

International **Froebel** Society

**Froebel 2021:
Visions of Social Justice,
Equity and Integrity in the Year
of Childhood**

The 9th Biennial International
Froebel Society Conference

1 – 4 June 2021

**Hosted by Moray House School of Education
and Sport, University of Edinburgh**



THE UNIVERSITY *of* EDINBURGH
Moray House School of
Education and Sport

WELCOME

We are delighted to welcome you to The 9th International Froebel Society Conference, hosted online by Moray House School of Education and Sport, University of Edinburgh.

The conference will open at 14:00 (UCT+1) on Tuesday 1 June, and run until around 15:30 (UCT+1) on Friday 4 June. In addition to the two keynote lectures, sessions will take place throughout each day, with multiple speakers in each introducing their work.

In this programme, you will find details of how to join each session taking place throughout the conference, as well abstracts and speaker biographies. Also included is a Certificate of Attendance for you to complete and print at home, if required. All times stated are BST/UTC+1.

About this Event

Social justice, equity and integrity are terms that often appear in twenty-first-century discussions of early childhood education and care (ECEC), but what do they mean and how might they be enacted in specific settings, particular locations, individual cultures and nations? What answers might be gleaned from social scientific or historical analyses? How can those who care about and work with young children – including practitioners, researchers and policymakers – develop and achieve visions of social justice, equity and integrity? How do these interact with other(s') goals for ECEC, such as improving children's educational attainment and achievement, and increasing parents' participation in paid employment, training or further study? How might Froebelian perspectives and practices help advance equity and social justice today and in the future? And what role does or should integrity play in all of the above?

These questions are the heart of the International Froebel Society's 9th Biennial Conference, which will be hosted by Moray House School of Education and Sport at the University of Edinburgh, June 1-4, 2021. The IFS conference title celebrates the Year of Childhood in Scotland, which aims to support the implementation of the United Nations Convention on the Rights of the Child (UNCRC), which was passed into Scots law in Spring 2021. It is also the 25th birthday year of the Children's Parliament in Scotland.

The 2021 conference will focus on the following topics:

- Thinking about early childhood with Froebel;
- Children's play;
- Parents' perspective on early childhood education and care;
- Ethical practice, power, and the relationship between the researcher and child;
- Sustainability and early childhood practices;
- Transnational perspective on early childhood education;

Recordings

All sessions taking place throughout the conference will be recorded. The registration fee covers attendance to all sessions during the conference, and access to the recordings of each session after the conference has closed. Details of how to access the library of recordings will be shared by email roughly ten days after the end of the event.

Join the Conversation



You can follow Moray House on Twitter [@MorayHouse](https://twitter.com/MorayHouse). If you would like to Tweet about this event, please use the hashtag [#IFSFroebel2021](https://twitter.com/hashtag/IFSFroebel2021)

For more information on the International Froebel Society, please visit the [International Froebel Society website](https://www.internationalfroebelsociety.org/). You can find the International Froebel Society on Facebook and Twitter at the following links:

Facebook: [International Froebel Society Facebook Group](https://www.facebook.com/InternationalFroebelSocietyFacebookGroup/)

Twitter: [@IFSFroebel](https://twitter.com/IFSFroebel)

ZOOM LINKS – AT A GLANCE

There is a different link for each session taking place throughout the Conference. To join a session on the day, please use the link listed below and enter the passcode.

NOTE: The Zoom links originally listed in this programme functioned only at the times and dates listed and became obsolete immediately thereafter.

To download the Zoom software to your device in advance of the lecture:

- For PC/Mac, visit the Zoom website and download the [Zoom Client for Meetings](#)
- For iPhone/iPad, download the app from the [Apple App Store](#)
- For other mobile devices, download the app from the [Google Play Store](#)

Please ensure you use the latest and most up to date client/app.

During the Event

The links for each session will begin to work five minutes before it is due to begin. The Chat function will be available throughout. If there is time for questions to be asked by attendees, please submit these through the Q&A function.

Further Assistance

If you have any technical difficulties on the day, please email MHSES.Events@ed.ac.uk and someone will get back to you as quickly as possible. This account will be staffed for the duration of the event.

PROGRAMME

Tuesday 1 June 2021

14:00

Welcome

Dr Larry Procher, co-President of the International Froebel Society.

Opening Remarks

Clare Haughey MSP, Minister for Children and Young People

Welcome to Moray House

Professor Richard Andrews, Head of Moray House School of Education and Sport, University of Edinburgh

Keynote Lecture

Connectivity Between Social Justice and Play: Learning from our wise elders

Dr Lynn McNair

Over time education has evolved from segregation to inclusive educational practices (McLinden., et al., 2020). It is argued that segregation may reproduce extant social inequalities for children, whereas inclusion enables children, with /without disabilities to be educated in supported, heterogenous, child-focused spaces (McLinden, et al, 2016). Based on empirical evidence, this presentation tells one story of a young child, Eilidh Joy Anderson, who was diagnosed with Joubert Syndrome, quite soon after her birth. Eilidh attended the early learning childcare (ELC) setting for three years. The story tells of Eilidh's time spent there. Woven into the fabric of the ELC setting was inclusivity and a socially just way of being. What will be shown is that through nuanced and complex interactions Eilidh benefited greatly from being around other children; principally from their social acceptance, connectedness, friendship and love. What will also be emphasised is that other children in the ELC community greatly benefited from Eilidh's presence and contributions, this was particularly notable as they developed their appreciation for diversity. Professional literature reveals that supportive and positive attitudes are crucial for the success of inclusion, what will also be shared will be the centrality of key professionals who benevolently enabled Eilidh to fully participate fully in the ELC community (Page., Anderson., & Charteris, 2021; Morfaki, 2020). The significance of this work is that ELC settings can be / and are sites for justice. This work can easily be connected to Friedrich Froebel's ideas of the unique child who is a full member of the community (Bruce, 2021).

Presentation 1

Froebelian Box

Fredrika Visuri, Susanna Gillberg, Taina Sillanpaa

Helsinki Kindergarten museum presents Froebelian Kindergarten pedagogy in Finland and develops playful pedagogy and resources based on Froebelian ideas. Innovations that we call Giant-sized blocks and “You and Froebel” construction kit designed by artist Alexander Reichstein in collaboration with the Finnish Kindergarten museum are based on Friedrich Froebel’s pedagogy. With these innovations we wanted to develop further the original idea of Froebel’s gifts. New pedagogical applications promote holistic nature of learning including play, history, geometry, architecture, storytelling etc. The genuine gifts and the innovations (giant-blocks and construction kit) have been connected together as an ensemble called Froebel box. The Kindergarten Museum rents the Froebel box for the ECEC centres.

The aim of our research project is to observe and develop children’s participatory play with the Froebel box. Research questions are to find out how children use Froebel box during their participatory activity and how they interact with each other. Observed data has been analyzed by using qualitative content analysis of teacher’s interviews. According to our findings the Froebelian applications increase participative play, children’s interaction and learning in a holistic way. Froebel box develops mathematical and spatial understanding through play and can be used in architectural education. Originally, Froebel’s blocks develop children’s individual building. With the innovations we want to underline the importance of group activities and learning to act and play in social situations. Participatory interaction increases social and negotiation skills. Playing and working with the giant blocks also develops children’s motor skills.

Presentation 2

Equity, equality, inclusion and diversity through a Froebelian lens

Dr Stella Louis

Since the tragic death of George Floyd there has been a notable shift in attitudes and behaviours across the world, with growing interest in understanding the impact of race and representation on babies and young children, (Pemberton 2021). This is particularly evident within the Early Childhood sector, where there is a real desire to educate children and embed anti-racist practice in all settings, (Henry-Allain, and Lloyd-Rose 2021).

This session will focus on our roles as educators, and practitioners and how we have both a professional and moral duty to act in the best interest of every child, to help them build positive self-identity and to shape their understanding of the world. The Froebelian approach is to focus on developing awareness of self, relationship with others in the community and contributing to a family, relationship with the universe, respecting people and cultures. This links deeply with representation and how we increase equity and diversity in our settings and is an important aspect of the Froebelian approach.

But, all too often we shy away from the awkward or difficult conversations about race, bias, representation and equity. Our educational settings, from the books we read to the types of role play we encourage, reinforce and perpetuate harmful stereotypes, (Louis and Betteridge, 2020).

Until we take the time to understand our own bias and how this manifests itself, we cannot truly assess the holistic needs of the child.

Presentation 3

Froebel teachers in Kolkata: Reflections on readiness to teach within, through and for social justice

Aoife Titley and Laura Thornton

The emergence of a high-quality global education sector in Ireland (Irish Aid, 2017; GENE 2015) has resulted in a wide spectrum of pedagogical opportunities for student teachers to engage with social and global justice issues. The Froebel Department of Primary and Early Childhood Education, Maynooth University, is now in its twelfth year of an educational partnership with the HOPE Foundation, whereby Irish student teachers work in a range of educational settings with children from street and slum communities in Kolkata, India. The partnership is based on an ethic of solidarity, and underpinned by Froebelian principles of child-centredness, active learning and a commitment to holistic education. This presentation will share preliminary findings from an ongoing qualitative research project with Froebel alumni teachers in relation to their readiness to teach within, through and for social justice upon their arrival home. Survey data indicates the development of a continuum of personal and professional competencies as a result of experiential teaching and learning experiences overseas; and further personal reflections of the alumni teachers express exceptionally high motivations to enact their social justice values upon their return. However, findings also reveal the complexities involved in meaningful international service learning, and the framework of the 'chameleon with a complex' (Kiely, 2004), will contextualise how many alumni volunteers struggle to translate this heightened perspective consciousness (Bamber & Hankin, 2011) into meaningful action when back in Ireland. Finally, the presentation will explore the links between a transformative immersive experience in a development context and how teachers facilitate quality global citizenship education in Irish primary classrooms.

Presentation 4

What does it mean to be a Froebelian in the 21st century?

Dr Helge Wasmuth

It is not a new question but one that is more urgent than ever. Not only since the start of the Covid-19 pandemic but for years, young children and their well-being have been thrust aside, and Early Childhood Education and Care worldwide has been treated as subordinate. The Global Education Reform Movement (GERM) has negatively impacted early childhood education over the last decades, and these tendencies have only exacerbated during the pandemic. This presentation centers around the question of what it means to be a Froebelian and what role Froebelian thinking can play in the 21st century. The focus is on the questions and not the answers. After wondering about who can, and maybe does not want to be seen as a Froebelian, Froebelian principles that continue to be of value today are discussed. Following, the essay asks what it does and what it does not mean to be a Froebelian in the 21st century. It finishes by reflecting on the role that Froebelian thinking can play today to advocate for young children's well-being in a post-pandemic world by resisting current GERM thinking and developing alternatives.

09:00



Presentation 1

Putting transformational pedagogy and social justice on the agenda in Froebelian initial teacher education

Aoife Titley

Until recently, Ireland was often perceived as a homogenous country comprised essentially of a monocultural population with monocultural experiences (Fanning, 2007). However, this is a misrepresentation of the Irish cultural narrative, within which immigration, emigration and diversity have always co-existed. Nonetheless, what is fair to say is that Ireland's 'migration turning point' (Ruhs, 2005) in 1996, which transformed Ireland from a country of emigration to one of in-migration for the first time, has led to an increase in diversity among school pupil populations. However, the diversity which exists in the classroom is not mirrored in student teacher demographics. The evidence reveals significant commonalities among pre-service teachers in Ireland, in that they tend to be overwhelmingly White, female, settled, Catholic and middle-class (Keane & Heinz, 2016) and that their exposure to diversity is very limited (Leavy, 2012). As a result, when considering ways to push the boundaries of social justice education in teacher education, it is necessary to consider how best to problematize such issues among predominantly White students (Faulkner & Crowhurst, 2014) and how best to motivate such privileged groups to support social justice (Goodman, 2000). Developing powerful teacher education in the area of anti-racism and social justice education is complex and multifaceted. This presentation explores the conceptual foundations and pedagogical approaches of modules in the Froebel Department of Primary and Early Childhood Education (Maynooth University) which explore issues such as power, privilege, racism, 'Othering', and social justice. These educational approaches aim to scaffold competence and confidence among future teachers to explore controversial issues and 'difficult knowledge' (Pitt & Britzman, 2003) in their own classrooms, and to support the emergence of culturally responsive Froebelian educators.

Presentation 2

Spirit of Unity: the significance of Froebelian philosophy in early childhood professionalism

Dr Fengling Tang

In the context of governmental proposed changes to EYFS Statutory Framework and EYFS Profile (DfE 2019), there has been tension regarding beliefs about practitioners' competency and the role of external regulatory processes. This is reflected in the EYFSP pilot report of schools' response to Local Authority moderation of the EYFS Profile as practitioners welcomed the idea of removing LA moderation to empower them using their own judgement but also felt the need of using external moderation to ensure consistency between schools (EEF 2019). As argued by Moss and Dahlberg (2008), practitioners' ability to exercise agency is restrained in the neoliberal regime driven by discourses of accountability and performativity. Meanwhile, early childhood professionalism is considered as a culture of care and emotionality, in which professionals are trusted and empowered to make professional judgement based on their expertise, knowledge and experience (Osgood 2006).

Froebel held strong belief about the three conditions of educational training - 'woman's heart and woman's life', 'intimate union with genuine loving care of children' and 'true sense of communion with God' – as 'one undivided unity' (Froebel 1840, p.49). Froebel also wrote, 'I desire the highest life-unity for the blossoms of humanity, for the women and mothers; not an externally enforced, artificially planned unity, but one which while it grants to each one a firm retention of her individual personality, grows and develops from within outwards, blooming and fragrant' (Froebel, 1841, p. 80). The significance of 'Unity' in Froebelian philosophy and pedagogy has been highly recognised by Brehony (2001) and Bruce (2012) among others. Drawing on existing literature and research, this paper aims to further interrogate the significance of Froebelian philosophy regarding the spirit of Unity in early childhood professionalism considering impacts of the UK and international political landscapes on children, family and practitioners.

Presentation 3

Ideological perspectives on ECEC in Algeria

Bochra Tari

Discourse surrounding young children's education and care is shaped by global themes on early childhood education. However, different political, economic, social and cultural factors impact the contemporary views and constructions of the child and childhood education. Ideological factors, in my research, seem to be pertinent in understanding how the mechanisms of ideology impact on educational practices with young children and policy. My work is based on an ethnographic case study of three different nurseries in Algeria. In this presentation, I intend to present some findings related to the socially shared beliefs about children and early childhood education in the Algerian context, supported by slides. I will briefly outline some data extracts from interviewing early childhood educators and observing their daily practice, also from analysing all the related documents. In doing this, this presentation can help us to understand the links between global politics, local culture, policy and practice and offer transnational perspectives on early childhood education.

14:00

Workshop

Dr Peter Elfer and Dr Sue Robson

'To the child the sight of the grown-ups around him - and this is very true of his parents who at first command his whole field of vision - is the sun which draws him out; '(Froebel, 1830 cited in Lilley 1967:78).

Froebel' poetic description of parents (and in a contemporary context, key adults in nursery) is profound in speaking to the significance of particular practitioners in early childhood pedagogy. Not just 'anyone' will do. Making these close consistent, sensitive and responsive relationships, in other words, 'being a child's sun' is a deeply emotional commitment. Jools Page has talked about 'professional love' but it seems likely there are other emotions evoked by this kind of attentive responsive work. How do practitioners manage to do this rewarding but also sometimes difficult relationship work in a way that is consistent, equally attentive to all children, avoiding over-involvement but mindful of avoidance and the dangers of under-involvement? Some practitioners seem to manage with inexhaustible reserves of warmth, concern and resilience. However, do all

practitioners manage well or well enough, drawing on inner resources? Do we tend to see training as essential to the cognitive aspects of pedagogy but take for granted the emotional work, what the American sociologist Arlie Hochschild calls the 'emotional labour' entailed in being emotionally responsive to others. What might Froebel have had to say about these questions? A group of us within the ECRC at the University of Roehampton have been working on developing and evaluating a particular model of professional reflection that includes attention to emotions at work. How do emotions contribute and how are they managed and valued? This model is called 'Work Discussion'. We see the workshop as an opportunity to think about emotion with Froebel, to talk about Work Discussion and to hear participants' experiences and views.

Presentation 2

The complexities of being an ECEC practitioner: continuing professional development supporting inclusion, belonging, social justice and identity development for early years' educators in England and Italy

Valeria Scacchi

This presentation explores notions of professionalism and identity for ECEC practitioners and aims to explore the present offer for educators' continuing professional development programs in Italy and England in order to pose questions of inclusion, belonging and social justice linked to the practice of lifelong learning for educators. The very fact of being an early year's practitioner has implications for social justice and inclusion, the feeling of belonging to a specific social group is often cited as being an important factor determining educators' feelings of inclusion in the workforce. The concept of belonging is strictly linked to the concept of identity formation and both contribute to the professional identities that early years educators constructs through their careers (May, 2013).

This presentation will use educators' views gathered for my PhD research, being a practitioner in ECEC is often conceptualised as an innate role and, despite emotions being an integral part of working with young children, these are often side-lined because of the move of the sector towards greater accountability. These issues represent a dilemma, between the everyday care of young children, and other factors linked to increased socio-cultural and socio-economic pressures that educators have to face, aimed at generating predetermined outcomes in such a specific work context (Urban, 2008). Professional Learning and Development (PLD) activities are conceptualised as fundamental rights for educators and as ways to promote social justice, develop inclusion and enhance the feeling of belonging for educators working with young children.

Presentation 3

Negotiating professionalism during practicum placements in Buenos Aires (Argentina) - a-politicised practices of assertion and resistance?

Dr Jennifer Guevara

Professionalism is not defined a priori, but rather within a professional community, in the immediate contexts where professionals interact. It is a situated phenomenon that cannot be accounted for without the voices of members of the professional community. In this article I discuss professionalism through the perspectives of early childhood (EC) teacher educators during practicum placements. Placements are a microcosm that offers a forum for discussing and researching processes in situ within the professional community. The presentation draws on 11 in-depth interviews and 150 hours of participant observation in a Teacher Education Institute in

Buenos Aires (Argentina). Results show EC teacher educators construct and (re)negotiate professionalism through discourses and practices of assertion and resistance to banalisation, -schoolification and fordification of early childhood education. The presentation will discuss to what extent resistance is enacted in a a-politicised manner.

20:00

Symposium

Re-Imagining Teaching: in past times – in new times?

Larry Prochner, Alessandra Arce Hai, Kristen Nawrotzki, Yordanka Valkanova

A collective presentation in three parts informed by our book *Progressive Pedagogies in Experimental Schools, 1894-1932: Transcontinental Connections* (in press with Palgrave MacMillan). The project (2016-2019), entitled *Re-imagining Teaching*, was funded by the Canadian Social Sciences and Humanities Research Council, with support from the UK Froebel Trust. We investigate past experiments with progressive pedagogies in schools in five countries, and amidst the waves of so-called 'new education' initiatives look for lessons from the early 20th century about teaching in new ways. A century later in new times, amidst different political and social contexts it is useful to re-imagine again new kinds of teaching. Current aspirations for social justice, equity and wellbeing were also at the heart of earlier new education ideals.

Part one: Rationale and overview of the project: Everyone acknowledges the importance, as well as the difficulty, of transformative educational change. The challenge is partly due to the conservative aims of schools to serve society's needs while promoting students' development. Both pedagogical and political reasons maintain its structure and organization. Our objectives were to better understand the process of educational innovation, and how, in our case study schools, theory intersected with practice as teachers experimented with progressive pedagogies.

Part two: Exemplar experiments in new education: The book explores networks and knowledge transfer of progressive education ideas across an international selection of experimental schools—kindergartens, nursery schools, and one school for children from primary to early secondary — which were at the vanguard of new education ideas in the early 20th century. Children and youth especially were believed to have promise for a 'fresh start' for a better society, which adults hoped to achieve by guiding children's socialization according to new principles. We selected these case-study schools as exemplars of an international movement to address social and economic challenges, using approaches, both borrowed or adapted from other contexts, and as well the schools created their own approaches which others similarly borrowed or adapted.

- John Dewey's Laboratory School at the University of Chicago, US (1896 - 1904)
- Stanislav Shatsk's Experimental Station Schools in Moscow, Russia (1917 -1929)
- Jardim de Infância da Escola Caetano Campos in Sao Paulo, Brazil (1896 - 1930)
- Malting House School in Cambridge, England directed by Susan Isaacs (1924 -1929)
- The Hietzing School in Vienna, Austria, co-founded by Anna Freud (1927- 1932)

Part three: Overall findings and future considerations. Summary report of the findings of the broad research questions, including a round- table discussion of the relevance of these considerations for current times where progressive pedagogy that dominated 20th-century education reform have come under attack.

1. What were the social, political and historical preconditions for the transfer of 'new education' theory?
 2. What were the networks of ideas and experts that supported the transfer?
 3. What was the culture of teaching in each school?
 4. Who were the teachers in the schools, and how were teachers prepared to teach?
 5. How did traditionally-trained teachers who worked in the schools engage with progressive practices?
 6. What was the legacy/life of these new concepts in later years?
- The project is ongoing with the same five case studies; considering the flourishing of research informed by progressive pedagogy.

The project, Froebelian Endeavours, New Education and the 'Researched' Child from the 1900s to the 1960s, is funded by the UK Froebel Trust.

Thursday 3 June 2021

09:00



Presentation 1

Models of social justice and equity or models of social control and regulation? Problematizing the discourse of English and Scottish advocates of Free Kindergartens

Jane Read

In a letter published in *Child Life* in January 1900, Adelaide Wragge sought support for the first free kindergarten in Britain which was to open in Woolwich, southeast London, that year. She compared the situation in Britain to that in America, where there were some 300 free kindergartens serving poor families in New York alone. The second free kindergarten in Britain opened in Edinburgh in 1903. Noting the differing education systems in America and Britain, Elsie Murray pointed to the advantages of free kindergartens over provision for young children in British infant schools. In particular, she highlighted their role as 'social settlements reaching the parents through the children' (192: 111). Analysis of rhetoric employed by advocates of free kindergartens in the first two decades of the 20th century reveals concern less with their educational benefits for young children than with the physical and moral improvements they could deliver. This paper draws on documentary evidence from Lileen Hardy's work in Edinburgh, Margaret McMillan's nursery school in Deptford, south east London, and Esther Lawrence's free kindergarten and nursery school in Notting Dale and Somers Town, London. It examines how these women articulated their concerns and intentions in the light of contemporary discourses of child-saving and maternal inadequacy from organisations such as the NSPCC and Charity Organisation Society and racial decline from those in the eugenics movement. The findings have relevance for current advocates for social justice and highlight the need for an ongoing critical reflexivity in the attitudes and values we expound.

Presentation 2

Mother Songs and Father Songs: Patriotism and Nationalism in Children's Song in nineteenth century Japan

Dr Yukiyo Nishida

Mother songs (1844)- Mutter und Koselieder, is considered Froebel's most prominent work. Through his work, it is evident that children's songs offer many tangible benefits to young children. Songs assist children in not only building numeracy, literacy, and social skills but also in developing imagination and creativity. At the same time, children's songs are often an important means to transmit to children certain types of values, such as social and cultural values, that are acceptable to society. The nineteenth-century Japanese children's songs were no exception. When the concept of kindergarten arrived in Japan, the beginning of modern education had just been established with the Meiji Restoration in 1868. A formal imperial family state was constructed, and the Emperor of Meiji became the head of the family as a Father of the nation in the imperial family system. In the cradle of the new, modern nation, children's songs were seen as effective means of inculcating the Confucian family-state ethos, militarism, and nationalism. Children had to accept unquestioningly what they were taught. Children were not to doubt and criticise, nor were they allowed to express themselves freely, or to resist the ideas and practices that they sang. The study explores how the legitimacy of the regime was strongly enhanced through an examination of the songbook, Yochien Shoka (a collection of kindergarten songs for children) that was created in the nineteenth century. It ends by offering open discourse to address the importance of developing a socially just pedagogy in music education while exploring an understanding of the different roles of children's songs.

Presentation 3

Childhood experiences in arts education during the history of kindergarten activity in Finland

Professor Inkeri Ruokonen

Finnish kindergarten activity was based on the pedagogy of Friedrich Froebel. Froebel wanted to separate small children's pedagogy from school pedagogy. Education should be carried out holistically in terms of the children. Children were seen as active learners. The pedagogy of Finnish kindergartens was based on monthly phenomenon based subjects and learning. Arts education was holistic included to the learning themes. The aim of the study is to research the childhood experiences in arts education during the history of kindergarten activity in Finland. The research question was to determine which were the most meaningful and memorable childhood experiences (positive or negative) connected to the arts in the kindergarten environment. The research data consists of writings, memorised narratives about the writers' childhood time in Finnish kindergartens, and some archival material. The data of childhood experiences of arts is collected as a part of a larger material of kindergarten tradition collected writings by the Ebeneser foundation and the Society of Finnish Literature and was collected from the 1st of November 2011 to the 31st of December 2012. The qualitative research approach of this study is narrative inquiry reinforced, and reinforced and reflected with the historical documents connecting to the memorized periods in kindergarten's history. The written memories are reinforced and reflected on with some archive material of activities in Finnish kindergarten's history. The presentation introduces the findings about music, drama and handicraft activities of the Finnish kindergarten history. Memorable experiences are connected with emotions and visual places and they can be seen as the foundation of different artistic experiences.

Presentation 4

About Kindergartens spatiality in Finland

Taina Sillanpää

The purpose of my research is to give voice to children through written stories, memorised narratives about the writers' childhood time in Finnish kindergartens. The data of my research consists of a large material of written stories about kindergarten traditions collected by Ebeneser foundation and the Society of Finnish Literature as well as the newspaper Helsingin Sanomat. The qualitative research approach of this study is content analysis and narrative inquiry reinforced and reflected with the historical documents connecting to the memorized periods in kindergarten's history. My main theoretical starting points are Henri Lefebvre's concept "lived space" and Edward W. Soja's "third place" concerning spatiality and James J. Gibson's concept "affordance" concerning children's agency. The research questions of my study are firstly to study the lived space in kindergartens through memories and secondly to study the changes and continuities in kindergarten spaces and their connections to children's agency. In this presentation I will focus on one space, the kitchen area. Finnish kindergarten spaces have been for a long time described as homely or cosy. Kitchen as a space for work pedagogy and community builder has been the center of homely atmosphere. Today kitchens in ECEC centres are no longer available for the children. According to my findings the writers recall the kitchen space, cooks by name and many chores in the kitchen area. Today eating is separated from making the food and also from the kitchen staff. Kitchen area is one example of narrowing the horizontal space in kindergartens. In all the cases limiting the space for children reduced children's agency.

14:00



Keynote Lecture

The Transformational Potential of Children's Participation in a Human Rights Context

Professor Kay Tisdall

Recognising, supporting and respecting children's participation is a fundamental human rights issue. It has been a global obligation for over thirty years, with the United Nations Convention on the Rights of the Child laying out a range of participation rights. The UNCRC is the most ratified of all international human rights treaties, yet all too often children's participation rights prove particularly difficult to implement due to adult-oriented systems, institutions and attitudes. This presentation will consider what we do - and could - mean by children's participation from a human rights perspective. It will draw on learning from Scotland, where legislation has recently been passed to incorporate the UNCRC into domestic law, as well as from partners in Africa, Europe and Latin America, to suggest how children's participation is an essential component for equity and inclusion. The presentation provides an opportunity for the conference to consider the connections and transformational potential of human rights with Froebelian principles.

Presentation 1

Researching with young children in an urban flood prone area: Ethical challenges to obtain participants' consent

Karina Padilla

The use of ethnographic methods in research with young children implies particular ethical challenges (Ames et al., 2010; Emond, 2005; Konstantoni; Kustatscher, 2016), even more if the research takes place in risky areas, such as zones affected by natural hazards (e.g. Committee, 2006; Ferreira et al., 2018; Mukherji et al., 2014). Based on my PhD. research in an urban flood-prone area in Amazonian Peru, I will address the main challenges to obtain consent of a group of children from 3 to 5 years old. During the nine months of fieldwork, I spent time in different spaces in the neighbourhood, including children's school, their houses and public spaces. Due to this fact, I administered different techniques to obtain children's consent. For instance, I applied the "magnets" technique, used by Kustatscher (2014) in the school setting, and I developed strategies to obtain their verbal consent in public spaces. I will present the ethical issues I faced to ensure an informed, voluntary and renegotiated consent, as suggested by the Ethical Research Involving Children (ERIC) project (Graham et al., 2013). The importance of including gender and intercultural lens will be discussed. I will also argue that consent is a process rather than a moment, and I will highlight the need to be sensitive to participants' non-verbal communication as well as to the researcher's feelings.

Presentation 2

The undiscovered stories of the baby room. Exploring infant and practitioner voices during social encounters in the nursery.

Caroline Guard

Froebel implies that it is parents who act as 'the sun who draws out the child' and lay the foundations of the child's social world. Babies enter a nursery environment with a historicity which informs their ability to relate to others. They are sophisticated storytellers who have a conscious role within emerging relationships, using their voice to draw adults into social encounters. However, the uniqueness of the voice established in the home can become invisible to practitioners within the context of industrious baby rooms. Emerging from an interpretivist paradigm of ethnographic origin, a methodology consisting of video observations, interviews and reflective dialogues was designed to make the invisible, visible. Whilst documenting the stories of babies' social encounters in the nursery climate, it became evident that practitioners too, had unheard voices which clouded their ability to interact consistently with the babies in their care. Practitioners from two nurseries in England participated in a series of video reflective dialogues. This facilitated an opportunity for staff to comprehend the impact of their role during moments of interactional intimacy. Embarking on a journey towards becoming 'highly conscious of their own intentions and actions', practitioners emerged with increased integrity and confidence to support the needs of the children in their care. They also encountered conflict with their own emotions relating to their practice and 'opposing forces' in the broader climatic conditions of the setting. Social interactions were seemingly shaped by the individual's ability to be responsive but were ultimately anchored in institutional traditions and structural organisation, which was regulated by wider educational policy. This is an ongoing PhD study funded by The Froebel Trust.

Presentation 1

A Froebelian Voice in Sustainability

Dr Máire Nic an Bhaird and Laoise Ní Chléirigh

This paper will explain the inclusion of our youngest citizens in the circular economy and sustainability conversations through various teaching and learning projects. The Froebelian Ecofeminist theoretical framework supported these projects and specifically promoted Froebelian philosophy, principles and practice. Ecofeminist philosophy provided the opportunity to reassess linear and patriarchal structures, and encouraged attendance to organic, holistic connections through circular ways of thinking and non-patriarchal structures. Twine (2010) asserts that ecofeminism connects the oppression of women, animals and nature as symbolically, structurally and politically similar because 'embodiment and nature have been exploited as a rich source for images of otherness.' Froebel would posit that nature is us, and there is no other with regard to the natural world. Therein lies part of the Froebel and ecofeminism alignment. Where Froebelian and ecofeminist philosophy meet will be explained and we will discuss how Froebelian Ecofeminist philosophy was core to these teaching and learning projects. We explored sustainability and how through embracing the wonders of the natural world, we can develop our skills of environmental awareness and care.

'Perception is the beginning and the preliminary condition for thinking. One's own perceptions awaken one's own thinking in later stages of development' (Friedrich Froebel, Educator)

Presentation 2

Slow knowledge and the unhurried child?: concepts of time in early childhood Education

Dr Alison Clark

Everyday life in early childhood environments has become busier and more pressured in many different countries, for children and for adults. This is a time of increasing acceleration of childhood (Brogaard Clausen, et al, 2015). This presentation places temporality centre stage in order to examine what is happening and to seek alternatives. It is based on a literature review conducted as part of an Open Call Research grant from the Froebel Trust awarded in 2020 on 'Slow Knowledge and the Unhurried child: time for slow pedagogies in early childhood.' Concepts of time are explored including notions of 'clock time', 'efficiency' and 'timeliness' (Swinton, 2017). This is followed by an exploration of what can be understood about Froebel's approach to time? There is a link here to the concept of 'slow knowledge' (Orr, 1996; Clark, 2010) that values the difficult to measure and the development of ideas that may need time to grow. The discussion raises questions about how Froebel's ideas about 'time freed' (Liebschener, 1992; Tovey, 2017) may support a slower approach to early childhood learning that values the centrality of play and open-ended enquiry with time for children to explore in depth? The discussion ends by considering what implications does this suggest for practitioners, researchers and parents who are each living in a speeded-up world? This revisiting of Froebel's teaching may have particular relevance when considering equity issues for young children with additional needs or competence in other languages as well as wider issues about social justice in terms of what knowledge is seen as of value.

Presentation 3

Learning what? Preparing for school start in Norwegian kindergartens

Liv Ingrid Aske Håberg

In Norway children start at school the year they become six years old. In this study I investigate how 6 kindergartens are preparing the children for school. Focus group interviews took place in January 2020 with 3-4 kindergarten teachers in each kindergarten. In focus group interviews the informants may validate what is being said through expressing agreements, nuances and disagreements. A qualitative approach makes it possible to get close to the informants and to capture their perspectives (Kvale & Brinkman, 2015). Preliminary findings show that schools and governments want that kindergarten teachers learn the children to be independent, mastering practical skills and sitting still. But what really matters, according to the informants, is social competence and language skills as basic learning fundament. Some of the informants are a bit worry about school start because the contrast between kindergarten and school pedagogy is so great. The Nordic kindergarten pedagogical tradition is in great extent based on Froebel's approach to the child as a subject, the childhood's own value and a great emphasis on play, but in some cases it is also understood as strongly child-oriented (Broström, 2004; Håberg, 2017). This may cause that children become too little support for learning (Håberg, 2018, 2019). The learning processes in school are influenced by PISA, learning competences and basic skills. I argue that there is a need for building a bridge from the kindergarten to the school according to pedagogical approaches and ask how froebelian pedagogy may support and challenge existing practices.

Presentation 4

An Exploration of the Influential Relations between Young Children, Adults and Natural Environments

Tansy Watts

There is a contemporary identified problem in the child and nature relationship due to barriers associated with urbanisation. This is suggested to be symptomatic of a broader human-environmental separation and is significant to address as both a "major public health issue and as one of the fundamental obstacles to halting global biodiversity loss" (Soga et al, 2018, p114). Children's access to nature is increasingly dependent on adults and this implicates more shared experiences whilst promoting nature contact. This research has engaged with a Froebelian perspective through which this might be considered in mutually beneficial terms, as described in the suggestion that "Play truly recognised and rightly fostered, unites the germinating life of the child attentively with the ripe life of experiences of the adult and thus fosters the one through the other" (Froebel, cited by Liebschner, 1992, p24).

Sensory ethnography has been used to explore the potential for new routes to knowledge offered by digital media, and child-worn Go-Pros have afforded a means for adult engagement with "children's unique perspectives of being-in-the-world" (Burbank, 2018, p323). The 'Evolution of Consciousness' (Gebser, 1949) has been drawn upon as a vocabulary that can "talk about difficult-to-acknowledge aspects of children's experience of the natural world" (Chawla, 2002, loc. 2606), and this has illuminated children's sensory, exploratory and storied relations to place. You will be invited to share in this experience through viewing footage, and to consider the enduring significance of a call to "live with our children" (Froebel, 1887, p88) in promoting our more equitable relations with the world.

09:00

Symposium

The play-café project: What would Froebelian play-cafés look like?

Dr Lynn McNair, Simon Bateson, Luke Addison, Dr Maggie Morrison

The importance of informal learning opportunities beyond institutional environments for children is well-documented (Cara and Brooks 2012). However, despite emerging research evidence that focuses on free public spaces, as informal learning sites (Pascal et al 2018), there is still a gap in our understanding of how young children and their families experience public play spaces like play-cafés. Froebelian approaches emphasize children's close relationships and embeddedness within their local communities (Bruce 2012), yet little research explores what shape this could take in the present day.

A growing number of community and business play-cafés are emerging which seek to provide 'child-friendly' spaces, but to what extent are these adult designed spaces relevant for young children, and constitute environments that promote children's rights, social justice and high quality education and learning? The importance of cafés in 'fulfilling certain political, cultural and social functions has been acknowledged in the social sciences' as has the vital role that they play in 'community life and specifically in the well-being of people who are otherwise marginalized' (Warner, Talbot and Bennison 2012: 306-307). However, for marginalised populations such public spaces can also be places of isolation, anxiety and violence (Sanyal 2016). This presentation will share findings from qualitative, ethnographic and participative research that explored children, family and staff experiences of play-cafés in Scotland and Germany. The ongoing and long-term aim of the project, which is funded by the Froebel Trust, is to explore the potential of Froebelian principles in new and emerging public play spaces, like play-cafés.

11:00

Workshop

Understanding unique and holistic autistic childhoods: using a Froebelian lens to challenge deficit-focused thinking and practices via Digital Stories

Sarah Parsons, Kathryn Ivil, Hanna Kovshoff, Henry Wood, Verity Ward

Autistic childhoods tend to be overly 'psychiatrised' (LeFrancois & Coppock, 2014) such that children are often denied opportunities for play, exploration, and agency in ways that respect their own ways of being and finding meaning. Indeed, their play and exploration is regularly interpreted as deficient and disordered such that it requires adult intervention (e.g. Anderson et al., 2004). Similarly, young autistic children's voices and perspectives are rarely sought or considered in research and practice due to prejudices which assume their views are too 'hard to reach' (cf. Franklin & Sloper, 2009). We wanted to challenge these notions of deficit and incompetence through applying a Froebelian lens to the early childhood transitions of autistic children. Our approach is based on the core principle that autistic children have the same rights as other children to find and make meaning in their own ways. Framed explicitly as a praxeological

approach to knowledge creation, this project used a Digital Storytelling methodology to position young, mostly non-verbal, autistic children as knowers in their own lives. Pascal and Bertram's (2012) praxeological framework encourages us to consider the roles of praxis, power, values, and 'non-orthodox' methodology in early years research, and so our workshop will discuss these aspects as they apply to the ongoing development of our project. We will explain how we developed the Digital Stories using Froebelian principles, and show examples of stories told from the children's perspectives. We will talk about how we are embedding these principles in practice and encourage attendees to consider the potential relevance and impact of the stories for their own research and practice.

14:00



Kevin J Brehony Memorial Lecture

Professor Tina Bruce CBE

Closing Remarks

Dr Kristen Nawrotzki, co-President of the International Froebel Society

SPEAKER BIOGRAPHIES

Professor Alessandra Arce Hai

Alessandra Arce Hai - Professor at Department of Education (DEd) at Federal University of São Carlos (UFSCar) Brazil. Coordinator of the research group in History of Education and Early Childhood Education. Author of several books in Portuguese about Early Childhood education in Brazil. Currently conducting investigations in Early childhood education history in Brazil and studies based on the science of well being, compassion and meditation to develop tools for teachers education.

Professor Tina Bruce CBE

Tina Bruce CBE is Honorary Professor of Early Childhood Education at the University of Roehampton. She is a Vice President of Early Education: The British Association for Early Childhood Education., UK. She is also Patron of the Centre for Literacy in Primary Education (CLPE), Member of the International Froebel Society Committee and Froebel Network UK and an Associate of the Froebel Trust. She was co-ordinator of the Ministerial Early Childhood Education Advisory Group. She was awarded International Woman Scholar in Early Childhood Education by the University of Virginia Commonwealth and has authored many articles and books including the textbook (co-authored with community health expert Carolyn Meggitt) for childcare training, (Childcare and Education) for practitioners (Early Childhood Education), Educating Young Children: A Lifetime Journey into a Froebelian Approach: Selected works and recently Friedrich Froebel: A Critical Introduction to Key Themes and Debates. She was head of the Froebel Nursery Research School returning to the Froebel Educational Institute where she trained as a teacher and was co-founding Director of the Centre for Early Childhood Studies at the Froebel College. She trained at the University of Manchester to teach children with profound and partial deafness.

Dr Alison Clark

Everyday life in early childhood environments has become busier and more pressured in many different countries, for children and for adults. This is a time of increasing acceleration of childhood (Brogaard Clausen, et al, 2015). This presentation places temporality centre stage in order to examine what is happening and to seek alternatives. It is based on a literature review conducted as part of an Open Call Research grant from the Froebel Trust awarded in 2020 on 'Slow Knowledge and the Unhurried child: time for slow pedagogies in early childhood.' Concepts of time are explored including notions of 'clock time', 'efficiency' and 'timeliness' (Swinton, 2017). This is followed by an exploration of what can be understood about Froebel's approach to time? There is a link here to the concept of 'slow knowledge' (Orr, 1996; Clark, 2010) that values the difficult to measure and the development of ideas that may need time to grow. The discussion raises questions about how Froebel's ideas about 'time freed' (Liebschener, 1992; Tovey, 2017) may support a slower approach to early childhood learning that values the centrality of play and open-ended enquiry with time for children to explore in depth? The discussion ends by considering what implications does this suggest for practitioners, researchers and parents who are each living in a speeded-up world? This revisiting of Froebel's teaching may have particular relevance when considering equity issues for young children with additional needs or competence in other languages as well as wider issues about social justice in terms of what knowledge is seen as of value.

Dr Peter Elfer

Peter Elfer is a Trustee of the Froebel Trust and Chair of the Trust's Research Sub Committee. He is also Principal Lecturer in the Early Childhood Research Centre at the University of Roehampton. His primary research interest is the link between thoughtful attention to pedagogues' thinking and experiences at work, and the pedagogue's own attention to the children with whom they work. Does the quality of the second, depend on the first? Central to these forms of attention, both to pedagogues, and to children, is emotion.

Froebel understood this in a profound way from his own early life experience of loss and within his pedagogic philosophy – Relationships Matter. Peter was lead for a major evaluation, funded by the Trust, on Work Discussion as a model of professional reflection. A summary of that research is available on the Trust website or directly from Peter.

Susanna Gillberg

Curator of Collections in Kindergarten Museum, Helsinki. Her main interest in museum field is the history of ECEC in Finland combined with museum pedagogy among young children. She has a Master's degree in Early Childhood Education.

Caroline Guard

Caroline Guard is a PhD Candidate at the University of Roehampton and Lecturer in Early Childhood Education at Kingston University, London. She has worked in the early childhood sector for her entire career progressing from practitioner to qualified teacher and manager before becoming a higher education lecturer in 2009. Inspired by Froebelian philosophy, and funded by The Froebel Trust, her doctoral study seeks to examine how the voices of babies are framed within the adult: baby interactions that take place in nursery provision in England. Caroline has extensive experience delivering work-based degree programmes and is an advocate for supporting those in the early years workforce to find their voice and to acknowledge and celebrate the contributions they make in a young child's life. Caroline recently contributed to the new Birth to Five Matters: non statutory guidance for the Early Years Foundation Stage document developed by the Early Years Coalition to support practitioners to implementation of the new Early Years Foundation Stage (EYFS) statutory framework in England.

Dr Jennifer Guevara

Dr Jennifer Guevara is Postdoctoral Rising Talent Fellow of the Early Childhood Research Centre at Dublin City University, Ireland and Associate Researcher of the Education Programme at the Centre for the Implementation of Public Policies for Equity and Growth (CIPPEC). She works on questions of Early Childhood Education and Care policies, systems and workforce, with a particular focus in South America. Guevara holds a PhD in Education from Universidad de San Andrés, Argentina. She is co-founder of the Latin American Network for Research of Early Childhood Education, Care and Upbringing (Red de Estudios Latinoamericanos sobre Crianza, Enseñanza y Cuidado, RELACEC). She is Visiting Professor at Universidad Nacional de La Plata (Argentina) and Universidad de Cuenca (Ecuador). She has been doctoral and postdoctoral fellow of the National Scientific and Technical Research Council for Argentina (CONICET).

Dr Liv Ingrid Aske Håberg

Liv Ingrid Aske Håberg works as an Associate Professor by Volda University College in Norway. She is teaching pedagogy, didactic, special education and qualitative methodology at both bachelor and master levels, and is also leading a master program in special need education. Research and academic interests are didactic as a theoretical and empirical phenomenon, inclusion related to children with special needs in kindergarten and community, and different pedagogical directions, including froebelian pedagogy. The PhD-thesis (2015) had the title Didactic work in the kindergarten. A qualitative study of how assistants and kindergarten teachers plan, implement and evaluate circle time and five year olds' club. Work experience: 1984-2009 Special education teacher in kindergarten, and 2006 - Assistant/Associate Professor at Volda University College.

Dr Stella Louis

Dr Stella Louis is a freelance early years consultant working with individual nursery settings, parents, nursery schools, local authorities, government departments and charities. She provides training and consultancy and is particularly interested in observation and its part in supporting learning, development

and teaching. Currently Stella leads a small team of Froebelian traveling tutors in promoting, developing and delivering the short Froebel Trust courses in UK.

Dr Lynn McNair OBE

Dr Lynn McNair is a Senior Teaching Fellow at the University of Edinburgh. Lynn has more than 30 years' experience working in Early Years Education and was awarded an OBE for services to Early Education in 2009. Lynn is a trained Froebelian, attaining her certificate at the Froebel Institute, Roehampton University, London, UK. She is an award-winning author, and an advisory board member of Cattnach. Finally, Lynn would say her passion for egalitarianism, emancipation, democracy and a belief that children are rich, active, resourceful beings came from being a mother to Kurt and Mischa; and what she learned as she observed them playing freely as children. This way of being with children, trusting in them in their abilities and capabilities is where she puts her energy into her work with children today.

Dr Kristen Nawrotzki

Dr Kristen Nawrotzki teaches at the Pädagogische Hochschule in Heidelberg, Germany and is an Honorary Research Fellow of the Early Childhood Research Centre at Roehampton University, UK. She has published numerous works on the history of the kindergarten and other aspects of early childhood education and care in the US, UK and transnationally. Her latest is *Reimagining Teaching in Early 20th Century Experimental Schools* (2020), co-authored with Alessandra Hai, Helen May, Larry Prochner and Yordanka Valkanova. Kristen is a long-standing member of the International Froebel Society's Executive Committee and currently serves as its co-president.

Laoise Ní Chléirigh

Laoise Ní Chléirigh is a lecturer in Social Environmental Scientific Education in the Froebel Department, Maynooth University. Her areas of teaching and research include; science ed, environmental sustainability ed, climate justice, education for the Science-Society nexus, a circular economy, and also children's literature in the Irish Language. Her teaching is grounded in a pedagogy of community engaged learning and also a pedagogy of love. She has won teaching bursaries and awards for the creation of teaching materials and programmes connected with MU modules: The Tairseach Project - Project Live 2020/2021, The Dearcán Project - Kildare Healthy Ireland Programme Award 2020 and Think BioBased Challenge Europe 2019. Laoise is a partner in an 8 million European Commission funded Horizon 2020 project AgroCycle addressing the 'circular economy' in the Irish primary school, on which her Phd research is based. Laoise used a Froebelian ecofeminist theoretical framework for her research. She has presented her research interests at national and international conferences.

Dr Máire Nic an Bhaire

Dr Máire Nic an Bhaire is a lecturer in Irish Language and Literature and History of Education in the Froebel Department, Maynooth University. Her areas of teaching and research include; the life and work of Douglas Hyde, Ireland's first President, Censorship of Irish Language Literature (1920-1960), Children's Literature in the Irish Language, Education for the Science-Society nexus, History of Education. Her teaching is grounded in a pedagogy of community engaged learning and she has won teaching bursaries and awards for the creation of teaching materials and programmes connected with MU modules that she coordinates; The Tairseach Project - Project Live 2020/2021, The Dearcán Project - Kildare Healthy Ireland Programme Award 2020, European Language Label Award. Máire is a partner in an 8 million European Commission funded Horizon 2020 project AgroCycle addressing the 'circular economy'. Her team's role relates to translating the scientific concepts of the 'circular economy' into child-centred language suitable for the primary school curriculum. She has several publications relating to her research and is actively involved in new H2020 research bids. She has also presented her research interests on national and international television and radio programmes.

Dr Yukiyo Nishida

Dr. Yukiyo Nishida is a Lecturer of Early Childhood Education at the School of Education, University of New England in Australia. She has been extensively involved in the history of Froebelian pedagogies and the author of 'Something old, something new, something borrowed, and something Froebel? Her recent projects include the History of Childhood in Japan.

Karina Padilla

Ms. Karina Padilla is a Psychologist and a PhD Candidate in Social Policy at the University of Edinburgh (UoE). Karina's experience focuses on the field of childhood rights, particularly early childhood, prevention and protection of violence, and children living in risky living conditions, such as areas affected by climate change.

She has experience leading multidisciplinary teams in the design, implementation and evaluation of programs and policies. She has worked for different Ministries for the Peruvian Government. Karina has participated in various research consultancies in the field of child protection, for institutions such as UNICEF and World Vision.

Karina also has experience developing ethnographic and participatory research, as well as interview guides, data management and analysis plans. Currently, she is writing up her Ph.D. Thesis. Her research aims to have a further understanding of lived citizenship in early childhood in a flood-prone area in Amazonian Peru. Prior to this, she developed a qualitative study on children's participation in a zone affected by the earthquake in 2007, while completing her Master degree in Community Psychology at the Pontifical Catholic University of Peru.

Dr Larry Prochner

Larry Prochner is a Professor of Early Childhood Education at the University of Alberta Canada. His research centres on the historical, comparative, and international dimensions of teaching and curriculum in early education. He currently serves as co-President of the International Froebel Society.

Dr Jane Read

Jane Read is Emeritus Fellow at the University of Roehampton, London, UK and a member of the Early Childhood Research Centre. Until her retirement in 2017 she taught on BA and MA Early Childhood Studies courses and on the Froebel Professional Certificate in Early Childhood, a CPD course for practitioners. She continues to teach on the Froebel in Childhood Practice course at the University of Edinburgh and is a member of the Froebel Trust Education Sub-Committee. Jane is editor of the pamphlet series produced by the Trust which aims to introduce Froebelian principles and practice to educators today. Her doctoral thesis examined the Froebel movement in England from 1900-1939, a key period for the development of Froebelian pedagogy. Subsequent research interests focused on the dissemination of Froebelian pedagogy across time and space and in diverse educational settings. More recent research has adopted socio-historical perspectives to interrogate the Froebelian impact on the development of policy and on early years professions and services to illuminate (dis)continuities between past and present.

Dr Sue Robson

Sue Robson is Honorary Research Fellow in the Early Childhood Research Centre, Froebel College, at the University of Roehampton. Sue taught in early years and primary settings before moving into higher education, where she was Principal Lecturer and Subject Leader for Early Childhood Studies at the University of Roehampton. Her research interests include cognition in early childhood, in particular self-regulation and metacognition, young children's creative thinking, well-being and early childhood practitioner development. She is currently working on the LEGO-funded project PALICE (Play and Learning in

Children's Eyes), led by FHI360. Sue is particularly interested in working with young children as participants in research, using a range of research methods to elicit their perspectives. Sue is a National Teaching Fellow and a member of the Education and Research Committee and the Research Sub-Committee of the Froebel Trust. Sue has written and presented widely. Her most recent books include the third edition of *Developing Thinking and Understanding* (2020) and, with Dr Antonia Zachariou, *Self-Regulation in the Early Years* (in prep., 2022).

Professor Inkeri Ruokonen

Professor of Early Childhood Education Inkeri Ruokonen works as a vice dean in Faculty of Education, University of Turku. Her main research interests are early childhood arts education, creative learning environments and teacher education. She has published over 160 scientific articles and edited several scientific publications.

Valeria Scacchi

Valeria is Programme Officer (Grants) for the Froebel Trust. Her doctorate thesis at the University of Roehampton, is titled "Reconceptualising Professional Learning and Development through a Froebelian lens: early childhood educators' perspectives on professional identities in the UK and Italy". Valeria has experience in the academic field and has supported the Early Childhood Research Centre at the University of Roehampton as a Research Administrator. Her most recent publications include the collection of bibliographic lists 'Social and Conceptual Spaces, Froebelian Geographies' and the chapter 'Archival research, different themes pursued drawing together the 'Social and conceptual spaces – Froebelian geographies' project for the Froebel Archive Collection located at the University of Roehampton' published in the Routledge International Handbook of Froebel and Early Childhood Practice edited by Tina Bruce, Peter Elfer, Sacha Powell and Louie Werth.

Taina Sillanpää

Managing director of Ebeneser foundation – Kindergarten museum, Helsinki.

Doctoral Programme of School, Education, Society and Culture, the University of Helsinki. Her main research interests are the spatiality of kindergarten history, oral history, written memories.

Dr Fengling Tang

Dr Fengling Tang is Senior Lecturer in Early Childhood Studies, Early Childhood Research Centre at University of Roehampton, UK. Her teaching includes BA/MA Early Childhood Studies, Froebel Professional Certificate Course in Early Childhood, and supervision of PhD students. She has undertaken school governing and HE external examining roles in the UK. Her research interests include Froebelian perspectives, children's identities, children's rights and participation, early childhood professionalism and pedagogy, and ethnographic research with young children.

Laura Thornton

Laura Thornton is a founding member and currently chairperson of, the Froebel HOPE Teacher Education Partnership. Established in 2008, the partnership provides reciprocal opportunities for Froebel student teachers and Indian teachers to share practice in a development context. Informed by Froebelian principles of child centred education, the work includes facilitation of curricular and pedagogical training workshops with HOPE teachers in Kolkata. Working alongside Irish-based charity, the HOPE Foundation, the partnership is committed to offering ongoing mentorship to teachers in Kolkata, as they continue to offer educational support to children living in street and slum-connected communities. An advocate of Froebelian practice, Laura's research interests explore how children's innate artistic abilities can be nourished and developed, through a variety of holistic approaches. For the past 17 years, she has been a Lecturer in

Froebel Dept. of Primary and Early Childhood Education, teaching Visual Art Education, Reflective Practice and Curriculum studies, across multiple programmes. She trained as an artist, studying disciplines of Fine Art, before qualifying as an art educator. She studied Special and Inclusive Education in Roehampton University, and has trained in Narrative Therapy. Laura has worked across all sectors of education, from Early Years to Primary, Secondary, Adult and Special Education.

Professor Kay Tisdall

Kay Tisdall is Professor of Childhood Policy and a member of the Childhood & Youth Studies Research Group (www.ed.ac.uk/education/childhood-and-youth-studies) at the University of Edinburgh. Her policy, teaching and research activities are within children's human rights. She has had a collaborative programme with children, young people, and adults on participation rights, in Scotland as well as with colleagues in such places as Brazil, Canada, Columbia, India, and South Africa.

Aoife Titley

Aoife Titley is the lecturer in development and intercultural education (DICE) in the Froebel Department of Primary and Early Childhood Education in Maynooth University. Before becoming a teacher educator, she worked as an education researcher and a post-primary teacher. She has also been involved in the design and development of numerous cross-curricular publications for primary schools, including for Amnesty International Ireland, GOAL and the Moral Education Curriculum of the United Arab Emirates (Pearson).

Aoife is currently completing her doctoral studies in Dublin City University (DCU), specialising in diversifying primary teaching in Ireland. The empirical research for her dissertation explores the real and perceived barriers to initial teacher education for young people from minoritized ethnic backgrounds within a critical participatory action research framework. Her other research interests include international service learning (sending programmes), critical race theory (counter-storytelling) and social activism in primary schools.

Fredrika Visuri

Curator of Education at the Kindergarten Museum, Helsinki. She is interested in museum visitors' learning experience and developing museums from the point of the audience. She is Master of Education in Early Childhood Education and Master of Arts in Art Education.

Dr Helge Wasmuth

Helge Wasmuth is a Professor in the Department of Early Childhood and Childhood Education at Mercy College, NY (US). Among his research interests are early education policy as well as the history of, and postmodern perspectives on, early childhood education. He is a founding member of Cultures of Early Childhood Education (CECEC), an international research network. The network published *Globalization, Transformation, and Cultures in Early Childhood Education and Care—Reconceptualization and Comparison* in 2019.

In 2020, Wasmuth published *Fröbel's Pedagogy of Kindergarten and Play: Modifications in Germany and the United States*. He is currently working on his next book, a modern biography on Friedrich Froebel, which will be published in 2023.