

This research has revealed how ECEC students learn the life of children, role of teachers and ECEC environments. First year experience of ECEC students is connected with the teacher's beliefs and a basic-attitude toward ECEC.

4-31 A study of teacher's assessment and review childcare by using photographs

Takuya Koga (Chiba Meitoku College), Daisuke Tajima (Wayo Women's University) /Japan

[ABSTRACT] To discuss the quality of childcare, it is difficult to prove the improvement of child understanding and the quality of childcare numerically. However, if teachers in each kindergarten and nursery make their own assessment and review, which is reflected in the childcare plan, it may be said that they are doing organized evaluation of childcare, indicated in the kindergarten teaching point or the nursery school childcare guidelines. Also, it can be seen that building up those process would improve the quality of childcare. The perspectives of childcare and the process of assessment could be the important key points. We will discuss the photos taken by the teacher and consider changes in viewpoints and perspectives, how childcare is considered and how they are talking.

4-32 Effects and Issues of Internship in the training course for early childhood education and care

Satoko Seki (Kamata Childcare Vocational School) /Japan

[ABSTRACT] The purpose of this presentation is to report the impact of internship in the training course for early childhood education and care. In Japanese society, we have a big problem of the children on the waiting list for nursery schools. Although the importance of early childhood education and care has begun to be recognized, quality and quantity of the students aim to be nursery school teachers is not meeting the needs of the society. It is significant to enhance motivation of the students to be a nursery school teacher and to improve ambition for expertise. Our year- long internship program at the kindergarten provides each student teacher opportunities to build bonds with the children and to enjoy observing their process of development through the year. It also provides chances to integrate leaning at the training school with the practice at kindergarten and thus enable students to deepen their understanding.

4-33 Three-year-olds class teachers Professionalism and its development in Kodomoen in Japan

Sachiko Kitano (Kobe University), Hiromi Tsuji (Osaka Shoin Women's University) /Japan

[ABSTRACT] Kodomoen is a recently organized center from 2015, which is officially considered as a child welfare institution and a school at the same time. As the number of children enrolled in Kodomoen increase, transition program for 3-year-olds class become new issue and professional development for practitioners to create smooth transition for children from family, center based ECCE institution, and family day care settings.

In order to consider the professional development for 3-year-olds class practitioners in Kodomoen, observation and interview were made at 8 settings and to 10 Kodomoen's teachers, and also questioners were made for 1195 3-year-olds children.

The research suggests that noticing about the unique characteristics of classes with children with more tolerance, teachers of 3-year-olds classes needs to assess more about family backgrounds, provide more personalized care with understanding huge gap between children's achievement of life skills and expression of objective self, and play experience.

4-34 About the way of the continuity of the childminder training and the career up

Hiroaki Sono (J.F.Oberlin University) /Japan

[ABSTRACT] For the improvement of the quality of the childcare, improvement of the quality of the childminder as the employment is essential. When I complete a training school and got a childcare job, minimum ability as the employment is found. Furthermore, for the career up, the later training is demanded. I think that it improves the quality of the childminder that the career up training is tied to this training course effectively. Therefore, based on a curriculum of the childcare of the manuscript, I studied the way of the continuity of the training and the career up training by the investigation to the childcare center.

4-35 Children's causal inference abilities during pronoun comprehension: How integration of gesture and speech information

Chiu Hua Huang (Asia University) /Taiwan

[ABSTRACT] Causal inferences are key abilities for the development of inference ability. This study explores whether children's causal inference during pronoun comprehension is affected by gesture and speech information. In the video narrations, each narration had two sentences describing two characters engage in an event in the first sentence, and a consequence event in the second. The speaker produced gestures consistent with pronoun refer to the correct antecedent. Results show that the older (5-6 years of age) but not younger (4 year of age) children integrate gesture and speech information into causal inference during pronoun comprehension. Interestingly, we further analyze older children, the accuracy for causal inference during pronoun comprehension was better than younger children. This study concludes with suggestions for pronoun inference strategy instruction implications and teacher education training programs.

4-36 Early childhood school best practices on bilingual proficiency in Thailand

Methavee Tunwattanapong, Nantarat Charoenkul, Pruet Siribanpitak (Chulalongkorn University) /Thailand

[ABSTRACT] Brofenrenner (1979) proposed that human development shows in a nested set of systems. These systems involve cultural, social, economic, political elements, and psychological aspects. They can either nurture or suppress the optimal development process. Communication through language is the primary method by which humans develop. It is well documented that a child's language-learning abilities decline rapidly with age (Newport, 1990). This research aims to explore the "best practices" in early childhood schools and promote bilingual proficiency in Thailand. Qualitative data was collected from school visits and in-depth interviews with 4 school administrators and 24 teachers. Observational data was collected from language and cultural beliefs, English speaking ability and classroom composition, analyzed by using content analysis. The study results indicated that teachers used linguistically responsive practices to encourage the improvement of student bilingual proficiency, both in the schools and by providing assignments to be completed at home by the students.

4-37 The effect of informal study networks and emotional networks on GPA and teacher's characteristics of pre-service kindergarten teacher

Seenyoung Park (Bucheon University) /Republic of Korea

[ABSTRACT] Purpose of this study identifies effects of informal study networks and emotional networks of pre-service kindergarten teachers on GPA and teachers' characteristics. For this purpose, 72 students in 3 classes, majoring early childhood education in B University in Korea, participated. As a result, density of every classes' networks tended to be very low because of limited linkages between students. Each networks have several sub-networks which influence on low centralization of networks except one class who have classes in evening time so that students have not enough time to spend together. The higher closeness centrality of support networks for studying is, the higher GPA is. That is, it is possible to improve the students' teaching capabilities by increasing the number of meeting with pre-service kindergarten teachers in the network focusing on students who have high closeness centrality of support networks for studying and maintaining the network for a long time. Personal variables do not have meaningful impact on teachers' characteristics.

POSTER PRESENTATIONS 5 / Category : Diversity of ESD

5-1 The plum tree shed tears. Under the environmental radioactive pollution caused by FUKUSHIMA nuclear catastrophe, our kindergarten teachers had been walking closer to the children.

Keiko Ishigaki, Nobuko Kato, Yukiko Uchibaba, Kaori Watanabe, Misaki Takeda, Masahiro Ishigaki (Sendai Baptist Kindergarten) /Japan

[ABSTRACT] Our kindergarten is located within 90km from the nuclear plant. After March 11, we had several limitations as we took care of children under the radioactive contamination. The fruit tree in our playground produced fruit for the first time after the nuclear disaster. This is a record of the ways teachers and children responded sincerely to the blessings of nature.

5-2 Extracurricular hours in education and care: Toward the development of early childhood education and care center curriculum that is open to the community and society

Shoka Utsumi, Akemi Miyasato, Ikuko Gyobu, Hiroe Yamazaki (Ochanomizu University) /Japan

[ABSTRACT] Kodomo-en (nintei kodomo-en; certified ECEC center) has different arrival and departure times for children depending on the working and living situations of the parents. The children spend around 4 to 12 hours a day at the center. It is important to clarify that the kind of education and childcare curriculum that a child gets in kodomo-en is different from the curriculum of school (including kindergartens) where every child spends the same amount of time. The purpose of this study is to review previous studies on extracurricular hours in education and care and organize and discuss problems related to the development of the curriculum for the "extracurricular hours" (the afternoon to evening time after children who stay only curricular hours are returned home) for children (3 years of age and older).

5-3 Early Childhood Education for Sustainability of Development Build on Local Living; Focusing on the Curriculum of UNESCO Associated Schools in Kesennuma City

Takeshi Onose (Sendai Seiyō Gakuin College), Yuri Hori (Ohkagakuen University) /Japan

[ABSTRACT] The educational purpose in ESD is to bring up individuals who are able to recognize and respect relationships with nature, other people and society. In this report, we reveal how this purpose is realized in scenes of early childhood education, focusing on the activities of two UNESCO associated Schools in Kesennuma City.

ESD, which is closely rooted in natural environment and lifestyle culture, is being practiced at those preschools. One of them is located in a coastal area, thus, their childcare style focuses on the themes of natural coastal environment and fishery. At the other preschool located in a mountainous area, on the other hand, the themes provided are derived from agriculture and dietary culture.

Both curriculum at those two schools were recognized to be successful in deepening the relation of early-children with nature and society by focusing on the local living and people.

5-4 A study on the diversities and sustainability of the child-rearing practice in Japan

Yasuko Yahagi (Wayo Women's University), Tomoko Kikuchi (Ochanomizu University), Kaori Shuzui (Kyoritu Women's University) /Japan

[ABSTRACT] In Japan, so many policies for child care support have been done nearly in these 30 years. Even though, our society still has various problems for parenting, such as mothers' isolation and anxiety, rapid increase of child abuse.

In this study, we tried to consider varieties of 11 projects in total, among where we visited and researched in 2018, and to examine the factors that guardians could make connection with others through raising children at those places and they could foster the time and places for raising each other, by interviews and reflections of our own practice.

As a result, based on diversities of the type of institution, the regional differences, support members, contents of activities, it could be suggested that, when someone was given some support by another, it follows some other support by just the person who once has an experience to have been supported.

5-5 The Practice of Equine Assisted Learning Program to Foster Children's 'Power to Live Together': How Human-Equine Interaction Contributes to the Development of Children's Relationship between Peers

Shunya Tsuchida (Graduate School, Chiba University), Hisae Tomita, Kumiko Koma (Chiba University) /Japan

[ABSTRACT] Equine Assisted Learning (EAL) is an education that aims to encourage human's social or educational development through human-equine interaction. In this study, we aimed to clarify the qualitative changes of children's relationship between peers in the 6-months Equine Assisted Learning program by using sociogram. As a result, while interacting with horses, children came to interact with more peers and made reliable relationship between friends. That was because of experiences of talking over and working together with friends during the program. This result suggested that characteristics of horses provided opportunities for developing relationship between peers.

5-6 Ainu Culture in Picture Books

Reiko Shimazu, Yumiko Ohba, Atsushi Nanakida (Hiroshima University) /Japan

[ABSTRACT] The culture and language of the Japanese indigenous Ainu are passed on from generation to generation, mostly through their oral literature (Wepeker, Yukar and so on) and cultural rituals. This paper focuses on Ainu picture books for early childhood, based upon the Wepeker and Yukar. Firstly, we reviewed 26 Ainu picture books in order to find distinctive structures and worldviews within them. Secondly, we read the Ainu picture books at two kindergartens and two schools. We found the Ainu picture books includes Ainu's worldview which recognize human beings as a kind of creature. Through the reading of the Ainu picture book, the children became aware of the worldview and language of the Ainu, which is different from scientific knowledge and the Japanese. We concluded that embracing the Ainu picture book for the early childhood education and care helps the children to notice diversity within the Japanese context.

5-7 An analysis of explanatory practices at mathematics classes in elementary school

Megumi Shionoiri (Ochanomizu University) /Japan

[ABSTRACT] In Japanese preschool and elementary school education, 'dialogical, spontaneous, and deep learning' is consistently emphasized. Collaboration with others realize these dialogical, spontaneous, and deep learning. When we learn with others, we need to explain our own idea.

There are some suggestions that explaining idea to others encourage understanding of scientific concepts both speaker and listener. However, in elementary school classes, explanatory practices by children are not always understood from other children. In actual mathematics classes, they often repeatedly explain their idea, and then, they reach mutual understanding

of their idea. In this research, I focused on explanatory practices at elementary school mathematics classes. Analyzed data was collected from observation of discussion in a 1st grade mathematics class. This research examined how elementary school children explain about their ideas and how their explanation contributes to understand of mathematical concepts in the class.

5-8 The idea of nature in today's early childhood education based on the observation and participation into Japanese kindergarten

Yosuke Hirota (Fukuyama City University) /Japan

[ABSTRACT] This research aims at reconsidering and weaving up the concept of nature through the practices of a kindergarten. The kindergarten where we research is located on the large city in Japan and is not surrounded with natural environments like forests and rivers. The main parts of the curriculum are mostly occupied by the daily activities on which children play on the methods of motion, language and rhythm. Of course, such activities are artificial activities that are opposed to the nature, and it is generally difficult to find the image of nature there. However, we think it is possible to find there the concept of nature that Japanese tradition of thoughts have nurtured in the history. This concept of nature can transcend the antinomy of what is called 'Nature-Culture' and can be discovered from the lens of the today's sociology and the psychology of 'Flow' as well as Japanese philosophy.

5-9 Teachers' Views on Support for "Children with International Backgrounds" in Japanese Kindergartens and Nursery Schools

Xiaoying Wang (Graduate School, Kwansei Gakuin University) /Japan

[ABSTRACT] According to the Ministry of Internal Affairs and Communications (2018), the population of foreigners living in Japan is currently 2,637,251, and is increasing year by year. Furthermore, with the revision of Immigration Control and Refugee Recognition Act in 2018, it is expected that the number of "Children with International Backgrounds" in kindergartens and nursery schools will increase from now on. However, it is difficult to say that research on support for "Children with International Backgrounds" is considered enough in kindergartens and nursery schools, while it has been extensively studied in elementary school. The purpose of this report is to examine the teachers' views on support for "Children with International Backgrounds" though analyze the free description part of the questionnaire survey.

5-10 Transformation of Children through a Project Activity for ESD in Japan

Midori Mitsuhashi (Ochanomizu University) /Japan

[ABSTRACT] A project approach is considered to be effective for ESD. I will discuss how project approach brought about transformation in children's worldviews and behaviors based on the data collected during the nine-month field research at a nursery center in Tokyo. Sixteen children in the 5-6 year-old class were actively engaged in the project, which started from a river nearby the center and expanded to trace the stream from the water origin down to the ocean. During the project, children found out the water cycle and ecology. Also, children and teachers discussed how to change our lifestyle in the way not to disturb the water cycle in the region. After all, the project covered several targets of SDGs including Target 6, 14 and 15. Furthermore, the interviews with their parents revealed that children even had influenced their family at home. The documentations from the project illustrates the learning and transformation process.

5-11 The practice of the Meaning of Silkworm as a Teaching Material in Kindergarten

Hideo Kameyama (Nanatsumatsu Kindergarten) /Japan

[ABSTRACT] This practice tries to examine the meaning of silkworm as a teaching material in kindergarten. The researcher selected and analyzed teacher's episodes about silkworm. The result showed that five main categories "interaction with silkworm", "interactions with friends and teachers", "touching silkworm", "noticing silkworms", and "learning about silkworms from picture books". The following five points are figured out from the analysis. The meaning of silkworms as a teaching material in kindergarten was emphasized by these results as well as its possibilities to be connected to the early child education.

5-12 Visualizing ecological imagination toward education for sustainable development in early childhood: mapping the meshwork of lines

Issei Yamamoto (Shiga University), Hiraku Nakamaru (Kaede kindergarten) /Japan

[ABSTRACT] The purpose of this research is to propose a methodology of Education for Sustainable Development (ESD) in early childhood through visualizing teachers' and children's ecological imagination. In the age of globalization, our daily lives are supported by interdependent relationships. However, we rarely focus on the relationships in commonplace things. Steven Fesmire argues that ecological imagination plays an important role in understanding the relationships because it connects direct experiences of commonplace things to remote things and affords us the relational meaning of our living environment (Fesmire 2012). We suggest that ecological imagination can be mapped as a "meshwork of lines" (Ingold 2015). Ingold insists that every living being is a line, which tangles with others, and the entanglement can be described as a meshwork of lines. We visualize teachers' and children's ecological imagination in the maps of meshwork through case studies. The visualization can be a milestone in expanding ESD practices.



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