

# BOOK OF ABSTRACTS

## SELF-ORGANISED SYMPOSIA

78th OMEP World Assembly and Conference 2026

“When a Child Speaks...”

Korczak’s Inspirations for Education and Children’s Rights

**Poznań, Poland**

**16–18 July 2026**

**Symposia Programme**



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| <b>SELF-ORGANISED SYMPOSIA</b> | <b>17.07 FRIDAY</b><br><b>14.00-16.00</b> |
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## **SOS-EN-01 — Relationship Based-Approach: A United State Perspective on Supporting Early Childhood Education**

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**Keywords:** Positive Communication; Active Listening; Early Childhood Education and Care (ECEC); Family–Educator Partnerships; Child Development

### **Abstract:**

This interactive presentation will demonstrate samples of positive interactions, reflective skills and active listening exercises for caring and educating early childhood's children in the United States of America.

1. Participants will be invited to share and elaborate on what they bring to the their children's interactions from their own cultures and their active reflective listening skills.
2. Neuroscience best practices will be updated to guide parents with anticipation of their children's stages of regression before their natural development.
3. Recognition of the relationship between parents and educators using positive and intentional communications will develop "working together" sample for their children.
4. Experiences from an early childhood developmentally appropriate classroom with teacher-child and child-to-child high quality collaborative interactions will demonstrate the respond techniques of before and "When a Child Speaks", we must communicate!
5. Sample interview of a family with a child scenario for observable relationships.

#### Resources:

- Texas Child Care Licensing
- National Association for the Education of Young Children
- Brazelton Touchpoints Approach

#### Presenters

- Adilia Frazer, Early Childhood Consultant, Trainer # 1143, from Texas

- Amutha Selvamani, Ph.D., Neuroscience Consultant, Trainer # 51274, from Texas
  - Candelaria Lerma, M.Ed., Early Childhood Teacher, from Texas
  - Gail Cox, Early Childhood Consultant, from Texas
  - Marissa Suhm, Ph.D., Cultural Diversity Consultant, from Texas
  - Yanira Oria Rodriguez, M.Ed., Dr. Candidate
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## **SOS-EN-02 — Listening to Children, Advancing Rights: National Perspectives from North America and the Caribbean**

### **Authors and affiliations:**

Asiya Foster — Sharjah Education Academy

Manon Boileau — University of Quebec

Fran Chasen — OMEP USA

Karlene Deslandes — The Early Childhood Commission

Dominique Hudicourt — OMEP-Haiti

**Keywords:** Children’s Rights; Early Childhood Education and Care (ECEC); Child Participation; Inclusive Education; International Perspectives

### **Abstract**

This self-organized symposium brings together national perspectives from Haiti, United States, Canada, and Jamaica to examine how children’s rights and voice are understood, prioritized, and enacted within diverse early childhood contexts across North America and the Caribbean. The symposium will explore how national systems, cultural values, educational priorities, and social conditions influence opportunities for children to be recognized as active participants in matters affecting their lives. Key focus on participation in learning and decision-making, equitable access to quality early childhood provision, inclusion, cultural identity, and child wellbeing will be addressed. The symposium aims to create a regional dialogue that identifies both shared commitments and differing realities across countries, recognizing that the enactment of rights is shaped by local histories, policy frameworks, and community contexts. By bringing these perspectives together, comparative insight into how rights-based early childhood practice can be strengthened across varied settings. Collectively, the symposium seeks to extend international discussion by demonstrating how listening to children is not only a pedagogical practice but also a rights-based responsibility requiring intentional structures, responsive systems, and sustained advocacy.

OMEP USA- Equality, Justice, and Dignity

Legislation and regulations offer support for the implementation of equality, justice, and dignity. The Individuals with Disabilities Act (IDEA) and the Elementary Secondary Education Act (ESEA) require schools to provide free and appropriate education to all children, including those with special needs. Additional laws, the Civil Rights Act of 1964 outlawed discrimination based on race, color, religion, etc. Another national effort under IDEA is referred to as Early Start (Part C) offering services to families with children (birth to 3 years) meeting prevention or developmental eligibility.

Family Leave, Child Care tax credits, Universal Child Care are other programs that can support families. Many states are exploring how to expand these for all families. Universal Child Care or Universal Pre-Kindergarten (UPK), Transitional Kindergarten (TK) are being looked at as additional solutions to support families. The invisible system: Family, Friend, and Neighbor care provide 76% of childcare according to the National Survey of Early Care and Education (NSECE). Current Licensed childcare programs have the capacity to serve just under one quarter of children whose parents are in the labor force. Reduction in child poverty, child abuse, and neglect levels is considered a potential result area, along with an increase in student achievement levels. Many families currently benefit from National Head Start programs (0-5), supporting families and children with enrollment in developmentally appropriate environments (early learning, health, and family wellbeing)

OMEP Canada- Advancing children's rights in Canada: a look at the policies that promote intercultural education and inclusive education

Children's rights are embedded in the policies implemented within a society (Audet and Gosselin-Gagné, 2023). This presentation highlights two complementary approaches that, in their foundations, aim to promote "living together." More specifically, it presents two approaches that support the rights of children from diverse ethnocultural backgrounds as well as those with special needs: intercultural education and inclusive education. It examines the policies that support these forms of education in Canada, with particular attention to the province of Quebec. Furthermore, this presentation traces the evolution of these approaches through government policies, highlighting their underlying ideologies and foundations. It also underscores the contributions of researchers and working groups involved in their development, particularly with regard to the skills to be promoted among staff working in early childhood and preschool education.

OMEP Haiti- Voices of the children in time of crisis", ways we cope with fear and stress inside Haitian preschools in the midst of hardship .

This presentation explores how young children express fear, uncertainty, and resilience while living in contexts of ongoing social and economic hardship. Grounded in the theme The Child as a Subject of Rights and Voice, the presentation highlights how preschool environments can serve as protective spaces where children's emotions, experiences, and voices are recognized and supported. Particular attention is given to practical strategies used within preschool settings to help children cope with stress, including routines, play, emotional expression, storytelling, and supportive adult relationships. The presentation also reflects on how educators listen to children's concerns and respond in ways that strengthen wellbeing, belonging, and security during periods of instability. By sharing experiences from preschool contexts in Haiti, the presentation contributes to international dialogue on how early childhood settings can uphold children's rights, even during crisis, by creating daily opportunities for comfort, participation, and emotional safety.

OMEP Jamaica- Bringing Rights to Life: Using the Convention on the Rights of the Child in Policy and Practice for Young Children in Jamaica

This presentation examines how the principles of the United Nations Convention on the Rights of the Child are used as a living framework to guide policy and everyday practice in early childhood settings in Jamaica. It highlights how children's rights are promoted through national policy, educator practice, and advocacy efforts that support participation, protection, inclusion, and well-being. The presentation reflects on how rights-based approaches can strengthen early childhood systems by making the Convention visible in decisions that affect young children's daily lives.

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### SOS-EN-03 — OMEP ESD Award Symposium

**Authors and affiliations:**

Ingrid Engdahl — OMEP Sweden

Adrijana Višnjić - Jevtić — University of Zagreb, OMEP World

**Keywords:** Education for Sustainable Development (ESD); Early Childhood Education and Care (ECEC); Children's Participation; Sustainability; OMEP ESD Award

**Abstract:**

The Aim for this symposium is to spread information about the Annual ESD Award and some of the winners.

Education for Sustainable Development (ESD) ranks among OMEP's highest priorities. Since 2009 World OMEP has sponsored a travel award competition for outstanding ESD projects by OMEP members. We focus on a holistic view on ESD and children's rights, as stated in the UN Convention on the Rights of the Child. The result is impressive: since 2010, the ESD projects have enrolled 185,443 children, 81,441 teachers, 45,027 families, 1,045 student teachers, and 6,692 others, including community organisations in Education for Sustainability.

The applications and the award winning projects are outstanding projects that combine children's voices and play with teaching and learning for sustainability. In the call for the award, we ask for projects that are child-oriented where children are active in play and communication with other children, teachers, families, and communities, in a transformative change for sustainability. SDG 4.2 specifically asks for quality education for young children. During the symposium we will present some of the winning projects and discuss future calls for more project applications.

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| <b>SELF-ORGANISED SYMPOSIA</b><br><br><b>French-language Symposium Series</b> | <b>17.07 FRIDAY</b><br><b>18.07 SATURDAY</b> |
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**Title: Promoting children's rights in education: policies, research, practices and training to listen to their voices**

**Keywords:** Children's Rights; Child Participation; Early Childhood Education and Care (ECEC); Inclusive Education; Educational Research

**Abstract:**

The protection and recognition of children's rights in education is a central concern shared by many countries today [1], [10], [12]. Despite this growing recognition, implementing effective educational practices remains complex, particularly in responding equitably to the diversity of children's needs and the forms of support they require [2], [3]. Numerous studies highlight the importance of acknowledging children's voices and enabling them to participate in decisions that affect them. Giving children a voice promotes the daily exercise of their rights and provides access to their knowledge, perspectives, and sense of responsibility [14]. This symposium focuses on research that contributes to the promotion of children's rights and underscores the importance of recognizing and listening to their voices. **The first presentation**, by **PÉTREAU, PASCUAL, and MAZZA**, describes an action research project conducted collaboratively between a university team from Lyon 1 and several preschools, with support from the Dijon (France) departmental early childhood services. This project was built around ongoing dialogue between researchers and children, aiming to support the latter in developing their understanding of the world and others. Focusing on the theme of sleep, which is a major issue for both children and the adults who support them, the project established a structured framework for listening and discussion, bringing together children, researchers, teachers, and parents. This approach led to the development of resources adapted and accessible to all stakeholders (children, families, and education professionals). After a brief overview of the project, the presentation will highlight the resources used, the challenges encountered, and the conditions necessary for its success. It will also highlight the benefits of incorporating the child's voice, both in the research process and in the developments observed among the various participants. **The second presentation**, by **Beaudoin, Boudreau, Mélançon, and Hébert**, presents the findings of research conducted with five kindergarten teachers of four-year-olds. It focuses on the evolution of their conceptions regarding the value of children's literacy skills and knowledge, as well as the teaching practices likely to support the emergence of writing at this age. Data were collected through semi-structured interviews and video recordings made before and after the implementation of a training and support program. This program emphasized a developmental approach, grounded in respect for children's rights and the recognition of their central role as active participants in their own learning. Teachers were encouraged to give significant consideration to children's voices to guide and enrich their educational practices.

The results highlight a transformation in their understanding of children's capacity to achieve meaningful learning in informal and authentic settings. They are now more attentive to children's needs and initiatives, and more willing to recognize the importance of their contributions to learning activities. The observed and reported changes will be analyzed to discuss the issues and challenges related to adopting practices that respect children's rights and voices in preschool education. **The third presentation**, by **Ruest and Deshaies**, reports on research documenting preschool teachers' observation practices and examining how these observations are used to support the overall development of 4- and 5-year-olds. Based on a thematic analysis and triangulation of data from questionnaires, semi-structured individual interviews, and observation notes recorded by participants, this interpretive qualitative research was conducted with six teachers and educators. Preliminary results indicate that participants encounter various challenges that can hinder their observation practices and that these practices are not systematically applied in their daily work. These findings suggest a need to rethink observation as a genuine pedagogical tool. The presentation also opens a discussion on children's right to a quality education and the conditions necessary to ensure its implementation. **The fourth presentation**, by **LIZLI**, presents an approach used with ten children aged 4 to 5 years to realize their right to freely express their point of view, as stated in Article 12 of the Convention on the Rights of the Child, on environmental issues such as waste, pollution, and water management. The goal was to transform this expression into a real power to act in their daily lives. Through the creation of a play in which "the Earth speaks" through characters played by the children (the wind, the water, etc.), they learned to formulate their ideas and emotions, to listen to those of others, and to negotiate collective solutions. A problem situation, littered paper, served as a starting point for reflection, leading to concrete remedial actions (picking it up, sorting it, recycling it). The discussions, guided by their own questions and suggestions ("How many boxes do we need?", "How do we sort?"), fostered their active participation. To reinforce this learning and give their voices more space, two complementary projects were implemented: a composting project (comparing a control box with an active one) and a Halloween project involving making objects from recycled materials, in collaboration with parents, and then presenting them to the group. These initiatives generated more exchanges, enriched the discussions, and deepened the children's understanding of the importance of reuse. This presentation will highlight the observed effects: development of descriptive and argumentative language, an increase in independent initiatives related to eco-citizenship actions, and a strengthened sense of competence in addressing environmental issues. It will also present the approach adopted, excerpts from children's comments, photographs, and transferable strategies to support educational practices that recognize children as subjects of rights and partners in eco-citizenship change. **The fifth presentation**, offered by **OBA**, focuses on the lives of two young women who profoundly impacted their generation through their commitment to peace education. The presentation highlights how the first woman inspired her peers through her daily actions and attitudes, and the impact of the words recorded in the second woman's diary, whose writings helped spark a movement to preserve the dome in the face of decisions made by the Hiroshima municipality. Exposed to the atomic bomb from a very young age, these two young women expressed hopes and aspirations for peace that united their generation, contributed to societal change, and resonate today through a monument that has become a symbol of the call for peace. The discussion centers on children's right to a peace-

oriented education and the transformative power of their engagement when they are recognized as full-fledged social actors.

- [1] Boily, M., Goulet, N., Villotti, P., Anwandter-Cuellar, N., Lachance, S., Allaire, M.-C., Hamidi, N. et Jean-Baptiste, T. (2025). La qualité de l'inclusion des environnements éducatifs inclusifs en services de garde éducatifs à l'enfance : les pratiques inclusives mises en œuvre et les défis à relever. *Revue scientifique francophone de l'Organisation Mondiale pour l'Éducation Préscolaire du Canada*, 1(1), 75-108.
- [2] Boily, M. & Dumais, C. (2023). Égalité des chances et réussite éducative : comment répondre aux besoins des enfants et des familles du 21<sup>e</sup> siècle à l'éducation préscolaire ? *Revue internationale de communication et socialisation*, 10(2), 194–369.
- [3] Boily, M., Goulet, N., Lachance, S., Hamidi, N. & Allaire, M.-C. (2023). Des apprentissages professionnels menant à l'offre d'un service de garde éducatif inclusif (0-5 ans). *Revue internationale de communication et socialisation*, 10(2), 200–226.
- [10] Macagno, A. Ragaglia, B., Henning, A. & Bulgarelli, D. (2024). Inclusive Approaches in Italian Early Childhood Education and Care: The View of Practitioners. *Education Sciences*, 14(4), 385.
- [12] Organisation Mondiale pour l'Éducation Préscolaire (OMEP). (2024). Déclaration de la 76<sup>e</sup> Assemblée Mondiale de l'OMEP sur la Promotion d'une décennie des nations Unies pour l'éducation et la protection de la petite enfance. Bangkok, le 16 juillet 2024.
- [13] Ribeiro, C., Mesquita, C. & Hernandez Beltran, J. (2025). Child Rights-Based Pedagogy in Early Childhood Education: Insights from Portuguese Educators. *Education Sciences*. 15(10), 1301.
- [14] Silo, N., Mswela, N., & Seetso, G. (2025). Children's concepts of the environment: An opportunity for environmental education as a tool for sustainability in Botswana preschools. *Early Childhood Education Journal*, 53(5), 1795–1804.
- [16] UNESCO (2021). Dès le départ : construire des sociétés inclusives grâce à une éducation de la petite enfance inclusive. Organisation des Nations Unies pour l'éducation, la science et la culture

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## **Title: Promoting Children's Rights in Education: Skills to Develop, Spaces for Implementation, and Learning Conditions**

**Keywords:** Children's Rights; Inclusive Education; Early Childhood Education and Care (ECEC); Interprofessional Collaboration; Child Development

### **Abstract:**

The protection and recognition of children's rights in education are now an international priority [1]. However, translating these rights into effective educational practices remains complex, particularly when it comes to responding equitably to the diversity of children's needs and the forms of support they require [3]. This symposium aims to identify avenues for action related to knowledge, professional skills, educational contexts, teaching resources, and learning

conditions that can promote the effective implementation of all children's rights. Among these avenues, collaborative work among professionals appears essential for reaching a consensus on how to recognize and support children's right to express themselves on issues that concern them. In this context, the role of socio-emotional skills in developing effective collaboration is explored. Furthermore, developing skills to support children's right to a sensitive education is also a central focus of discussion. Furthermore, particular attention is paid to the educational spaces designed to allow for the expression of children's creativity. Finally, the conditions conducive to optimal support for children's learning are examined. Thus, **the first presentation**, by **Pelletier**, presents research that focused on respecting children's rights in education, particularly the right to be heard and taken into consideration in decisions that concern them. To this end, the study's central question emphasizes the importance of stakeholders in implementing consistent and coordinated practices among adults. From this perspective, the study explores more specifically the socio-emotional skills to be developed in order to establish effective and harmonious collaboration. The presentation outlines the preliminary results of collaborative research conducted with four groups of school stakeholders: principals and professionals, teaching staff, special education technicians, and childcare workers. The findings highlight the importance of clarifying mandates and creating formal spaces for dialogue to support interprofessional collaboration, serving the needs and rights of children in preschool settings. **The second presentation** by **Boily, Goulet, Lachance, Abbas, Jean-Baptiste, and Méline** presents research that focused on inclusive intercultural competence to promote the right of immigrant children to a culturally sensitive education. The presentation emphasizes the importance of adopting this type of pedagogy to meet children's needs while taking into account the diversity of cultures present in the educational environment. This type of approach can significantly contribute to improving the quality of educational services offered to these children [4], [5]. The study's results highlight the key components of intercultural competence that enable sixteen early childhood educators and two teachers to implement truly culturally sensitive practices, ensuring both equitable and high-quality education. **The third presentation**, by **Abbas and Boily**, outlines research on Fröbel's pedagogy, viewed as an educational space that fosters children's right to experience interconnectedness with themselves, with others, and with their environment [6]. This approach is distinguished by its ability to adapt to the child's needs, context, and culture, thereby promoting the creation of rich and creative learning environments [6]. The presentation highlights various educational environments from diverse cultural contexts, particularly in countries like Germany and England, where Fröbel's pedagogy is implemented in kindergartens (Shirakawa and Saracho, 2022). This comparative study employs a qualitative methodology to describe educational environments inspired by Fröbel's pedagogy and the experiences children have through the principle of interconnectedness. **The fourth presentation**, by **Bizier and Deshaies**, presents research that examined parenting practices that foster early mathematical awareness and the conditions influencing its emergence within the family context. The results highlight several obstacles to these parenting practices. Specifically, a lack of understanding of the concepts to be introduced, a prioritization of diverse educational goals, weak beliefs in educational success, lack of time, the parents' level of education, and misconceptions appear to explain the limited development of early mathematical awareness. Finally, **the fifth presentation** by **Rodrigues, Barilaro, and Osana** reports the results of several studies they conducted on children's counting strategies in mathematics. The findings highlight that the development of an

understanding of units among first- and second-grade elementary school students, as well as the characteristics of the tasks, can either support or hinder unitization. A discussion is initiated on the implications for teaching to promote equitable access to fundamental numeracy concepts.

- [1] Boily, M., Goulet, N., Villotti, P., Anwandter-Cuellar, N., Lachance, S., Allaire, M.-C., Hamidi, N. et Jean-Baptiste, T. (2025). La qualité de l'inclusion des environnements éducatifs inclusifs en services de garde éducatifs à l'enfance : les pratiques inclusives mises en œuvre et les défis à relever. *Revue scientifique francophone de l'Organisation Mondiale pour l'Éducation Préscolaire du Canada*, 1(1), 75-108.
- [3] Boily, M., Goulet, N., Lachance, S., Hamidi, N. & Allaire, M.-C. (2023). Des apprentissages professionnels menant à l'offre d'un service de garde éducatif inclusif (0-5 ans). *Revue internationale de communication et socialisation*, 10(2), 200–226.
- [4] Gay, G. (2018). *Culturally responsive teaching: Theory, research, and practice*. 3e édition. New York: Teachers College Press.
- [5] Curenton, S., Iruka, I., Humphries, M., Jensen, B., Durden, T., Rochester, S., Sims, J., Whittaker, J., & Kinzie, M. (2019). Validity of Assessing Classroom Sociocultural Equity Scale (ACSES) in Early Childhood. *Early Education and Development*.
- [6] Bruce, T. (2012). *Early childhood practice: Froebel today*. SAGE Publications.
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## **Title: How can children's right to expression be taken into account in preschool and early childhood education?**

**Keywords:** Children's Rights; Child Participation; Early Childhood Education and Care (ECEC); Children's Voice; Digital Technologies in Education

### **Abstract:**

Article 12 of the United Nations Convention on the Rights of the Child (UNCRC) recognizes the right of a child capable of forming their own views to express those views freely in all matters affecting them, with those views being given due weight in accordance with the child's age and maturity. Beyond its legal implications [1], this right directly challenges educational practice: teachers and early childhood educators must provide genuine opportunities for children's expression and meaningfully integrate their voices into pedagogical processes. This tension is particularly significant in preschool education, where expressive capacities are still developing. Various pedagogical traditions (Korczak, Dewey [2], Montessori, Freinet [3], Dolto [4], Malaguzzi), along with the work of Vygotsky and Bruner [5], emphasize the central role of language in development, while Meirieu [6] highlights its limits within educational contexts. This symposium aims to identify key reference points for better preparing professionals to uphold this fundamental right. **The first presentation, by Chraïbi and Landry**, focuses on shyness in preschool children. Drawing on interviews conducted with teachers, it highlights the challenges involved in supporting participation and expression among more reserved children and examines educational practices that may either foster or limit their opportunity to speak. **The second presentation, by Yin**, presents a project

conducted with children aged 3 to 3.5 years on paper recycling and forest protection. In line with the orientations of the Organisation Mondiale pour l'Éducation Préscolaire (OMEP, 2016), the project recognizes children as capable agents able to take initiative and engage actively, thereby concretely illustrating their right to participate in environmental issues. **The third presentation, by Ibnabdeljalil**, examines the integration of digital technologies in preschool education from an ethical and humanistic perspective. It highlights the conditions necessary for a structured and responsible use of digital tools that supports children's expression, creativity, and overall development. **The fourth presentation, by Bentaibi**, addresses the training of educators for the ethical integration of artificial intelligence and serious games in preschool education. It emphasizes the central role of adult mediation in ensuring that technological use respects children's rights and well-being. Together, these presentations demonstrate that effectively upholding children's right to expression depends on adapted pedagogical practices, solid professional training, and educational environments that foster young children's active participation.

[1] Art. 12 (alinéa 2) : « À cette fin, on donnera notamment à l'enfant la possibilité d'être entendu dans toute procédure judiciaire ou administrative l'intéressant, soit directement, soit par l'intermédiaire d'un représentant ou d'une organisation appropriée, de façon compatible avec les règles de procédure de la législation nationale. »

[2] Cf. Dewey, J. (2011). Démocratie et éducation. Armand Colin (réédition).

[3] Cf. Oury, F. & Vasquez, A. (1977). Vers une pédagogie institutionnelle. Maspero

[4] Cf. Françoise Dolto (1998), Les étapes majeures de l'enfance, Gallimard.

[5] Cf. Bruner, J. (1983). Le Développement de l'enfant : Savoir faire, savoir dire. PUF.

[6] Cf. Philippe Meirieu (2019), Droits de l'enfant et devoir d'éducation, in L'École des parents, n° 633(4), pages 18-19 ;

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## **Title: Play, Environments, and Pedagogical Innovation: Supporting Children's Holistic Development in Inclusive Contexts**

**Keywords:** Play-Based Learning; Inclusive Education; Early Childhood Education and Care (ECEC); Creativity and Expression; Educational Environments

### **Abstract:**

Building on the focus area "Play, Creativity, and Expression: Supporting the Holistic Development of the Child in Inclusive Educational Environments," this third symposium explores more specifically the design, experimentation, and transformation of educational environments through play. It highlights innovative frameworks, intervention programs, and renewed pedagogical practices that contribute to supporting the cognitive, socio-emotional, creative, and language development of preschool-aged children. While play is widely recognized as a key driver of holistic development, its effective implementation relies on

pedagogical, material, and organizational choices that influence the quality of children's lived experiences. Designing inclusive educational environments therefore requires viewing materials, interactions, guidance, and professional practices as interdependent components of an educational ecosystem responsive to children's needs and rights. The five presentations brought together in this symposium illustrate different ways of operationalizing this vision across diverse contexts (Haiti, Morocco, Canada) and through varied methodologies. **The first presentation, proposed by Boudreau, Beaudoin, Mélançon, Beaudry, and Hébert,** documents the professional journey of a pre-kindergarten (4-year-old) teacher who integrated new high-quality educational practices to support children's play, creativity, and expression. Drawing on interviews, observations, and practice analyses, the study demonstrates how a professional development and mentoring framework can serve as a lever for pedagogical transformation. The findings highlight the importance of a thoughtfully designed, interactive, and child-centered environment in supporting emergent literacy and active participation.

**The second presentation, proposed by Es-Saouabi and Hadji,** presents the contributions of a play-based intervention program aimed at developing socio-emotional competencies among Moroccan preschool children. Using a quasi-experimental methodology with 194 children, the study demonstrates significant progress in the recognition, expression, and regulation of emotions. Play is conceptualized as a secure space for experimentation and interaction that fosters active engagement and school adjustment. **The third presentation, delivered by Landry, Gendron, Chraïbi, Ben Salah, and Bellerose,** examines the evolution of pretend play in preschool education. Based on observations conducted at two points during the school year and coded using a recognized scale, the study highlights the progression of play maturity when supported by mediation and scaffolding practices. This contribution underscores the central role of adult guidance in the development of creativity, symbolic expression, and social competencies. **The fourth presentation, delivered by Corgelas,** analyzes the impact of play-based practices on the holistic development and social integration of Haitian learners aged 3 to 12. Based on interviews and a survey conducted with teachers and preschool facilitators, the study highlights play as a lever for cognitive, emotional, and social development. The findings show that playful practices promote cooperative learning and school inclusion, while also underscoring challenges related to educator training. This contribution reaffirms play as a structuring tool for supporting educational success in diverse sociocultural contexts. Finally, **the fifth presentation, delivered by Zbat,** focuses on the pedagogical FABLAB developed by the Moroccan Foundation for Preschool Education as a framework for designing innovative playful learning materials. A comparative classroom study shows that games designed within this framework foster more complex mobilization of competencies, particularly in problem-solving, creativity, and peer interaction. This research highlights the importance of intentional material design in supporting rich and inclusive play experiences. Taken together, these studies demonstrate that supporting children's holistic development through play requires close alignment between educational environment design, pedagogical innovation, professional support, and recognition of cultural contexts. They invite us to consider play as an organizing principle of inclusive educational settings—one capable of fostering expression, participation, and success for all children.

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## Title: Play, Creativity and Expression: Supporting Children’s Holistic Development in Inclusive Educational Environments

**Keywords:** Play, Inclusive Education, Holistic Development, Child Rights, Assessment Equity

### Abstract:

The theme of this symposium fully aligns with the focus area “Play, Creativity, and Expression: Supporting the Holistic Development of the Child in Inclusive Educational Environments” by considering play not only as a privileged pedagogical approach in early childhood, but as a fundamental right, a cultural language, and a structuring driver of cognitive, social, symbolic, and identity development. From a child rights–based perspective, supporting play and creative expression means creating educational environments that recognize the diversity of developmental trajectories, learning modes, and forms of expression among children. Inclusive educational environments are defined not only by access, but by their capacity to adapt to children’s needs, cultures, rhythms, and actual competencies. Play, creativity, and expression thus become vectors of acceptability and adaptability in the realization of the right to education, enabling children to learn, think, communicate, and participate according to their own modalities. This symposium therefore proposes an integrated reflection on the pedagogical, didactic, and assessment conditions necessary to support children’s holistic development through informed and equitable practices. The four presentations combine a politico-educational perspective with empirical research on play, mathematical learning, and assessment practices in preschool contexts, thereby concretely documenting how educational environments can become more inclusive. **The first presentation, delivered by Mayol Lassalle,** establishes the conceptual and political foundations of the symposium. Drawing on the Convention on the Rights of the Child as well as the orientations of UNESCO and OMEP, it analyzes play and creative expression as essential conditions for the acceptability and adaptability of the right to education. It argues that play constitutes a cultural language in its own right, through which the child exercises cultural rights, develops agency, and participates in collective life from early childhood onward. This contribution anchors the symposium within a strong international and normative framework. **The second presentation, proposed by Anwanter Cuellar and Polotskaia,** examines the role of play in the early development of algebraic thinking. Based on playful learning settings centered on the balance scale, the research analyzes the conditions that facilitate the transition from sensory experience to abstraction among children aged 4 to 7. The integration of sensory experiences, meaningful gestures, oral language, and mathematical symbolism emerges as a structuring lever to support the emergence of relational reasoning. This study demonstrates that play can serve as a powerful tool for cognitive inclusion by enabling all children to progressively access abstract concepts. **The third presentation, delivered by Deshaies, Ruest, and Bizier,** focuses on the transformation of teaching practices in mathematics through developmental child profiles. Conducted within a collaborative training and mentoring approach, the study highlights the importance of fine-grained, contextualized observation of development in order to adjust pedagogical interventions. The findings show that the depth of teachers’ reflection directly influences the quality and diversity of mathematical learning opportunities offered, thereby helping to reduce early vulnerabilities and support genuine inclusion in the classroom. **The**

**fourth presentation, proposed by Dupuis Brouillette, Boies, St-Jean, Landry, and Denault,** addresses inclusion from the perspective of assessment justice. Based on observations conducted during the administration of the WPPSI-III, the study reveals that several children demonstrate adequate conceptual understanding while using a linguistic register different from that expected by normative tools. This tension between institutional norms and children's actual competencies calls into question the evaluator's professional stance and underscores the need to adopt assessment practices that are more sensitive to children's modes of expression. Assessment thus becomes a central issue of recognition and equity. Taken together, these contributions demonstrate that supporting play, creativity, and expression is a fundamental issue in promoting children's holistic development and in building inclusive, equitable, and culturally responsive educational environments. They invite a rethinking of pedagogical and assessment practices so that they fully recognize the child as a rights-holder, an active agent in their own learning, and a bearer of knowledge.

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### **Title: Play and Assessment: Professional Mediation and Inclusion in Preschool Education**

**Keywords:** Play, Inclusive Education, Holistic Development, Child Rights, Assessment Equity

#### **Abstract:**

While play is widely recognized as a key driver of children's holistic development, its implementation in educational settings raises significant professional tensions: How can educators assess without constraining? How can they support without over-directing? How can children's actual competencies be recognized when institutional norms impose standardized frameworks? This second symposium within Axis 2 further explores the theme "Play, Creativity and Expression" by examining the evaluative, professional, and relational dimensions of play in preschool education. It highlights the concrete challenges faced by teachers, the tensions between norms and inclusion, and the collaborative frameworks that make it possible to design more equitable educational environments that are responsive to children's modes of expression.

The first presentation, delivered by Dupuis Brouillette, Boies, St-Jean, Landry, and Denault, examines issues of assessment justice based on the administration of the WPPSI-III with preschool-aged children. The analyses show that several children demonstrate adequate conceptual understanding in tasks related to mathematical reasoning while using a linguistic register different from that expected by the standardized instrument. This dissociation between cognitive competence and linguistic norm highlights the risk of rendering children's actual knowledge invisible. The presentation therefore questions assessment posture and proposes avenues for more equitable practices that respect children's voices and plural modes of expression. The second presentation, proposed by Castany-Owhadi, Soulé, Joigneaux, Codognet, Meilliez, and Torterat, presents a collaborative research project conducted in France on pretend play within a co-education context. By bringing together experienced teachers and families from diverse sociocultural backgrounds, the study explores how playing together at school can constitute an inclusive educational environment. Data drawn from interviews, observations, and cross self-confrontation sessions allow for an analysis of the effects of play

on language development, expression, and creativity, while also examining parental representations of school-based play. The third presentation, delivered by Melançon, Landry, and Boudreau, focuses on professional needs related to supporting free play in preschool education. Based on a pedagogical support project conducted with kindergarten teachers (4- and 5-year-olds), the research documents the questions surrounding the adult's role in free play. The findings highlight tensions between recognizing play as an autonomous space and responding to institutional expectations. This study underscores the importance of professional development frameworks that foster a reflective, sensitive, and creative stance. Finally, the fourth presentation, proposed by Fournier Dubé, St-Jean, Hébert, and Chénier, examines the articulation between play and the assessment of holistic development. Drawing on a questionnaire distributed to Quebec preschool teachers, the study documents assessment practices in play contexts as well as the challenges encountered in carrying out the act of evaluation. The results reveal the complexity of integrating assessment into playful situations without altering their nature. This presentation concludes the symposium by offering a structuring reflection on the professional and institutional conditions necessary to reconcile play, assessment, and inclusion. Taken together, these contributions show that supporting play in inclusive educational environments requires not only adapted pedagogical frameworks, but also a transformation of assessment practices and sustained professional support. They invite a rethinking of professional judgment, collaboration with families, and educational justice in the construction of a truly inclusive preschool education.

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## Final symposium

**Title:** PLAY / EXPRESSION / PARTICIPATION / the meeting of researchers

**Keywords:** Play, Inclusive Education, Holistic Development, Child Rights, Assessment Equity

### **Abstract:**

This symposium will focus on children's inclusivity and rights in educational settings, highlighting interdisciplinarity and effective supportive teaching practices that promote harmonious and equitable development for all students. The first presentation by **Boily**, focusing on creative and inclusive learning environments, highlights the importance of creativity as a key 21st-century skill. It is essential for helping young children face challenges related to social inclusion, respect for rights, and sustainable development. UNESCO (2021)<sup>1</sup> considers creativity a fundamental lever for building more peaceful, just, and inclusive societies. To foster creativity, learning environments must be designed in a stimulating way, with play playing a central role due to its flexibility and potential for exploration. Certain pedagogical approaches, such as Reggio Emilia, promote environments rich in opportunities for manipulation and problem-solving. Similarly, recycled materials and natural spaces stimulate children's creativity. This presentation will analyze play environments that foster creativity and explore how they enable children to co-construct knowledge, contributing to a more inclusive and

sustainable educational setting. The importance of the arts will also be addressed, as they serve as a vehicle for expression and cognitive development. By facilitating the discovery of new means of communication—such as visual arts, drama, music, and dance—the arts enrich children's imagination and foster an inclusive educational climate. This raises the question: how can the arts contribute to creating a more equitable and sustainable educational environment? Finally, the impact of creative exchanges between educators and artists will be examined. These collaborations enrich learning environments by introducing innovative practices. What partnerships can be established to enhance creativity in educational settings? How do these interactions influence spatial organization and pedagogical practices? **The second presentation by St-Jean**, titled *A Culture That Promotes Interdisciplinary Play*, focuses on the central role of play in children's overall development. Play supports cognitive, social, emotional, linguistic, and motor learning [2]. The interdisciplinary approach, which seamlessly integrates these skills, promotes a holistic understanding of the world [2]. It is therefore crucial to explore how pedagogical practices can encourage this interdisciplinarity and prevent fragmented learning. Culture significantly influences how play is perceived and structured. This reality prompts reflection on cultural differences that shape interdisciplinary learning opportunities and how educators can create environments adapted to children's social and cultural contexts. Consequently, it is relevant to propose pedagogical strategies that integrate interdisciplinarity into play to encourage a holistic approach to learning. **The third presentation by Deshaies**, focusing on pedagogical practices that support children's expression of thought, highlights the importance of universal pedagogical interventions centered on children's needs in their overall development. A high-quality, well-designed interactive environment offers meaningful learning opportunities. In this context, direct interventions by teachers—such as supporting reflection and building on prior knowledge—as well as indirect interventions, such as designing spaces that foster exploration and creativity, are essential. These practices require a deep understanding of child development and strong professional competencies. It is therefore relevant to examine how teachers can design environments that promote children's creativity and intellectual growth. Additionally, identifying organizational levers—such as collaboration and leadership—that facilitate the implementation of these practices in preschool settings is crucial for optimizing children's learning and success.

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**SOS-EN-09 — School Readiness in Asia-Pacific: Families, Communities, and Shared Responsibility in Transition to School****Authors and affiliations:**

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**Abstract:**

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**Keywords:** school readiness; transition to school; shared responsibility; equity and inclusion; Asia-Pacific

This symposium examines how school readiness is understood, framed, and supported across diverse Asia-Pacific contexts, with particular attention to children's transition from early childhood education to primary school. Bringing together perspectives from Australia, Aotearoa New Zealand, China, Hong Kong, Japan, and Singapore, the symposium highlights that school readiness is not simply a matter of

children acquiring specific skills before school entry, but a broader process shaped by families, educators, schools, communities, and education systems.

Across the six presentations, school readiness is explored through multiple lenses, including children's rights, educational equity, cultural and linguistic diversity, continuity of learning, family-school partnership, teacher support, and transition practices. The papers show how different countries and regions respond to tensions between academic preparation and holistic development, while also addressing the importance of play, well-being, inclusion, and socio-cultural responsiveness. They further illustrate how readiness can be strengthened through policy reform, curriculum frameworks, collaborative transition practices, and targeted interventions for children in under-resourced or disadvantaged contexts.

Taken together, the symposium argues for a more relational, ecological, and context-sensitive understanding of school readiness—one that moves beyond child-centred readiness models toward shared responsibility among children, families, schools, and systems. By offering comparative insights from across the Asia-Pacific region, the symposium contributes to international dialogue on how to support fairer, more inclusive, and more developmentally appropriate transitions to school.

### **1.School Readiness in Australia: From Ready Children to Ready Schools and Ready Systems**

Kym.Simoncini, Associate Professor, Faculty of Education,University of Canberra

**Keywords:** School Readiness; Early Childhood Education and Care (ECEC); Children's Rights; Equity and Inclusion; Play-Based Learning

School readiness in Australia is shaped by a mix of policy, curriculum, and social expectations that often sit uneasily together. This presentation examines how “readiness” is variously defined as children's skills, families' capacities, and schools' responsibilities, and how these definitions impact equity and access to quality early childhood education. Drawing on recent Australian research and national frameworks, the presentation argues for a shift from child-focused readiness metrics toward “ready schools” and “ready systems” that recognise children's rights, cultural and linguistic diversity, and the central role of play. It highlights persistent gaps for children experiencing disadvantage, including those in rural and remote communities, Aboriginal and Torres Strait Islander children, and children from refugee and migrant backgrounds.

## **2. Upholding children’s rights during education reform: Implications of “back to basics” for transition to school in Aotearoa New Zealand**

Fleur Hohaia-Rollinson, Te Rito Maioha Early Childhood New Zealand

**Keywords:** Children’s Rights; School Transitions; Early Childhood Education and Care (ECEC); Culturally Responsive Pedagogy; Play-Based Learning

In Aotearoa New Zealand, increasing attention has been given to strengthening continuity between early childhood education (ECE) settings and primary schools that strengthens transition to school pathways. This presentation explores school readiness and transitions to school from a children’s rights perspective, with a focus on how recent policy and curriculum reforms in Aotearoa New Zealand may counter positive shifts that have occurred over time. These include greater recognition of children as competent learners, increased use of culturally responsive and relational approaches, growing acceptance and implementation of play-based curriculum approaches in the early years of schooling, and increased efforts to revitalise and embed Indigenous Māori language, culture, and knowledge within educational practice.

However, recent reforms raise questions about whether these developments will be sustained and strengthened or constrained through a renewed government “back to basics” focus. Increasing emphasis on early assessment and highly structured literacy and numeracy learning risks narrowing opportunities for children to engage and learn in diverse ways, while reduced visibility of Te Tiriti o Waitangi (the founding document of Aotearoa New Zealand) and Māori language, culture, and knowledge in policy and practice suggests shifting priorities. These and other current reforms underway risk undoing progress toward more balanced relationships between ECE and schools, including approaches that value play-based pedagogy and socio-cultural and Indigenous understandings of learning. The presentation argues for future-focused decision making that upholds children’s rights across early childhood and school curriculum frameworks, supporting fair, inclusive, and socio-culturally grounded transitions to school.

### **3. Reaching the Unreached: A Book-Reading Intervention for School Readiness Among Preschoolers in Rural China**

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**Keywords:** School Readiness; Educational Equity; Early Childhood Education and Care (ECEC); Teacher Professional Development; Early Literacy

Ensuring disadvantaged children enter primary school with foundational skills is a critical challenge in rural China, where under-qualified teachers and scarce resources disproportionately affect ethnic minority and left-behind children. School readiness—particularly in language, early literacy, and approaches to learning—strongly predicts later academic achievement and lifelong outcomes. Yet children in under-resourced settings often lag behind urban peers before schooling begins, perpetuating cycles of disadvantage. Responding to national priorities and international calls for educational equity and children's rights, this cluster-randomized controlled trial evaluated a reading intervention designed to enhance rural teachers' capacity and improve disadvantaged preschoolers' school readiness.

Conducted in 27 village preschools (75 classrooms) in Guizhou Province, the intervention adapted the Strongest Hope Model with three components: (1) a content-specific reading curriculum targeting foundational literacy; (2) intensive professional development through a digitally-facilitated "mentor-coach-village teacher" network; and (3) dynamic assessment informing continuous optimization. Between November 2024 and July 2025, the intervention delivered 14 online sessions, 5 workshops, and over 700 targeted coaching visits.

Results demonstrated significant effects on school readiness indicators. Classroom environments improved (ECERS-E language/literacy: +0.792,  $p < 0.01$ ; ECERS-3 language/literacy: +0.784,  $p < 0.01$ ). Child outcomes showed gains in approaches to learning and emergent writing (both  $p < 0.01$ ). Pronounced compensatory effects emerged for vulnerable subgroups: ethnic minority children gained in narrative skills (+2.209,  $p < 0.001$ ) and receptive vocabulary (+4.940,  $p < 0.001$ )—strong predictors of reading comprehension; left-behind children improved in phonological awareness (+0.341,  $p < 0.05$ );

children under five gained in emergent writing (+1.782,  $p < 0.001$ ) and expressive vocabulary (+3.001,  $p < 0.01$ ).

Three core mechanisms drove these outcomes: (1) a dual-track curriculum and professional development approach; (2) active engagement of early-career teachers; and (3) a moderately intensive coaching mechanism with biweekly visits as optimal. By strengthening teachers' capacity, this intervention equipped disadvantaged preschoolers with essential competencies for successful school transition—laying foundations for long-term learning and helping break inter-generational cycles of disadvantage. These findings offer a replicable model for addressing school readiness gaps and promoting educational equity in under-resourced contexts.

#### **4. Supporting Children and Families in Transition: A Hong Kong Case of Home–Kindergarten and Kindergarten–Primary School Readiness**

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**Keywords:** School Readiness; Early Childhood Education and Care (ECEC); School Transitions; Family Engagement; Holistic Development

#### **Abstract:**

In Hong Kong, children typically experience two significant transitions in early childhood: the move from home to kindergarten and the transition from kindergarten to primary school. These stages involve not only changes in learning environments but also shifts in expectations for children and their families. This presentation examines the Hong Kong context as a case to explore how school readiness is understood and supported within an education environment where academic expectations often emerge early in children's educational pathways.

Drawing on several transition practices and experiences in Hong Kong, the presentation discusses practical efforts to support children and families during these transitions, highlighting the roles of families, early childhood settings, and primary schools in sharing responsibility for children's adjustment

and learning. Particular attention is given to strategies that strengthen communication and collaboration among stakeholders, including parent engagement, transition activities, and efforts to promote continuity in children’s learning experiences.

The discussion also reflects on ongoing tensions in Hong Kong’s education landscape, including how educators and families navigate expectations for academic preparation while recognising the importance of play, well-being, and holistic development in early childhood. The presentation contributes a Hong Kong perspective to the broader Asia-Pacific dialogue on school readiness, emphasising the importance of partnership among families, schools, and communities in supporting children’s successful transition to school.

## **5. Early childhood care and education: the foundation for lifelong learning -continuity from the start**

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**Keywords:** School Readiness; Early Childhood Education and Care (ECEC); School Transitions; Play-Based Learning; Holistic Child Development

### **Abstract:**

In Japan, early childhood education facilities available before children start compulsory primary school at the age of six include nursery schools (0–5 years), kindergartens (3–5 years) and certified childcare centers (0–5 years). From 2023, nursery schools and certified childcare centers are under the jurisdiction of the Children and Families Agency, whilst kindergartens remain under the Ministry of Education, Culture, Sports, Science and Technology; however, the fundamental principle that ‘the early childhood years are essential for cultivating the foundations of lifelong human development’ is consistently upheld, taking into account the best interests of the child.

In all three types of early childhood education facilities, efforts are made to foster three qualities and abilities integrally to cultivate the foundations for lifelong resilience.

- The ‘foundations of knowledge and skills’—gaining the ability to feel, notice, understand and perform through rich experiences
- The ‘foundations of thinking, judgement and expression’—using what has been noticed or learned to think, try, devise and express oneself

- “Motivation to learn and humanity”, which involves striving to lead a better life whilst one’s emotions, motivation and attitude are developed

In nursery schools and certified childcare centers, the national curriculum for children aged 0 (Growing up healthily and naturally/Connecting emotionally with those close to them/ Developing sensitivity through interaction with familiar objects), and the national curriculum for children aged 1 to under 3 (health, environment, relationships, language, and expression). For children aged 3 and over, early childhood care and education is provided based on a common curriculum across all three types of facility (including kindergartens), covering health, environment, relationships, language, and expression. Considering the developmental characteristics of early childhood, the aim is to facilitate proactive, interactive and deep learning through play.

To ensure a smooth transition that sufficiently considers this early childhood development, a ‘Bridge Period’ program (covering children aged 5 to Year 1 of primary school, spanning the start of compulsory education) is currently being implemented. Adults involved with the children collaborate across their roles to realize the proactive, interactive and deep learning appropriate for this transitional phase. The aim is to help all children build the foundations for learning and daily life, whilst respecting each child's individual diversity. On the day, specific case studies of the transition phase, learned from early childhood education, will also be presented.

## **6. An overview of Singapore polices practices , and experiences that support children’s readiness for Primary 1**

### **Author and affiliation:**

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**Keywords:** School Readiness; Early Childhood Education and Care (ECEC); Whole System Approach; Social-Emotional Development; Family Engagement

### **Abstract:**

Singapore takes a whole system approach to school readiness. Combining policies, curriculum frameworks, family support programs and transition practices between preschool and primary school. Whereas the Preschools focus on holistic readiness aligned with the nurturing early learners framework developed by the Early Childhood Development Agency. The emphasis is not only academic preparation but also independence, social emotional skills and learning dispositions needed for primary

1.Singapore school readiness philosophy: view readiness as “ready child, ready school, ready family.The strengths of Singapore approach : integrated policy across ministries, strong curriculum frameworks, focus on social emotional development, early intervention and inclusion and a structured transition program.

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## SOS-ES-01 — The Right to Child Participation: Advances and Challenges in Early Childhood Care and Education in Latin America

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**Keywords:** Children’s Participation; Children’s Rights; Early Childhood Education and Care (ECEC); Latin America; Rights-Based Education

### Abstract:

Children’s participation constitutes one of the fundamental pillars of the United Nations Convention on the Rights of the Child (CRC), adopted in 1989, which recognizes children as subjects of rights rather than merely recipients of protection. This convention represents a paradigm shift in the understanding of childhood, positioning children as active social actors capable of expressing their views and influencing the decisions that affect their lives. In Latin America, this principle has been progressively incorporated into legal frameworks, public policies, and educational programs. Nevertheless, despite these advances, its implementation still faces a range of challenges across the region (UNICEF, 2019). In this context, the symposium proposed for the OMEP World Congress in Poland offers an opportunity to reflect—based on research and experiences developed in different Latin American countries—on both the progress achieved and the difficulties encountered in promoting the right to children’s participation in early childhood care and education.

First, it is important to highlight that most Latin American countries have made significant efforts to incorporate the right to participation into their constitutions, childhood legislation, and educational policies. In many cases, legal frameworks explicitly recognize the right of children to express their views in matters that concern them in educational, community, and family contexts. Some countries have also created institutional mechanisms designed to facilitate children’s participation, such as children’s advisory councils, children’s parliaments, and participatory forums where children can share their perspectives on issues affecting their everyday lives (Cussiánovich, 2010). These initiatives represent an important step toward building more democratic and inclusive societies, where childhood is recognized as a social actor capable of contributing to public dialogue and collective decision-making.

Alongside these legislative and institutional developments, innovative pedagogical practices have also emerged that seek to promote children’s active participation in educational settings. In early childhood education contexts, educators have increasingly incorporated participatory methodologies, including project-based learning driven by children’s interests, classroom assemblies, and collaborative problem-

solving activities. Such practices enable children to express their opinions, make decisions, negotiate with peers, and engage with diverse perspectives. These experiences contribute to the development of early civic competencies and democratic dispositions from the earliest years of life (Hart, 1992). Moreover, teacher education programs in several countries have begun to incorporate modules related to children's rights and participatory pedagogies, which supports the transformation of school culture toward more inclusive and democratic approaches to education.

Academic research has also played a key role in highlighting the significance of children's participation. Universities and research centers throughout Latin America have produced a growing body of studies documenting participatory experiences and examining their impact on children's development and learning. These studies suggest that when children are genuinely listened to and their views are taken seriously, several positive outcomes emerge. Children's self-esteem, critical thinking, and sense of belonging tend to increase, while educational practices become more responsive to their interests and needs (Lansdown, 2005). Participation therefore contributes not only to the fulfillment of children's rights but also to the improvement of educational quality, as pedagogical practices become more aligned with the lived experiences of learners.

Despite these advances, however, significant obstacles continue to limit the full realization of children's participation rights in Latin America. One of the most persistent barriers is the region's enduring socioeconomic inequality. Poverty, social exclusion, and unequal access to essential services significantly restrict participation opportunities for many children, particularly those living in rural, marginalized, or Indigenous communities (CEPAL, 2021). In such contexts, families and communities often prioritize meeting basic survival needs, which can overshadow efforts to promote children's participation in social and educational decision-making processes.

Another important challenge relates to the persistence of adult-centered cultural perspectives. In many social and educational environments, the belief still prevails that adults should make all decisions on behalf of children, based on the assumption that children lack the maturity necessary to express meaningful opinions. This perspective tends to underestimate children's competencies and limits their effective participation in matters that affect them. As a result, children's participation is frequently reduced to symbolic or consultative activities without genuine influence over educational processes or institutional decision-making (Liebel, 2007). Addressing this challenge requires deep cultural change, including sustained processes of awareness-raising and professional development for educators, families, and community members. Recognizing children as capable subjects of rights implies transforming long-standing hierarchical relationships between adults and children.

Institutional capacity also represents a significant challenge. Although many countries have established legal frameworks recognizing children's participation, educational institutions often lack the resources, training, and structural support necessary to implement meaningful participatory practices. In many cases, participatory initiatives depend on pilot projects or the commitment of individual educators and local actors, which limits their sustainability over time (OMEP, 2018). Furthermore, systems for monitoring and evaluating children's participation remain underdeveloped. The absence of clear indicators and evaluation frameworks makes it difficult to assess the quality and impact of participatory practices or to identify areas requiring improvement.

The cultural diversity of Latin America introduces an additional layer of complexity. In Indigenous and rural communities, participation may be conceptualized in ways that differ from models developed within urban or Western educational traditions. In some cultural contexts, children's participation is

embedded in communal life, collective responsibilities, and the transmission of ancestral knowledge (Rojas, 2016). Recognizing and valuing these forms of participation is essential in order to avoid imposing external models that may not resonate with local cultural practices. Respecting cultural diversity allows children to exercise their participation rights in ways that are consistent with their identities, traditions, and community values.

Looking ahead, several key challenges and priorities emerge for strengthening children's participation in early childhood education across the region. First, it is necessary to consolidate public policies that guarantee children's participation from early childhood, supported by adequate resources and effective monitoring mechanisms. Such policies should be transversal in nature, involving not only the education sector but also health, social protection, and cultural institutions (UNESCO, 2020). Second, there is a need to develop inclusive methodologies that respect the linguistic and cultural diversity of Latin American societies, ensuring that participatory practices are adapted to local contexts. Third, teacher education and professional development programs must continue to strengthen participatory pedagogies, equipping educators with practical strategies to promote children's voices within educational settings (Cussiánovich, 2010). Fourth, the development of evaluation systems capable of measuring the impact of children's participation on educational processes and community life is essential. Finally, strengthening partnerships between governments, civil society organizations, and international institutions will be crucial for scaling up successful experiences and promoting shared learning across countries (OMEP, 2018).

In this regard, the symposium proposed for the OMEP World Congress in Poland represents a valuable space for dialogue, exchange, and collective reflection. Representatives from different Latin American countries will have the opportunity to present their research findings, pedagogical experiences, and policy initiatives related to children's participation in early childhood education. Such exchanges will contribute to identifying common regional trends as well as context-specific challenges that require differentiated responses. Moreover, the symposium will strengthen international cooperation and raise awareness of the importance of guaranteeing children's participation rights from the earliest stages of life (UNICEF, 2019).

Over the past decades, Latin America has made significant progress in promoting children's participation through the incorporation of rights-based approaches into legislation, educational programs, and pedagogical practices. However, persistent challenges remain, including socioeconomic inequality, adult-centered cultural norms, limited institutional capacities, and the region's cultural diversity. Overcoming these obstacles requires sustained commitment from governments, educators, communities, and international organizations. Children's participation is not only an internationally recognized right but also a fundamental condition for building more democratic, equitable, and inclusive societies. The OMEP World Congress will therefore serve as an important opportunity to reaffirm this commitment and to advance toward early childhood education systems that genuinely listen to, value, and respect the voices of children in all their diversity (Lansdown, 2005; UNESCO, 2020).

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## **SOS-EN-06 — Supporting Young Children’s Development in China: Family Expectations, Teacher Capacity and Instructional Quality in Early Childhood Education**

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**Keywords:** Double reduction policy; rural preschool parents; educational expectations; interest classes; conceptual metaphor; Confucian culture; son preference; urban–rural disparity

### **Abstract:**

This symposium brings together four studies that examine young children’s development in China from the perspectives of family expectations, teacher capacity, instructional support, and classroom instructional quality. Against the background of social change, urban–rural disparities, and increasing concern for educational quality and equity, the papers explore how children’s developmental opportunities are shaped across families, teachers, and classrooms.

The first paper focuses on rural parents’ educational expectations under the “Double Reduction” policy. The second examines differences in kindergarten teachers’ leadership across levels of teacher-child interaction. The third investigates teaching support in preschool shared reading activities in disadvantaged areas. The fourth analyzes profiles of early language and literacy instruction quality and their association with children’s semantic development.

Together, these studies show that supporting young children's development requires attention to the interplay of family expectations, teacher capacity, and instructional quality. The symposium contributes empirical evidence from China to international discussions on promoting more equitable and effective early childhood education.

### **A Survey of Rural Parents' Educational Expectations for Young Children in China: A Metaphor Study on Attitudes Toward Interest Class Enrollment Under the "Double Reduction" Policy**

Xiaoyan Hu - Faculty of School of Education Science, Jiangsu Normal University, China

Yanyou Han - Faculty of School of Education Science, Jiangsu Normal University, China

Jiayi Sun - Faculty of School of Education Science, Jiangsu Normal University, China

**Abstract:** China's "Double Reduction" policy prohibits subject-based training for preschool children, yet little is known about how rural parents adjust their educational expectations. Drawing on Conceptual Metaphor Theory, this study examines rural parents' views of interest class enrollment, with urban parents as a comparison group. Participants included 589 rural parents (boys: n = 299; girls: n = 290) and 521 urban parents (boys: n = 265; girls: n = 256) from four cities in Jiangsu Province. Using the prompt "Sending children to interest classes is like \_\_\_, because \_\_\_, " the study collected and analyzed 1,231 valid rural metaphors.

Results show that rural parents generally hold positive attitudes, but these are significantly less positive than those of urban parents, reflecting limited resources and fewer extracurricular opportunities. Traditional cultural beliefs, including aspirations for children's success and enduring son preference, continue to shape rural parents' expectations. Parents tend to invest more financial, emotional, and time resources in boys' enrollment and development. Regression analysis indicates that educational expectations, urban-rural status, socioeconomic status, and educational investment significantly predict these attitudes.

The findings reveal how structural inequality and gendered cultural norms jointly shape rural parents' early educational decisions, with implications for more equitable policy implementation under the "Double Reduction" framework.

### **Kindergarten Teachers' Leadership Differences Across Levels of Teacher-Child Interaction in China: A Study Based on the Student-Teacher Relationship Scale (STRS)**

**Author and affiliation:** Rong Li\* - Suzhou Early Childhood Education College, Suzhou, Jiangsu Province, China

**Keywords:** Teacher leadership; Teacher-child interaction; Student-Teacher Relationship Scale (STRS); Kindergarten teachers;

**Abstract:**

Teacher leadership is important in early childhood education, yet its relationship with teacher-child interaction remains underexplored in China. This study investigates how kindergarten teachers' leadership differs across groups with different levels of teacher-child interaction measured by the Student-Teacher Relationship Scale (STRS).

A quantitative design was used with 149 kindergarten teachers from public kindergartens in Suzhou, China. Teacher-child interaction was assessed in terms of closeness, conflict, and dependency, and teacher leadership was measured with a validated scale for early childhood settings. Teachers were grouped by interaction level, and leadership differences were examined through ANOVA and post-hoc comparisons.

Findings indicate that teachers with high closeness show significantly stronger leadership behaviors, including instructional guidance, collaboration, and reflective practice. Teachers with high conflict or dependency show weaker leadership, often characterized by more reactive styles, while moderate groups present mixed patterns. The results suggest that positive teacher-child relationships are closely associated with stronger and more effective teacher leadership.

This study highlights the importance of professional development that strengthens both warm teacher-child relationships and teacher leadership capacity.

## **Characteristics and Improvement Pathways of Teaching Support in Preschool Classrooms in Disadvantaged Areas: Evidence from Video Analysis of Shared Reading Activities**

### **Authors and affiliations:**

Yibin Zhang - Institute of Brain and Education Innovation, East China Normal University

Qian Lin - Shanghai Pudong New Area Minban Xiaofengche Jinqiao Lidu Kindergarten

**Keywords:** Teacher Instructional Support; Shared Reading; Early Childhood Education and Care (ECEC); Teacher Professional Development; Educational Equity

### **Abstract:**

Teacher instructional support plays a central role in shaping children's learning opportunities, especially in disadvantaged areas where inequalities may be intensified. This study examines teaching support in preschool shared reading activities by comparing teachers from western China with Shanghai master teachers, aiming to identify regional differences and possible pathways for improvement.

Using video analysis, the study coded teachers' instructional strategies in collective language and reading activities, including questioning, feedback, elaboration, commenting, affirmation, imitation, and behavior regulation. It also examined how these strategies varied across different phases of the activity. The findings reveal clear differences between the two groups. Shanghai master teachers used more commenting, recall questions, wh-questions, affirmation, and behavior regulation, reflecting stronger classroom organization and discourse management. Teachers from western regions used relatively more elaboration, imitation, and open-ended questioning, suggesting a more responsive style that may encourage children's participation. Strategy use also varied across the beginning, middle, and ending phases of activities.

The study suggests that improving teaching support in disadvantaged areas should build on teachers' existing strengths while enhancing high-quality questioning, contingent feedback, and concept-building talk. It offers implications for teacher professional development and for promoting equity in early childhood education.

## **Profiles of Early Language and Literacy Instruction Quality in Kindergarten Classrooms and the Association with Children's Semantic Development**

### **Authors and affiliations:**

ZHANG Li - Faculty of Education, East China Normal University, Shanghai, China; Subcenter of Collaborative Center of Assessment for Basic Education Quality, East China Normal University, Shanghai, China

ZHOU Jing - Faculty of Education, East China Normal University, Shanghai, China

**Keywords:** domain-specific educational quality; classroom early language and literacy instruction quality; semantic development

### **Abstract:**

Domain-specific instructional quality and its association with child development have gained increasing scholarly attention, yet findings remain mixed, and systematic evidence from China is still scarce. This study evaluated early language and literacy instruction in 296 classes from 99 kindergartens across five provinces (autonomous regions) in China, and assessed the semantic development of 1,726 children. The aim was to investigate the current status and profiles of kindergarten language and literacy instruction quality, as well as its association with children's semantic development. Results showed that overall language and instruction quality was relatively low, with evident structural weaknesses. Three profiles of instruction quality were identified: "poor in both oral and written language instruction quality," "moderate in oral but poor in written language instruction quality," and "good in oral with acceptable written language instruction quality." The first two types accounted for over 90% of the overall classes, and non-urban kindergartens had significantly lower language and instruction quality compared to urban kindergartens. Moreover, early language and literacy instruction quality demonstrated a threshold effect on children's semantic ability: only when the quality reached a relatively high level (i.e., the third profile of quality) did it significantly predict children's overall semantic ability. These findings highlight the need for kindergartens to prioritize and strengthen language and literacy instruction within the holistic curriculum and to enhance its quality comprehensively in order to effectively support children's language development.

**SOS-EN-04 — Toddler's voice and participation in ECEC – examples from Sweden****Authors and affiliations:**

Hanna Petersson — University of Gothenburg

Sara Eliasson — University of Gothenburg

Ingrid Engdahl — Stockholm University

**Keywords:** Toddlers' Rights; Child Participation; Early Childhood Education and Care (ECEC); Play-Based Learning; Children's Voice

**Abstract:**

This symposium focuses on toddlers, the 1–2-year-olds, and their right to quality education and care with full respect for their individual and collective rights, following the UN Convention on the Rights of the Child. The research is carried out in Swedish early education practices where play is looked upon as a rich arena for learning and development.

In the first presentation, Petersson focuses on what stands out as 'the best interests of the child' in ECEC practices based on interactions between toddlers and pedagogical staff in everyday situations. Video observations were conducted in three ECEC departments for 1–3-year-old children. In the presentation, Petersson discusses preliminary results of her ongoing study. Additionally, she problematises 'the best interests of the child' principle in ECEC in relation to the social-constructivist and relational theoretical standpoint that the study embraces. This includes whether general guidelines for implementing 'the best interests of the child' in ECEC would be helpful, or even possible, to formulate.

In the second presentation, Eliasson presents empirical examples from preschool practices, and discusses how toddlers' participation and contributions can be supported in literacy practices in preschool. Toddlers' non-verbal and verbal interactions and engagement in literacy play activities are recognised as retelling the story, as well as voicing their understandings and embodied knowledge of the story. In this way, play environments and objects related to the book open for toddlers' meaningful engagement in retelling the story of a book through non-verbal and verbal interactions.

In the third presentation, Engdahl presents her study on creation of friendship between young toddlers during self-initiated play activities. The toddlers' play invitation strategies, as well as their play enactment and play-closing moves, were mostly found to be based on nonverbal communication, such as mutual awareness, joint attention, shared smiles, coordinated movements, synchronized actions,

and emotional attunement. During their second year of life, the toddlers monitor and pay attention to individual peers, display intentionality and agency by spontaneously greeting their peers, by offering play invitations, and by helping peers. She finishes by asking: Do we recognize these emerging actions of friendship?

In the final presentation, Petersson highlights that in research on children's rights, children's voices are often considered crucial to find out their views and interests, and to enable their participation. For toddlers, and therefore for those working with toddlers in ECEC, 'voice' needs to be understood as more than verbal; multifaceted expression modes, such as body movements, facial expressions, gaze directions and emotional expressions, also need to be considered. Departing from her firsthand experiences as a preschool teacher and her ongoing observation study with toddlers, Petersson discusses what 'listening' could mean in relation to children's nonverbal communication. Issues such as responsiveness and 'taking the children's perspectives' are discussed.

The symposium ends by inviting the audience to discuss the position of toddlers in our understanding of children's rights, especially in relation to child participation, voice, listening, language, and communication.

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## **SOS-EN-07 — Chinese Preschool STEM Education in the AI Era: Policy Innovation, Teacher Capacity Building, and Culturally Responsive Pedagogies**

### **Authors and affiliations:**

Mingyuan Shen — Department of Early Childhood Education, East China Normal University

Mingyu Cai — Department of Early Childhood Education, East China Normal University

Haoyu Ju — Department of Early Childhood Education, East China Normal University

Lina Fu — Kindergarten Affiliated to East China Normal University

Zhen Wu — Kindergarten Affiliated to East China Normal University

Yi Jiang — Kindergarten Affiliated to East China Normal University

Mengting Yang — Kindergarten Affiliated to East China Normal University

Dan Wu — Kindergarten Affiliated to East China Normal University

Ting Liu — Department of Early Childhood Education, East China Normal University

**Keywords:** Preschool STEM Education; Artificial Intelligence in Education; Teacher STEM Literacy; Culturally Responsive Pedagogy; Early Childhood Innovation

**Abstract:****Chinese Preschool STEM Education in the AI Era: Policy Innovation, Teacher Capacity Building, and Culturally Responsive Pedagogies**

*Chair: Ting Liu (1), Haoyu Ju (2)*

In the context of global scientific advancement and China's innovation-driven strategy, STEM education has gained increasing attention in early childhood education. Moreover, the rise of AI and digital transformation presents both opportunities and challenges. This session brings together five studies examining policy innovation, teacher capacity building, and culturally responsive pedagogies in preschool STEM education in China.

The first study traces the historical evolution of preschool STEM education policies, identifying three phases and highlighting gaps between policy intent and implementation, offering insights for policy innovation. The second study explores AI integration, examining how AI-related policies translate into curriculum innovation and pedagogical transformation through case studies. The third study constructs a localized framework of kindergarten teachers' STEM literacy, providing empirical foundations for teacher capacity building. The fourth study examines culturally responsive pedagogy through a "Tea Tasting" STEM project, showing how children construct a "nature—culture—life" sustainable development model rooted in indigenous culture. The fifth study focuses on home-kindergarten collaboration, using traditional solar terms as a vehicle for STEM inquiry and demonstrating culturally responsive practices that engage families as "science partners."

Together, these five studies present a layered perspective on preschool STEM education in China. This session calls for continued attention to equity and implementation quality, advocating for meaningful integration of AI and cultural practices in ways that align with young children's developmental needs.

**Keywords:** Preschool STEM Education, Policy Innovation, Teacher STEM Literacy, Culturally Responsive Pedagogies

**STEM Education Policies for Preschool Education in China: Evolution, Reform Trends, and Future Prospects**

*Mingyuan Shen (3), Yutong Liang (4)*

Against the backdrop of accelerating scientific advancement and growing global emphasis on early childhood STEM education, China has progressively developed policy initiatives aimed at integrating science, technology, engineering, and mathematics into preschool settings. This study traces the historical evolution of such policies, analyzes their reform trends, and identifies implications for policy

development and early childhood practice. Employing a policy text analysis framework, this study examines a corpus of national-level documents—including curriculum guidelines, regulations, and official directives—issued by Chinese educational authorities from the late twentieth century to the present. The analysis identifies key policy milestones, categorizes policy orientations, and examines how shifting educational philosophies and global trends are reflected across successive policy texts. Findings reveal that China's preschool STEM education policies have evolved through three developmental phases: an initial stage characterized by fragmented references to science within general early childhood frameworks; a transitional phase marked by growing recognition of inquiry-based and integrated curriculum approaches; and a contemporary stage defined by explicit STEM competency articulation, digital integration, and cross-disciplinary learning aligned with national innovation goals. These findings underscore the need for localized support, evidence-based curriculum design, and longitudinal research to evaluate policy outcomes.

### **Development Trends of Preschool STEM Education in China in the Context of Artificial Intelligence**

*Mingyu Cai (5), Yuxin Wu (6)*

Against the backdrop of rapid artificial intelligence development and digital transformation in education, preschool STEM education in China is undergoing significant change. However, there are still few policies directly targeting the integration of artificial intelligence and preschool STEM education. Relevant guidance is largely embedded in broader policy documents on artificial intelligence, digital education, and science education. In response to this gap, this study combines policy text analysis with case analysis. It systematically reviews national-level policy documents related to artificial intelligence, digital education, and science education, and identifies their implications for preschool STEM education in terms of value orientation, developmental priorities, and implementation requirements. In addition, the study selects representative AI-enhanced preschool STEM cases in China to examine how kindergartens translate policy directions into curriculum practice, resource support, and educational action. The study aims to reveal the major development trends of preschool STEM education in China in the context of artificial intelligence, with particular attention to policy-driven curriculum integration, technology-enabled changes in learning approaches, and the practical challenges and possible directions for improvement.

### **A Study on the Framework Construction of Kindergarten Teachers' STEM Literacy**

*Haoyu Ju (7), Ting Xia(8), Xueting Li(9)*

As the preschool stage serves as the foundational period of basic education, kindergarten teachers' STEM literacy is directly related to the implementation quality of STEM education for young children. However, existing theoretical frameworks on kindergarten teachers' STEM literacy, both domestically and internationally, are mostly based on primary and secondary education or cross-disciplinary contexts, making it difficult to effectively address the authentic needs of kindergarten teachers in localized and generative practices. This study adopts the perspective of kindergarten teachers' practice and employs grounded theory as the methodological framework. Semi-structured in-depth interviews will be conducted with 15 to 20 kindergarten teachers and teaching researchers with varying levels of STEM education experience in Shanghai, aiming to inductively construct a localized theoretical framework of kindergarten teachers' STEM literacy from the bottom up. Following the three-level coding procedure, the study will use NVivo software to conduct open coding, axial coding, and selective coding on the interview data, with the goal of revealing the core components and their internal logical relationships within teachers' perspectives of STEM literacy. Additionally, it aims to enrich theoretical research on STEM education in the field of Chinese preschool education and promote the development of young children's STEM literacy.

### **Exploring a Model of Preschool STEM Education Practice from the Perspective of Chinese Indigenous Tea Culture**

*Lina Fu(10), Zhen Wu(11)*

The kindergarten in this study is characterized by the integration of natural ecology and culture. Through the implementation of the "Tea Tasting" STEM project, it helps young children construct a sustainable development model of "nature—culture—life." The study covers three major practical modules: "Knowing the Origin of Tea," where children observe the growth of tea plants and build windproof supports for tea seedlings, engaging in engineering trial and error; "Decoding the Secrets of Tea," where children explore the characteristics of tea leaves using microscopes and balances, and experience traditional tea processing with a mortar; and "Creating the Future of Tea," where children independently plan tea gatherings and convey emotions and cultural heritage through tea serving. This study explores the natural integration of sustainable development and ecological awareness into authentic tea culture activities, effectively promoting the long-term development of children's scientific inquiry abilities, engineering thinking, problem-solving skills, and critical thinking. At the same time, it cultivates children's cultural identity and social communication skills, fostering qualities such as respect for nature, friendly cooperation, and sustainable living. The study provides a replicable pathway for STEM integration within the context of indigenous culture.

## Research on Home-Kindergarten Collaborative Inquiry Activities in Kindergarten STEM Education —Taking the Application of Traditional Chinese Solar Term Culture as an Example

*Yi Jiang(12), Mengting Yang(13), Dan Wu(14)*

The parent population in this study is generally characterized by high educational backgrounds and strong scientific literacy, making them high-quality partners for the kindergarten in implementing STEM education. The home-kindergarten collaborative education model offers significant advantages for promoting high-quality development in early childhood education. Based on this, this study takes traditional Chinese solar terms as an important vehicle to deeply explore effective pathways for achieving an organic symbiosis between traditional culture and STEM education through home-kindergarten collaboration. This study selects the “Lixia” (Beginning of Summer) solar term as a specific case, skillfully integrating traditional customs with STEM education concepts. During the activities, children observe the growth of plants during the early summer season, experience traditional folk activities such as “Lixia weighing and egg fighting,” and engage in fun scientific experiments during exploration activities, transforming abstract concepts into tangible, perceptible understanding. Parents actively participate as “science partners,” extending kindergarten-based inquiry activities into the home setting, forming a positive cycle of “kindergarten guidance—home practice,” ensuring that cultural transmission and scientific enlightenment are effectively realized through parent-child interaction.

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## **SOS-EN-10 — How China's "Holistic and Wellbeing Education" model truly listens to and responds to children's voices?**

### **Authors and affiliations:**

Qian Wang — WFL education

Lanhua Qian — WFL education

Xiaoyan Song — WFL education

Linyu Wu — WFL education

Ningwei Chen — WFL education

**Keywords:** Children's Rights; Holistic Education; Child Participation; Teacher-Child Interaction; Wellbeing Education

### **Abstract:**

Presentation Schedule (90 minutes in total)

This self-organized symposium is presented by five representatives from Shanghai World Foreign Language Early Childhood Education Group. Centered on the OMEP theme “Children as Subjects of Rights and Voices,” the session systematically shares how China’s “Holistic and Wellbeing Education” model truly listens to and responds to children’s voices, moving from philosophical foundations to frontline practice.

Presentations (75 minutes in total):

1. Qian Wang (General Manager, Shanghai World Foreign Language Early Childhood Education Group) & Xiaoyan Song (Director, Curriculum Research and Development Center, Shanghai World Foreign Language Early Childhood Education Group) Joint Presentation (30 minutes) Let Every Life Be Better: Philosophical Reflections and Practical Explorations of Beautiful Education Drawing on ancient Chinese wisdom, this presentation introduces the “Heart-Nature Dynamics” theoretical framework and the “13331 Holistic and Wellbeing Education Ecosystem.” It positions children as active agents of their own growth rather than passive recipients, constructs an educational system and curriculum framework that respects children’s rights to participation and expression, and addresses common global challenges in early childhood education.
2. Lanhua Qian (Executive Principal, Shanghai Qingpu World Foreign Language Kindergarten) (15 minutes) From Philosophy to Action: Daily Practices of Holistic and Wellbeing Education in Kindergarten Through three authentic stories, this presentation demonstrates the art of

“waiting,” “listening,” and “safeguarding,” illustrating how children’s voices shape learning environments, daily routines, and home-kindergarten collaboration.

3. Linyu Wu (Principal, Shanghai Qingpu World Foreign Language Nursery Center) (15 minutes)The First 1000 Days of Life: Infant and Toddler Subjectivity and Responsive Caregiving Combining evidence from neuroscience and developmental psychology, this presentation explores the subjectivity of infants and toddlers aged 0–3. It introduces responsive caregiving practices in detail, emphasizing that even the youngest children should be regarded as subjects of rights and voices from the very first day of life.
4. Ningwei Chen (Training Specialist, Shanghai Qingpu World Foreign Language Kindergarten) (15 minutes)In Everyday Encounters: Teacher-Child Interactions and the Protection of Children’s Rights Focusing on daily scenarios such as project-based inquiry and play, this presentation shares strategies for high-quality teacher-child interactions and assessment frameworks, demonstrating how teachers can respect and empower children’s rights in real-life situations.

The final 15 minutes will be dedicated to a moderated discussion and international exchange.

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