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Social Value of the Child: A Resource for Enhanced Social Experience and Social Resilience in Pro-baby Global South

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Day 1
Tuesday 12th July 2022

10.00-10.55 am

Keynote speaker- Professor Helen Lomax
Playful arts-based methods for child-centred research and knowledge exchange during times of global crisis

WAD1

University of Suffolk

Stream 1A - **11.00 am - 1.00pm** **Health and Wellbeing** **W129**	
The Phenomenon of Self-harming among teenagers in Buckinghamshire during the Covid-19 pandemic: Lessons to be learnt for Practice There has been an alarming increase of self -harming teenagers in Buckinghamshire during the Covid-19 lockdowns than ever before. There has been a surge of referrals coming through the Ambulance and Emergency Services and this has created a dilemma for Social Workers, Child and Adolescent Mental Health Services, schools and the police who are often called to attend the emergencies. This paper examines the patterns and the nature of self-harming as well as attempting to identify the triggers for self-harming including disparities between the sexes. The paper examines the response by professionals and expectations of families in terms of help to cope with the stress of living with the fear that they may lose their children. The big question is the role of social media as being 'good' or 'bad' for young people. This raises questions as to whether practitioners have kept up with developments in social media and technology. The internet is awash with well-being apps such as feeling trackers, searches for therapies and treatments but also maintaining anonymity. The findings of this study are that there is lack of co-ordinated approach by agencies involved as they all focus on their specific remits. Social Workers are not professionally equipped to deal with the complex issues of self-harming children while the mental health assessments are conducted as a stand-alone and there are no strong inter-agency partnerships and that has implications for practice.	Ian Ndlovu Researcher/Independent Social Worker, UK
Educating Children in Hospital: Potentialities and challenges from teachers' views This contribution is taken by an ongoing research, conducted in different Italian children hospitals, which aims at analysing children's participation and experiences of doing school in hospital(School-in-Hospital – SiHo - Services). Moving within an intergenerational perspective (Alanenand, Mayall, 2004), the research has reached its aims by collecting both children's voices and those belonging to all adults who are involved in the provision of this extraordinary service (teachers, health professionals, parents, cultural mediators). What does it mean doing school out of school? What meanings can assume education and schooling in a context characterized by other hierarchies and rules? What does it mean teaching and learning when there are different actors who share the same space – the child's room – and the same purpose – his recovery? What does it mean for a child learning when other priorities and limits, such as those imposed by the disease,	**Giulia Storato,** **Roberta Bosisio** and **Manuela Olagnero** University of Turin, Italy

outbreak in his/her everyday life? What educational missions of schooling are added or lost? How does education relate with the dimensions of care and cure? In this presentation, we try to address and problematize all these questions, taking the cue from the narratives about everyday teaching practices of a group of hospital teachers interviewed during the fieldwork. Their perspectives and positioning within the hospital and around the child's bed allow to enlighten relational dynamics among all actors involved in care and educational processes as well as interstitial spaces for children's agency within both.	
'It ain't what you do, it's the way that you do it': How central are Therapeutic models to the delivery of Therapeutic Care? Over the last decade, there has been an increasing trend towards the use of 'therapeutic models' in residential childcare settings in the UK and elsewhere. While there are arguments that these developments have been driven by free market funding environments and organisational survival needs, many of these models have evaluated well when implemented despite some of their theoretical and conceptual differences. What is it that these different models share that is beneficial for children and staff in residential settings? Drawing on findings from an ethnographic research project in a residential setting in Scotland, we argue that the underlying processes of implementing and embedding a therapeutic model can create conditions that are conducive to the provision of high quality, effective, relationship-based practice that has real benefits for children in their everyday worlds. Moreover, we argue that the model itself is somewhat beside the point. If residential organisations can facilitate safe, ongoing opportunities for staff to a) think deeply about themselves and others (children and staff), b) practice ways of being and doing, and c) be seen and valued, then this can contribute to a socio-cultural context in which they feel able to create genuine, caring relationships with children. We argue that it is within these everyday, genuine, caring relationships that children can recover from difficult beginnings. In this way, the 'therapeutic' work is done with adults so that the children can get on with being children.	**Andrew Burns** University of Stirling, UK
Social Value of the Child: A Resource for Enhanced Social Experience and Social Resilience in Pro-baby Global South Children's participation in economic activities has been documented as an inseparable part of the family support network in childhood studies. Children as an integral part of the parents' world contribute to enhanced social experiences, the continuity of the societal system, and the holistic well-being of the family. In the pro-baby global south children are political, economic, cultural, and social (PECS) resources that contribute to the parents' empowerment, prosperity, and status. This paper pursues the following research question: How does the social value of the child contributes a resource to enhance parents' social experiences and shape their	**Azher Hameed Qamar** Lund University, Sweden

social resilience? To explore the social value of the child in relation to the social experiences of parents (and childless couples). Revisited ethnographic data (interviews and fieldnotes) and reviewed my published work on the social value of the child (2022, 2019, 2018, 2017, 2016).This ethnographic research was conducted in rural Punjab, Pakistan. Using the concept of 'social resilience' as atheoretical lens, the qualitative analysis of the findings provided four thematic categories: 1) Social support and visibility2) Access to resources 3) Social network and relationship 4) Social security and stability. I extend the concept of social resilience beyond its limited application in disaster studies and elaborate it as a social construct embedded in the contextualized social experiences. A description of parents' social experiences and social value of the child provides an understanding of social resilience to avoid possible psychosocial 'crises' that are seen as consequences of 'childlessness'.

Stream 1B - **11.00 am - 1.00pm** **Families** **WLT2**	
Aapanapana: Valences of 'Belongingness' in Children's Home-Life The current presentation is drawn from my doctoral thesis work in the sociology of childhood. The thesis explored children's everyday home life and family group dynamics in an urban neighbourhood in India. During my fieldwork, the child respondents constantly described their families as natural, organic, and pre-given entities. At the same time, they chose to talk of 'family relations' as matters of constant effort and volition. There were moments of fallouts and reassertions within the families and larger kin groups, which offered an insight to children about the extra-natural and volitional characteristics of family relations. Children frankly acknowledged and applied these insights to shape their family life. Interestingly, I noticed that the sense of 'family feeling' was not just restricted to kin groups, but also projected out to include neighbours or special friends with whom the children and their families felt a close connection and maintained lively exchanges. Thus, a close friend was described as 'like a sister', and a trusted neighbour became 'like one family'. In my presentation, I would like to discuss the nuances of the family group dynamics from children's perspective to understand their views on building family and family-like relations in an everyday context. I would further analyse the nature of belongingness and its valences as studied ethnographically in an urban Indian context.	**Arpita Sahoo** University of Hyderabad, India [Remote]
Parental values in making ECEC choices	**Thamara Bulmer** University of Hull, UK

This international study undertaken as part of my EdD, discusses parental and teacher values in Hong Kong and shows in the findings that these values of parents and teachers match each other but do not match the literature which discusses Hong Kong which has a rich culture with an amalgamation of Eastern and Western cultures which are infused with Confucian values and traditions originating from mainland China. (Forestier and Crossley, 2015; Luo et al., 2013; Sun, 2008). The Westernised perception of the importance of academic attainment within education in Hong Kong, and the reality of the challenge of a more play based and creative adoption of an educational curriculum in the early childhood stages, can be according to literature be a cause of discontent between parents and early childhood settings (Hong Kong Government News, 2017; Curriculum Development Council, 2006). This presentation will focus on the variety of values parents hold for their children as well as a discussion of how the findings were gathered (through questionnaires and interviews -all online during the Covid lockdown in both the UK and Hong Kong). The value of this research lies in the knowledge that parents and teachers hold very similar values and therefore can build on these values within early years and educational settings in HK but this can also be transferred to wider international settings to transform values within early childhood education.	[Remote]
Conception of a child: the construction of personhood in pregnancy narratives The presence of another in utero is such a strongly-held, cultural belief, that it is sometimes forgotten how that personhood is constructed. This talk will present the initial findings of research exploring pregnant women's experiences. Using biographical narrative interview method, women were interviewed throughout their pregnancy, from the point of "passing", or the initial stages before their bodies were more obviously pregnant, to visualisations of the foetus through ultrasounds. In exploring this transition, women's conceptualisations of their child also changed, attributing identity and personhood in different ways and in response to the world around them. These findings are contrasted with a historical perspective examining how foetuses were conceptualized and visualized over time to help reveal how pregnancy is culturally mediated. In doing so, it provides a glimpse into society's values and beliefs as they relate to pregnancy and the construction of personhood, and how this discourse reflect in interactions with pregnant people.	**Maureen Haaker** University of Suffolk, UK
Parents and Early Learning in the Covid-19 Pandemic: A Qualitative Analysis of Parental Engagement, Play, and Continuity of Learning in an environment of stress Extensive evidence demonstrates that parent support for early learning plays a crucial role in improved outcomes across the life course (Ma et al, 2016). During the Covid-19 pandemic, parent support for early learning in the 5-and-under set changed dramatically. Nurseries and schools closed, leaving parents with primary responsibility for both academic and socioemotional continuity of learning, putting them under 'role	**Sabilah Eboo Alwani** University of Cambridge, UK

strain' (Essler et al., 2021) and possibly toxic stress (Harvard Center on the Developing Child, 2020). In this context, understanding how parents of 5-and-unders supported their children's learning could uncover new aspects of parents' roles in early learning. But this question is largely ignored by literature on learning in the pandemic, which has instead focused almost exclusively on learning loss for school-aged children. This study captures parents' perceptions of their engagement during the pandemic, focusing on mothers' responses to championing continuity of learning during the UK lockdowns. It includes a 3-month digital diary study, followed by video interviews (2x timepoints for all participants), to add robustness and depth. Parents were also asked whether their childhood experiences could have influenced their responsiveness in this context, adding an interesting longitudinal element. Thematic analysis shows protectors and detractors of parental engagement: protectors such as physical exercise, and detractors such as chronic fatigue, guilt, and partner imbalance. The implications of this work extend beyond the pandemic - there could be opportunities to strengthen policies or programs to support parents in their role as first teachers, and to educate parents on the value of parent-child play, responsive parenting, and healthy attachment.	[Remote]

Stream 1C - 11.00 am - 1.00pm
Children's Emotions and Beliefs
W310

Promoting Emotional Literacy in Scottish Primary Schools Primary school pupils in Scotland, as in schools around the world, have faced unprecedented challenges in their education as a result of mitigations put in place to address the coronavirus pandemic. In addition to disruptions to their academic attainment, other aspects of children's development, such as their socialisation, mental health, and wellbeing, have been affected. Schools and teachers have been provided with a range of tools to support children, although many of these interventions have lacked an appropriate evidence base. Building on research undertaken for an MSc in Psychological Studies, this presentation will explore the implementation of the Emotion Works Recovery Programme (EWRP), aimed at developing children's emotional literacy. The EWRP was developed by Emotion Works, a social enterprise, and designed to support children returning to school following lockdowns; the programme built on Emotion Works' existing cog model and introduced the trauma-informed 3Rs of Relationships, Regulation, and Relevance. Using as secondary data a questionnaire distributed by Emotion Works, statistical analyses were undertaken to determine the impact of the programme on teachers and pupils. These analyses found a significant, positive, and large effect size of the programme on	**Irene Pollock** University of Glasgow, UK

overall knowledge of emotional literacy, correlated with the amount of time spent on training and effective across curricular levels. This presentation will outline key findings of the research and make recommendations for effective practice in supporting the development of emotional literacy in primary pupils.	
Children's Testimonies of Death and Mourning The main aim of the paper is to present the methods of researching children's written testimonies and drawings related to the period of World War II. In the years 1945-1946, a competition was held in Poland, mainly among primary school students, devoted to their memories of the war and the Nazi occupation (1939-1945). Several thousand drawings and nearly 2,000 essays were submitted to the competition, which were children's elaborations on the following topics indicated by the organizers: "What do mass graves tell us?", "The most memorable moment from the German occupation", "My memories from the occupation", "Secret teaching". The drawings showed typical scenes of war and occupation such as public executions, arrests, round-ups, and confiscation of property by the Nazis. Both the children's memories and their drawings were created in specific conditions, subject to control by the educational authorities, but at the same time they are characterized by a high emotional charge and honesty. In the paper, they will be treated as elements of micro-history (Steward, Ginzburg, Domańska) and documents of the formation of folk memory (Berger, Luckmann), written/drawn by people referred to as "bystanders" (R. Hilberg).	**Maciej Wroblewski** Nicolaus Copernicus University, Poland
Religion and Childhood Religion is not just a form of worship and belief in a sacred. Religion is also a means of shaping people as an ideological device. Religion is an influential factor among the aims of children being seen as the ideal citizens of the future and shaped by social institutions. Educate a generation of religious conservatism efforts of the government and society in Turkey; It goes hand in hand with the teaching of religion in primary and secondary schools. The fact that children are forced to understand and be convinced of many more abstract concepts such as heaven and hell while still in the concrete operational period results in being subjected to a religious education independent of their will. A religious education that is not suitable for children's development processes is the tool of the government's aims to transform the society. At the same time, the religious understanding of a particular sect is given in the religion textbooks. In this study, it is aimed to give the relationship between religion and childhood by critically examining the religion book taught in the 5th grade of public secondary schools and İmam Hatip (schools based on religious education) secondary schools. Since childhood is a social, historical, cultural, political and religious construction, it is aimed to see the religious construction of childhood.	**Ayça Demir** Zonguldak Bülent Ecevit University, Turkey [Remote]

'How do you feel?' A Pilot Co-production study in Suffolk Asking all the 7 to 11 year-olds in Suffolk how they feel is a substantial task, and wanting them to answer for themselves makes it a bit harder. In 2021 Healthwatch Suffolk began a pilot project to do just that. Taking the approach of co-production as far as was possible, through lockdown, home working, with an education system washing it's hands, and school's forever in bubbles, was anything but easy. Going back to the drawing board and asking practitioners "what do we know of these putative participants – what can we ask and what can they answer?" was the starting point of a rollercoaster ride. Ultimately fewer schools participated than hoped, but hundreds of children answered our questions. We supported schools to engage with their community to inform them of their intention to participate, we provided schools with activities to introduce the concepts and language of the survey, and each school got a dashboard of their student's responses on completion. We asked about feelings, contexts, management, and future learning. Importantly we also gave the children the option to say "no" to sharing their data with the research team. We learned that children want to learn more about managing feelings, some would like to do that at home, others would like to learn with friends. But telling you more would spoil the story of the journey – I'll tell you what I've learned when we meet."	**Nic Whittam** Healthwatch Suffolk, UK
Stream 1D - 11.00 am - 1.00pm **Children's Participation** **WAD1**	
Struggling to Participate. Children and Professionals' Perspectives on Child Participation in Public Law proceedings This presentation focuses on the experiences of children who attempt to participate in their own care proceedings, and the professionals whose role it is to assist them. Under the Children Act 1989, the State may seek to remove children who are subjected to care proceedings from their families if it is deemed necessary for their protection. During the Court proceedings, professionals are expected to include those children in decision-making processes. Drawing on critical-childhoods theories, this research sought to problematise welfare and protection-based discourses that simultaneously frame children in ways that justify adult authority and guidance over them and downplay children's ability or competence to act. Qualitative interviews were conducted with 7 participants who attempted to participate in their own care proceedings (some who were now adult) and 24 professionals who work(ed) within that system (social workers, guardians, solicitors and barristers).	**Sara Hammond** The Open University, UK

By analysing the discursive strategies employed to unsettle the traditional constructions of the protection/participation and adult/child binaries, this research demonstrates that ideas around child participation are difficult to translate into practice, with practical and affective consequences. Thus, both professionals and children feel disempowered and discomfited by notions of children's participation in the care proceedings Court process. Professionals feel children's participation interferes with their ability to protect children's welfare effectively. Paradoxically, children feel professional practices around protection stifle their ability to participate meaningfully and consequently contribute to their own protection and welfare.	
Fostering young Children's Curiosity through Creative encounters 'How I Wonder What You Are' is a small-scale study exploring young children's engagement with creative encounters in a museum in a town in the North West. In this conference paper we discuss the learning, social and exploratory potential of open-ended arts-based workshops for children aged 0-4 and their families. We demonstrate a process of engaging children with open-ended resources and spaces in a museum setting to become co-producers of knowledge and the arts through workshops which are linked to well-known nursery rhymes and stories, arts concepts and specific museum exhibitions at the time of delivery. The workshops link early years practice with museum spaces and set up exploratory encounters to spark curiosity and foster exploration through the senses. Through the work produced by the children and playful interactions along the process, we illustrate co-creation, co-design and reflections on children's contribution to understanding museum spaces as sites for interaction and community building in the aftermath of the Covid-19 pandemic where the wellbeing of young children and mothers, in particular, has been overlooked. We also examine the potential of children's participation and co-production as a driver of change in museum practice and offerings where children are seen as agents rather than receivers of content and learning. Workshop data was generated and presented innovatively thorough floorbooks and displays. We will encourage conference participants to engage with the visual representations of the workshop process through the floorbooks and artwork produced by the children and their families.	**Dimi Kaneva** University of Huddersfield, UK and **Natalie Mason** The Earlybird Project, UK
Love and Recognition: Children's perceptions of an Educational Climate Change Intervention Drawing on a qualitative evaluation of a climate change education project and Honneth's theory of recognition (as applied by Thomas 2012, 2019), this paper explores children's perceptions of their roles in climate change and the influence of the 'affective approach' of the intervention (Leiserowitz, 2006). The paper discusses how children's understanding of climate change and their role as citizens is 'intersectionally structured' (Alanen, 2016, p. 159) by broader social inequalities, the local spaces and places where they live, and the importance of social relationships (Tisdall and Punch, 2012). The paper aims to contribute to the idea of childhood as a	**Rossana Perez del Aguila** The Open University, UK

'relational concept' (Thomas 2019) moving 'beyond the typical child-focused concerns and opening encounters with 'wider social phenomena in which children participate or childhood is implicated' (Spyrous, 2019, p. 320). Engaging teaching methods using visual imaginary and play are powerful tools in climate change education (Monroe et al, 2019). The intervention used play, and visual images of the Antarctic to capture children's imagination and interest. Children living in Colombia and in England wrote letters to penguins at the end of the education workshops. They were asked to explain how they would look after the planet within their families and communities. A thematic analysis of more than 400 children's letters suggests the importance of developing culturally situated interventions. Children from poor areas Colombia felt empowered by love and recognition. However, the evidence shows that the affective intervention did not work in the same way with middle class children in Colombia and primary school children in England.	
How Regions and Countries influence each other in Child Participation Practice: ASEAN and its Member States For 15-20 years, after member countries of the Association of Southeast Asian Nations (ASEAN) ratified the UNCRC, not much has happened in promulgating child participation in the region. However, when a member country initiated the move towards the establishment of the ASEAN Children's Forum beginning with the Southeast Asian Children's Conference (SACC) in 2007, the promulgation of child participation in laws, policies and mechanisms picked up at unprecedented pace. This study explores how and why regional efforts at promulgating child participation was successful at the regional level and in influencing the ASEAN Member States. The study traces the development of the policies and mechanisms on child participation within ASEAN and in ASEAN Member States. It highlights the associations of two aspects of the developments in ASEAN and member countries: the period of the issuance of policies and creation of mechanisms and the structural forms of child participation, unique in the region, that have surfaced. Different ASEAN intergovernmental bodies issued 91% of ASEAN's policies and structures addressing child participation after SACC in 2007. Six/ten of ASEAN Member States also promulgated 81%, on the average, of their current policies and mechanisms in the eight years between SACC and 2016. The structural forms also follow either the independent children's village councils within governmental structure or the regular children's national forums organized by governments or by government-supported private organizations. Regional bodies, although not parties to the UNCRC, have roles in the promulgation of child participation. Countries also have roles in their neighborhood of countries.	**Roberto Salva** Brandeis University

Stream 2A - 14:00 - 16:00 pm **Children's Creativity and Play** **W129**	

Panel Presentation: *A Need for Play: Children's Play and their Cultural, Social and Spiritual self and Identity*	**Fengling Tang,** University of Roehampton, UK
Play evokes the image of childhood and of the special moments of learnings gained while engaged in an experience that transcends time. Even in the midst of a technological era, play remains as a fundamental experience for every child. Central to a child's developmental experience, play is also recognized as a rightful activity for children, a reminder of its fundamental and intrinsic experiential value (Froebel, 1887; UNCRC, 1989; Dau, 2001; Van Hoorn et al, 2015). Play, as a paradigm, is critical to any efforts guided at supporting children's wellbeing (Smidt, 2011; Brock, Jarvis & Olusoga, 2019). With its multiple dimensions, play constitutes a developmentally formative experience and construct inherent to the early childhood development. In times of challenges like those recently experienced by the 2020 pandemic, the need for children's play resurfaces with greater attention to its role in supporting appropriate children's development. Concerns arise from the fact that despite the developmental role of play, many times, children are not receiving all its benefits. Educational emphasis on academics has diminished the image of play, decreasing opportunities for children to play (Ginsburg, 2007). This panel explores play and its centrality as a construct integral to children's wellbeing through their social, cultural, and spiritual development. As an essential developmental element, play continues to be an influential factor supporting a child's emerging and unfolding sense about self in three different contextual dimensions: relationship building, spirituality, and cultural identity. Each of these dimensions are integral elements supporting a child's wellbeing throughout the early years. They constitute factors contributing to a child's positive socioemotional development (Yogman et al. 2018). Presenters in this panel explore how these dimensions emphasize the need for play as a cornerstone for early childhood development and individual wellbeing. In each dimension, presenters discuss how children negotiate realities and make sense of experiences driving their individual socioemotional, spiritual, and cultural development. Role of the outdoors context is addressed as a setting fostering relationships, a socioemotional milestone during the early years. Considerations to the role of outdoor play as a context promoting children's relationships is examined with attention to the impact of the outdoors on interactions and dialogue among children. Pondered from a Froebelian play perspective (Froebel,1887; Bruce,1987; Tovey,2013), the impact of the COVID-19 pandemic on a child's spirituality, is considered bringing attention to the spiritual development and how play contributes to its development, an area of need for attention given its implications on individual	**Zoi Nikiforidou** and Liverpool Hope University, UK **Wilma Robles-Melendez** Nova Southeastern University, USA [Hybrid]

development. One of the major outcomes during the early years is the emergence of a child's sense about self. Play as an appropriate context for cultural learning and identity formation of immigrant children is addressed with consideration to its role in the transmission of cultural values and principles through repertoires of traditional play. In the context of society, the wellbeing of children must guide efforts of early childhood educators determined to ensure their success. Panellists aim at bringing attention to the continual role and need for play as an essential element supporting children's successful development and wellbeing.	
Childhood Experiences and Personal Understandings of young Newcomer Children as revealed through their Play and Personal Art-making This paper presents findings from an arts-informed and play-based case study with two young newcomer girls in Canada that examined how they used play and personal art-making to communicate and share the personally significant from their everyday lives and experiences. Data were collected over a 3-month period through multiple methods including observations in the kindergarten classroom, video recordings and photographs of each girl's art-making and play activities, and any accompanying conversations. Using existing understandings of young children's play and personal art-making, as informed by sociocultural theory (Vygotsky, 1978, 2004), creative and imaginative forms are recognised as an echo, foregrounding, memory, or communicative reconstruction of daily experiences (Bodrova & Leong, 2015; Fleer, 2019; Lindqvist, 2001). Findings revealed that these playful, creative, and imaginative activities functioned as important communication tools or prompts for conversation of ideas and perspectives, and recall of experiences and events. The activities and conversations were also mapped onto the recently developed RAISED Between Cultures model (Georgis et al., 2017) as it provided a framework for acknowledging the multiple family, community, and systemic factors that influence the development of young immigrant and refugee children. Through these creative and imaginative activities, each girl revealed a wide range of personally significant experiences, influences, barriers, and complexities connected to their culture, pre- and post-migration experiences, concepts of identity, gender roles, and family contexts. A discussion of the specific findings and how the girls understood, experienced, interpreted, and navigated their childhood experiences, and considerations for us as adult outsiders will be highlighted.	**Nicole Jamison** Bath Spa University, UK
Embodied, Embedded, and Entangled creativities with Tablet Computers in pre-schoolers' This talk will explore preliminary insights from the ESRC funded project: *"Embodied, embedded, and entangled creativities with tablet computers in pre-schoolers' home environments.* The aim of this research is to expand upon our current understanding of pre-schoolers' creative use of tablets with their parents in the home	**Fiona Byrne** University of East London, UK

environment. This project constructed a nuanced theoretical framework to examine pre-schooler's creativity while using tablets with their parents, combining post-humanist theory alongside theories of embodiment. It has been recognised that research into creativity is in crisis and new approaches are needed as current conceptions do not consider its multi-dimensionality (Glaveanu, 2014). Posthumanism allows for a more ethical approach to studies of creativity, providing us with tools to think about how to view creativity diffractively, not just through a reflexive lens which centres humans in the process (Preez and Simmonds, 2020). Exploring posthumanism through an embodied and embedded framework with a relational ontology ensures it is empirically ground (Bradotti, 2013). The methodological advancement was in the form of developing and applying a focused ethnography, drawing upon multimodal transcription and diffraction to enable the capture of experiences with the iPads through a range of theoretical lenses. Due to the pandemic, the initial stages of the project were completed at a distance, with participants acting as co-researchers and assisting in the data collection.	
Stream 2B - 14:00 - 16:00 pm **Children's Relationships** **WLT2**	
Eliciting Looked After Children's Views and Relationships Through Card-based Participatory Research Methods In this paper we examine the use of card-based Participatory Research Methods (PRM) to elicit looked after children's views regarding a creative mentoring intervention. Within this research, we draw upon notions of participation as outlined in the United Nations Convention on Rights of the Child (UNCRC) and body of child-led participatory research with a focus upon securing such rights. We designed "ranking and ratings" cards as an elicitation tool within a wider project to evaluate the provision of a Creative Mentoring programme for looked after children within two pilot primary schools. Six children aged 6-11 years participated. The programme was run in England by a Local Authority and a charitable organisation with the aim of nurturing social skills through creative arts. The PRM were applied as part of the evaluation to ascertain whether the programme is delivering an effective child-centred intervention and to capture children's views regarding how it could be improved further or extended. The researchers created a "ranking and ratings" card based upon the popular game, "Top Trumps" to create familiarity and facilitate an examination of mentee-mentor relationships through focused conversations.	**Katherine Mycock** and **Sophia Gowers** University of Derby, UK

We feel that the card-making activities aided children's participation due to them following the structure and format of a familiar game. However, we recognise the limits to participation created through the unique set of circumstances through which we negotiated to take the 'strongest' participatory approach possible. Overall, we found the card-based PRM offered an engaging game-based approach to eliciting children's perspectives on their relationships with familiar adults.	
'Imaginary' friends: Reconceptualising invisible Childhood Companions Euro-Western cultures tend to associate children with vivid imaginations. A common feature of childhood(s) often falling into this category is the presence of what were traditionally known as imaginary friends; or imaginary/invisible companions (ICs) as they are more commonly referred to in the literature. Researchers have shown them to be a normal part of childhood across different cultures. Developmental psychology retains the dominant discourse, where they are located as a feature of pretend play. However, whilst we recognise that many children explain their invisible companions in this way, some do not. First, this paper argues that we need to reconceptualise the most common form of companion – those who take a human form. This proposal is founded on the need to respect children's voices; to challenge the largely uncontested narrative of developmental psychology that these are all imaginary play; and to recognise that other voices can bring equally valid ontologies. Crucially, a range of disciplines can illuminate different understandings to what, in some cases, is the same phenomenon under exploration, albeit obscured by different disciplinary ontologies, epistemologies and terminologies. Specifically, the paper proposes that bereavement studies, parapsychology, psychiatry, anthropology, religion and spirituality need to be brought into the conversation. Second, the paper briefly considers the implications of this reconceptualisation for Childhood Studies: a field which has, to date, remained largely silent on imaginary/invisible companions, despite their everyday presence in many children's lives across a range of cultures.	**Kate Adams,** Leeds Trinity University, UK **Emma Stanford** and **Harpreet Singh**
'Big brothers and sisters have my back': Benefits and risks of befriending older peers as a strategy to deal with school bullying This paper is based on an ethnographic study that was conducted in a rural primary boarding school in China in 2016. Befriending 'brothers' and 'sisters' from older year groups were mentioned by children in the field as a strategy to gain protection against being bullied by same-age peers at school. Through both children's narratives and observations, befriending older children could protect children from being the victims of bullying effectively, especially in contexts, such as Chinese rural boarding schools, where children spend a long time with peers under limited adult supervision. However, it is alarming that such close connections with older children, in some cases, could give children a feeling of having power over their same-age peers, leading them	**Yan Zhu** University College London, UK

to engage in bullying themselves, as attackers. In addition, since the roles as the provider and receiver of protection could cause an unbalanced power between the older ones and younger ones, younger children might have to experience some 'dark' side of such cross-age peer relationships, such as exploitation, in some cases. Such experiences could be further strengthened by the Chinese values of 'giving' and 'gaining' in relationships. Therefore, this paper argues that befriending older peers could contribute to increasing the safety of children at school is significant, however, it is also necessary to be aware of potential risks associated with such peer relationships, because of the unbalanced power relation amongst children caused by age.

Stream 2C - 14:00 - 16:00 pm **Children and Abuse** **W310**	
A Pupil-Led Approach to Understanding Sexual Bullying A report by Ofsted (2021), who inspect schools in England for the government, indicates that sexual bullying is commonplace in school and highlights the importance of how children are listened to in school. The majority of research on sexual bullying focuses on the sexual bullying of females by male perpetrators and the bullying of LGBT pupils. However, this presentation will analyse how males and females can experience and subject other pupils to sexual bullying. Sexual bullying is examined as a spectrum of unwanted sexual behaviour which can range from mild (for example sexist name-calling) to more severe (such as unwanted touching). However, behaviours which appear to be mild such as sexual comments can be associated with serious distress for recipients. The nuances and complexities involved in how pupils perceive and experience sexual bullying will be examined. A Foucauldian perspective is used to examine how pupils perceive the power which is exercised over them and how they exercise and resist power whilst analysing power struggles and the fluidity of power relations. Reasons why children might engage in sexual bullying and how sexually abusive behaviours can become normalised will be discussed. Recommendations are provided for what strategies schools can use to listen to the voices of pupils about sexual bullying.	**Elizabeth Nassem** Leeds Trinity University, UK
Children as Active Agents shaping Women's strategies in Terminating male-to-female Intimate Partner Violence Women's strategies in managing male intimate partner violence are influenced by individual cognitive and emotional factors as well as external factors including access to formal and informal support, intensity of violence, overall men's behaviour, and the presence of children. Based on data from a qualitative study with 44	**Ivana Lessner Listiakova** University of Suffolk, UK and

women, the paper focuses on children and their role as active agents impacting women's decision making, immediate situational protective strategies as well as long-term safety planning. Children represent the reason for turning points in women's strategies in managing intimate partner violence and often act as support resources. They are, however, positioned in between the parents and their behaviour is shaped by familial relationships and wider cultural and societal norms. The patterns observed in relation to how children's presence and behaviour influence women's strategies in eliminating intimate partner violence provide evidence that societal attitudes transfer into the attitudes of families and children. The microsystems surrounding women reinforce the continuation of violence. The findings emphasise that reframing male-to-female intimate partner violence as a gender-based issue is a crucial step in achieving systemic changes in support mechanisms as beliefs persist among professionals and the lay public that stem from obsolete psychological theories explaining intimate partner violence as a psychological problem of women, blaming women for inactivity, passivity and/or co-responsibility. This work was supported by the Slovak Research and Development Agency under the contract No. APVV-16-0422.	**Hana Smitkova** University in Bratislava, Slovakia
Parents as Child Sexual Abuse Prevention Educators Child sexual abuse (CSA) continues to be a problem for children worldwide, with a myriad of adverse personal, familial and community consequences. To date, primary prevention has focused almost exclusively on child education, teaching children how to recognise, resist and report sexual advances and victimization via school-based programs. Despite widespread support, child education lacks a sound theoretical base and questions remain about its effectiveness and appropriateness. Parental involvement in prevention has been limited, with their role restricted to that of educators. Sexual abuse and crime commission theories, and evidence of CSA risk factors and the process of abuse, provide an intervention roadmap and demonstrate that parents are critical agents in prevention. However, parents must be utilized in new ways, as parent-led education is liable to the same criticisms as school-based programs. Parents can be protective via two pathways: 1. The creation of safer environments, and 2. Fostering child well-being. The Parents as Protectors (PaP) program targets these two pathways by embedding a one-session module (teaching parents about the creation of safer environments) into existing evidence-based parenting programs (bolstering child well-being through positive parenting). PaP presents common family scenarios, via digital animations, to assist parents to identify and respond to CSA red flags. This paper presents the evidence-base for involving parents in prevention via the creation of safer environments and positive parenting, and the development and initial implementation of the PaP module with parents attending Parent-Child Interaction Therapy at Griffith University.	**Julia Rudolph** Griffith University, Australia [Remote]

Exploring the Challenges of Parenting and Child Protection in a fast-changing Digital World World over children are spending incredible amounts of time online than ever before and this has affected both the developed and developing countries where internet connectivity is invariably the way of life for many young people. Increasingly, children and young people are using mobile devices (smartphones, x-box and tablets) with internet connectivity to socialise with peers and access raw social media content. This extends to contact with strangers in various parts of the world. There exist a generation of children and young people who are sophisticated on the use of social media. There are also safeguarding issues in respect of predators lurking on the internet. While the advent of the internet has brought with it lots of benefits and opportunities, it has also created huge challenges for parents and professionals in the child protection fraternity as exposure to the internet has led to increasing digital risks. Some children are gaming too much unmonitored. There is exposure to harmful content, cyber-bullying, posts that come back to haunt an individual in later life. The fallout online impacts on young people's lives. Young people are more technical than their parents which indicates a gap between parents' digital competencies to their children's ability to navigator and access of online content without their parents' knowledge. This paper explores what parents need to know about the internet and its risks. The digital world has become an integral part of parenting as well as a huge safeguarding issue. The role and limitations of safeguarding workers, i.e., child protection workers and schoolteachers will be explored. Due to issues around consent in research with vulnerable children, the author will use practice experiences and interactions with educators in schools in Buckinghamshire. The findings are that there is a wide gap in the children and young people's competencies in accessing social media and some parents' understanding of the impact and influence of social media on the children's behaviour and emotional well-being. There is a need to raise children's awareness to the benefits of social media as well as it's negative consequences.	**Ian Ndlovu** Researcher/Independent Social Worker, UK
Stream 2D - 14:00 - 16:00 pm **Children's Education I** **WAD1**	
Through the Pupil's Eyes: Pedagogies of Empathy and the Intangibles of Learning What do we teach our children (and what we do not)? How do we teach them? Which textbooks do we use? What do we tell them about ourselves and our 'others'? Children's pedagogy has always been and remains a	**Mayurika Chakravorty** Carleton University, Canada

highly contested ideological terrain. The changing contours of the discourses on childhood through history have informed the educational provisions, pedagogy, and core educational values in societies. This paper identifies and contrasts two fundamental and diametrically opposite approaches to pedagogy, that may be called the *pedagogy of hegemony* and *pedagogy of empathy* respectively and explores the latter through an analysis of three non-western models of childhood education from the first half of the twentieth century. Deriving from Paulo Freire and bell hooks' works on critical and engaged pedagogy, the paper identifies three guiding principles that stress the centrality of the child as an autonomous, agentic, and creative learner as well as a collaborator in the learning process through the initiation into experiential and practical approaches to knowledge transmission.	
Education as and for Reparative Justice This paper therefore examines the teachers in a Local Government Area, as separated from a larger study of schools, using restorative practices. The study aimed at answering the following Research Questions: (1) To what extent did the implementation of restorative practices influenced communication and trust between the teachers and other school stakeholders? (2) Is there any significant relationship between the implementation of restorative policies and reduction of violence in the school community? (3) Is there any significant relationship between the perception of restorative policies by the teachers and the effectiveness of the implementation of the restorative policies? (4) To what extent did the implementation of restorative policies contribute positively to orderliness in the school community? (5) Is there any significant relationship between the implementation of the restorative policies and the prevailing obedience of students in the school community? The study was located in Lagos (Nigeria), Alimosho Local Government Area, with five hundred teachers from ten schools, while primary data were obtained through the use of questionnaire, structured interview and focus group discussion.	**Ajayi Olawale Enoch** Walex Multimedia Concepts
Policy as participant: What happens when policy becomes more than merely context? Methodologies tend to be viewed as either positivist or interpretivist. Social sciences usually position studies in the interpretivist and constructionist camps. In this presentation, the ontology of early years education (EYE) policies and settings in England and Finland is used as a foundation upon which a Feminist epistemological stance is built to compare the accountability discourses in EYE in England and Finland. This presentation explores how a cautiously positivist ontology is useful in some social science studies and, far from preventing interpretivist and constructionist perspectives, it provides the platform for novel and significant extensions to knowledge, from the perspective of the participants. An exploration of an epistemological framework of the Feminist Ethics of Care, Performativity and Reflexivity is used to examine how an abductive methodological approach shaped the data collection and analysis of data in this study. In so doing the inclusion of policy as	**Anna Max** University of Suffolk, UK

participant in data collection is justified, illustrating how policy is an active rather than passive contributor to discourses, attitudes, opinions and practices in EYE settings.	
How does Teaching for Mastery mixed ability group improve Mathematical achievement for all? The Teaching for Mastery Five Big Ideas encompasses the pedagogical reform implemented across English primary settings in 2014. It was brought about to improve mathematical achievement for all, reflecting Shanghai and Singapore approach. The aim of this research is to investigate how peer collaboration in a mixed ability primary setting both encourage and enable pupils to think mathematically. Existing research implies that best practice situates this within a co-dependent cognitive experience. The literature on the application of mixed ability partnerships is contentious, suggesting it is only lower attaining pupils who benefit from this experience. There is little evidence regarding how pupils perceive this experience or how it creates equitable and inclusive classroom cultures. Furthermore, the conditions, which must be made to create classroom climates that celebrate peer collaboration, is also highly debateable. Our study adopts use of close observations as well as pupil focus groups to gain perceptions of what pupils perceive to be beneficial in terms of working and learning collaboratively. No firm findings can be reported yet within this on-going research. But early indications suggest focusing on classroom structures, cultures and strategies for enabling successful learning process. Therefore, our conclusions remain tentative. However, the leadership challenges and opportunities on how best to create an inclusive, purposeful learning environment that captures pupil's voices lead us into further study.	**Rebekah Gear** and **Krishan Sood** Nottingham Trent University, UK
Stream 3A - 16:30 - 18:00 pm **Children's Inclusion and Equality** **W129**	
Interrogating the Voluntariness in Children's Protests: The case of the Parkland school Shooting Protests After the Parkland, Florida school shooting in February 2018, students from all over the United States protested. They demanded, among others, school safety and an end to gun violence. The organizers and participants of the protests, from February to September 2018, were mostly in high school and almost all were children. Aware or not, through the protests, the students exercised their participation right as defined in UNCRC Article 12. The US remains the sole State not to have ratified the UNCRC but its First Amendment, extended to children since 1969, overlaps with UNCRC's first key stipulation on child participation (Lundy, 2007), i.e. children's right to speak freely in matters that affect them. In this paper, I take the opportunity	Roberto S. Salva Brandeis University

provided by the Parkland protests to study children exercising their participation right, *by opting not to participate* in the protests, in a non-UNCRC State and in a scale not seen since the First Amendment's extension to children. I inquire how children view their non-participation and interrogate how voluntary protest participation was, especially given that the First Amendment rights is written in the language of negative rights. To answer these inquiries, I examine children's views on the protests in student-written articles from 326 randomly selected middle and high school newsletters from 41 US states. I examine the articles using sequential mixed methods. I find five salient themes (with two statistically significant). I explore whether these results are unique to the US children and how participation "voluntariness" has stronger legal support in the UNCRC.	
Early Childhood Education Policy of Quality and Equality Access in the English-Speaking West Africa: Success or Failure This paper examines government policy on Early Childhood Education (ECE) in the English-speaking West Africa, which was designed to provide equal access to quality learning for all children irrespective of their background. The underlying empirical research is a case study that focused on the issues of access to and quality of provision available to children from birth to 5 years in Early Childhood Education in Nigeria. The study explores these issues drawing on the views and lived experiences of practitioners, parents and policy makers in a group of preschools in Lagos, Nigeria. The aim is to understand how stakeholders in the case study settings perceive access to and quality of provision available to children, and also to establish if their experiences and views match or are at variance with government policy claims. Several authors have questioned the universal view of the concept of quality. For instance, the work of Dahlberg et al (2007) and, writing from an African perspective, Nsamenang (2008) have influenced the theoretical stance in this study. Employing an interpretivist approach, this study explores the experiences and interpretations of various stakeholders in relation to quality and access in early years education in Nigeria. Data was generated through semi-structured interviews with parents and teachers, questionnaires administered on employees of the Ministry of Education, observation of facilities in settings and analysis of policy documents. Findings revealed significant gaps between government policy and actual practice. Key areas of disconnect between policy and practice were varied experiences for children and families, contradictions and disparities in access to funding of early years education, professional development and conditions of service of early years teachers, and a general dissatisfaction with the state and the quality of provision in early childhood education settings.	**Samson A Adesoye** Adesoye College, Nigeria
Inclusion, Diversity & Inequality in Childhood and Education	**Paula Hamilton** University of Chester, UK

After decades of delivering equality, diversity, and inclusive education there is evidence to suggest that a more critical lens is required. Many academics, practitioners and policy makers continue to fail to sufficiently comprehend the overlap that exists with dimensions of diversity and continue to package difference in singular descriptors which suggest that there are discrete groups of learners (Thomas & Loxley, 2021). Some continue to see inclusion as a concept solely linked to special educational needs and disabilities, while certain children continue to encounter persistent and disadvantaging barriers in schools, and the tensions, dilemmas and limitations of inclusion ideology often goes unacknowledged. This presentation will be of interest to students, academics, and practitioners, both within the field of education and childhood studies, who wish to address social inequalities and make inclusive practice meaningful. A critical stance is adopted to unpack some of the complexities associated with inclusive ideology. Central to the discussion is Norwich's (2013) notion of tensions and dilemmas of difference and Robinson Jones-Diaz's (2016) argument for promoting understanding of sociological perspectives, including intersectionality, which help to explain social inequality and disadvantage. Only when practitioners have more radical insight regarding inclusive ideology and diversity will there be the likelihood of them being more effective in their role as agents of change to dismantle discourses that exist to marginalise, thereby empowering the next generation in social justice education and shaping more equitable policies and practices in education and child settings.	[Remote]

<table>
<tr><td colspan="2" align="center">Stream 3B - 16:30 - 18:00 pm
Children and the Pandemic
WLT2</td></tr>
<tr><td><i>Maintaining Children's Friendships during the Covid 19 Pandemic</i>
Friendship is a central focus of children's lives and research suggests the positive effects that friendships can have on children's healthy development and learning (Unicef, 2011; Daniels et al, 2010; Hedges & Cooper, 2017). However, in March 2020 when the effects of the Covid Pandemic hit, children experienced lockdown and restrictions which either stopped or severely limited their interactions with friends. This paper 'gives voice' to children's friendships during this period and conveys how children navigated this scenario and the impact this had on well-being. It draws upon on a pilot study of ten, seven- to eleven-year-olds during which data were collected through creative participatory methods, including drawings, photography and accompanying meaning-making online interviews. Findings provide new insights into how children endeavoured to maintain their friendships, how play and friendships were disrupted and finally how this impacted on children's well-</td><td>Caron Carter,
Ruth Barley and
Arwa Omar
Sheffield Hallam University, Sheffield, UK</td></tr>
</table>

being. This paper argues for the need to 'give voice' to children's friendships and consider the implications for educational practice during 'Covid Recovery' in schools and any potential future lockdowns or restrictions.	
The Pandemic Generation: Children's Inclusion and Participation in Covid-19 Health Promotion in Aotearoa, New Zealand Young people represent 20% of the population of Aotearoa New Zealand, a nation globally acknowledged for its comparatively successful management of the Covid-19 pandemic. Despite the necessity of children's participation in public health efforts, children have been under-represented in Aotearoa's Covid-19 public health policy, messaging, and media, which have focused on narrow questions of children's susceptibility to or ability to transmit the virus or the social, developmental, educational and economic impacts of disruption. Yet research in the social science of child health has long established children as agentive social actors who engage with, respond to, resist, or promote health policy, messaging, and interventions. Limited attention to children as social actors in the pandemic has therefore meant overlooking them as participants in pandemic life and as public health promoters: as people who engage with government and institutional mandates, co-construct "domestic protocols" at home, accommodate a restructuring of their childhood, and contribute to the care and protection of themselves and their families, communities, and nation. I sought to investigate children's participation in Covid-19 public health promotion by making comics with children in Auckland about their experiences of the pandemic. Conducted in person or over Zoom, these 26 co-constructed comics reveal first, how the adult-centric structures of public health promotion have constrained children's engagement, and second, the overlooked ways that children have nonetheless contributed to Covid-19 management. I suggest these findings challenge two adult-centric assumptions of public health promotion: who and where is considered public, and what health promotion work can look like.	**Julie Spray** University of Auckland, New Zealand and National University of Ireland Galway, UK
Stream 3C - 16:30 - 18:00 pm **Children with Special Educational Needs and Disabilities** **W310**	
Representing Autistic Children in TV Shows The neurodiversity movement has enabled more autistic voices to be heard, nonetheless representations of autism in popular culture tend to still be stereotyped (Sarrett 2011). As an autistic scholar and the mother of an autistic child, I have been searching for diverse representations of autism in the popular media. The three shows I have selected for this case study represent the stereotypical white male child (McGrath 2017), although	**Aurore Yamagata-Montoya** Mutual Images Research Association

they diverge in their representations of autism. *The Good Doctor's* main character, Shaun Murphy follows the stereotypical "white male with savant-like ability in mathematics or science" (McGrath 2017, 3). While the show focuses on the adult character, the first season shows flashbacks about his childhood. In *Atypical*, we follow Sam Gardner during his late teen years while he navigates the last years of high school and enters university. Max Braverman from *Parenthood* is diagnosed with Asperger's Syndrome at the beginning of Season 1 but only learns about it in the next season. In my analysis of these three TV shows, I first highlight what terms are used to talk about autism and who talks about it (child, parents, professionals). Secondly, I show how the 'invisible handicap' is rendered visible on screen through the use of acting techniques (hands, eyes and speech especially), through the character's restricted interests and social relations and through the use of visual effects in post-production to make visible the train of thoughts of the character. Thirdly, I analyse three tropes of the autistic child: the diagnosis, the meltdowns and the fragmentation of the family.	
Children with Disabilities' Uses of Separate Leisure Spaces The UNCRC and the CRPD stipulate children with disabilities' right to leisure on the same terms as other children. One way to organize leisure for children with disabilities is through separate leisure spaces, i.e., spaces that are targeted at and adapted to specific groups of children with disabilities. However, little is known about such spaces, for example how they are organized, what children's perceptions of these are, and what children do there. In this presentation, I aim to contribute with such knowledge by sharing insights from an ethnographic study from a leisure space aimed at children between the ages of 3-11 with what in a Swedish context is termed neuropsychiatric disabilities (e.g., ADHD and ASD). In this presentation, I will depart from the concept 'affordances' to explore what is possible to do at the leisure space, focusing particularly on the so-called 'calm room'. I have chosen this focus to analyze the tensions between, on the one hand, the adults' ideas about the children's leisure needs and what children can and cannot do at the leisure space and, on the other hand, what children actually do when they are there. I will demonstrate that the understandings and uses of the room are negotiated between the staff, parents, and children, leading to multiple understandings and uses of the room which do not always align with the adults' initial intentions.	**Rebecka Tiefenbacher** Linköping University, Sweden
Opportunities for Success: Teaching Personal Finance Skills to Students with Special Needs Understanding the importance of personal finance is a skill that empowers students to have more control over their independence as they reach adulthood. Many students have opportunities to learn skills early in life and continue to build on these lifelong skills. However, for many students with special needs, developing personal finance skills is an intimidating, frustrating and overwhelming activity. An early understanding of financial matters is important to master to give students with special needs a financial foundation. Financial skills are	**Sarah Stanwick** and **Olivia Stanwick** Auburn University, USA

skills that can and should be introduced at an early age. However, a study by the Association of Financial Counseling and Planning found that less than 20% of primary and secondary teachers believe that they are adequately prepared to teach topics related to personal finance (National Disabilities Institute). The purpose of our research is to develop a financial skill framework which addresses financial literacy skills for elementary students with special needs and to also facilitate teachers in addressing these skills in the classroom and in afterschool programs. Our research is three-fold: First, we provide a review of relevant published research to guide the development of programs for teaching financial literacy skills to students with disabilities. Second, we will address trends in financial education and steps to create a financial literacy program for students with special needs. Finally, we provide an overview of an afterschool program that we will implement for elementary students with special needs in our community.	

Stream 3D - 16:30 - 18:00 pm
Multidisciplinary approaches to Research with Children
WAD1

Panel: *Doing Research at the Research Centre on Child Studies* The aim of CIEC is to promote high quality research and scientific knowledge aiming at improving children's well-being, development and learning. CIEC's goals include: i) conducting research using a holistic approach to the study of children and childhoods; ii) contributing to policies, rights, cultures and practices focusing on children's lives; iii) educating and supporting professionals who work with children. This Panel illustrates current issues in research on child studies in Portugal. The first paper presents a study that is part of the larger research project "MoBeyBou -Designing Narrative Learning in the Digital Era" funded by FCT/ERDF -POCI/01/0145/FEDER/032580. MoBeyBou develops innovative pedagogical tools to promote the development of cognitive, social, and language competences. This study aimed to understand the students' perspectives about the use of the tools, informing the understanding about their learning potential. Data was collected during a pedagogical intervention with a primary school class and through a follow-up interview with the students. The thematic analysis revealed positive appraisals of the learning process, valuing multimodal meaning making; digital play; embodiment and collaboration. The second paper draws on findings from a wider research project titled "IMPACT -Investigating the impact of school leadership on students' outcomes" funded by FCT -PTDC/CED-EDG/28570/2017. Data was collected through focus groups with children in different school contexts. The aim was to explore their views of school and their experience during the COVID-19 pandemic. Findings point to personal and contextual factors as well as issues linked to their learning and	Maria A. Flores, Cristina Sylla, Eva M. L. Fernandes, Fernando I. S. Ferreira, Maitê Gil and **Zélia F. C. Anastácio** University of Minho, Portugal

academic achievement. The third paper approaches the "Triangulation between nutrition, sleep and emotions of primary school children".

The aims were to characterise the routines of primary school children; to analyse the relationship between children's nutrition, sleep and emotional competencies; to validate a scale on emotional skills for children. A questionnaire including all these variables was carried out and applied to a convenience sample after the first lockdown due to COVID-19 pandemic. Most children reported having a healthy diet and good quality sleep. Joy was the predominant emotion. The dimension of emotional competencies with the weakest results was emotions regulation, with statistically significant differences between girls and boys. Lockdown provided them more time to be with family and the worst emotion caused by COVID-19 was the fear to die. The fourth paper presents a theoretical approach to intergenerational issues emphasising their relevance to Child Studies. The phenomenon of ageism is problematised as one of the most impactful forms of discrimination in our societies, which affects especially the elderly population but also children, as a consequence of deep-rooted beliefs that they are immature, incompetent and voiceless in institutions and the public space. Policies and intergenerational programmes and practices are analysed through literature review and document analysis. It is argued that in contrast to the political and normatively widespread discourse of "active ageing" and "intergenerational solidarity", intergenerational studies may contribute to a more in-depth knowledge of both the elderly and children's lives, and in particular of the social relationships and encounters between them.

Day 2
Wednesday 13th July 2022

10.00-10.55 am

Keynote speaker - Professor Alison Clark
What's happened to time?: rethinking accelerated childhoods and children's relationships with place and materials

WAD1

Stream 4A - **11.00 am - 1.00pm** **Theorising Childhoods** **WLT1**	
Critical Feminist Analysis of Cultural Capital in Early Years Policy Documents and Practice In 2019 'cultural capital' first appeared in policy documents relating to UK early years practice. Specifically, 'cultural capital' was included in the 2019 OSFTED early years inspection framework (HM Gov., 2022) which defines cultural capital as, '[...] the essential knowledge that children need to be educated citizens' (H.M Gov., 2019, p31.) Ofsted Inspectors are tasked with evaluating how well early years leaders devise and use a curriculum which adheres to developing cultural capital (H.M Gov., 2019, p140). However, 'cultural capital' is a theoretical term developed by sociologist Pierre Bourdieu (1978), as a means to categorise different forms of value in order to analyse how societal groups maintain and create social hierarchies. Given these differing definitions, the occurrence of cultural capital in early years policy documents requires critical examination related to this field of practice, in order to understand how this policy may function. This is particularly important due to the ways in which the early years field of work is gendered and classed (98.2% of nursery workers are women (Bonetti, 2019), and the majority are working class (Bonetti, 2019). Further, the majority of policy makers (65% of MPs are men (UK Parliament, 2022)) and senior staff in even feminised fields are disproportionately male (Department for Education, 2018a), and given the fact that social policy has historically been 'done to' women (see Pascall, 2001), it is important to critically analyse the occurrence of new terminology in policy from a feminist perspective. The authors have therefore taken a critical feminist approach to devising and employing a 5-part framework for analysing the inclusion of cultural capital in early years policy documents, and the potential implications for practice. The findings demonstrate a lack of understanding of the theoretical meaning of cultural capital, and little clarity and guidance as to what it means in early years practice. Further, it is argued that the inclusion of cultural capital is part of a flawed governmental social mobility agenda, which has the negative potential to further exploit the energies and value of working-class women without any benefit to equality of opportunity for children.	**Juliette Wilson-Thomas** and **Ruby J. Brooks** Manchester Metropolitan University, UK [Remote]

Critiquing Feminist Theory in the light of Research involving Intersectional Childhoods Educational research on the intersectional childhoods of South Asian (SA) females in the UK is jarring. The bulk of research to date, has a focus on the prevent agenda stemming from the Trojan Horse Enquiry (The Kershaw Report, 2013). This paper presents the development of the theoretical framework for an investigation of the intersectional childhoods of SA females. Using a critical review of the current research literature and taking on a paradigm approach, in this paper I will discuss the process of problematisation and reflexivity through which I formulated the theoretical framework for my Doctoral study. I focus on my process of applying a feminist lens and the problematisation of this theoretical framework when attempting to select a framework to work within when researching young SA females in East London schools. I reflect on the problematic nature of applying any single theoretical framework which led me to discover Eurocentric lens applications of theories such as the varying feminisms that were steeped in colonial ideologies. After conducting a review of SA feminism, with its core focus on the people of the geographical region of South Asia as opposed to SAs as a people anywhere, I conclude with this being problematic when working with research participants within the SA diaspora living in the UK. The findings from this research paper recommend applying the SA feminist theoretical framework by adapting and curating it for a SA diaspora living as ethnic minorities in the UK, and by further combining with it anti-oppressive practices.	**Fehmida Iqbal** University of East London, UK
Exploring the Value of 'Childness' Our research has shown that children draw on dominant Western discourses of childhood, even defining 'childness' in ways that could be seen as derogatory. As such, the children's accounts suggest that Childhood Studies (CS) has not yet been able to challenge dominant deficit-based discourses enough for new discourses to become embedded within children's consciousness'. To date, CS has tried to challenge the dichotomy between children and adults, and to focus on what children can do ***in spite*** of being children. Children, on the other hand, seem to understand that there are differences between themselves and adults, but have no language to talk positively about their 'childness', and instead seek credibility through disassociating from the label 'child' and/or claiming 'adultish' behaviours and attributes. We argue that Childhood Studies needs to engage in conversations (with children and adults) about what children can do ***because*** they are children, building a framework through which children (and adults) can articulate the valuable qualities of 'childness'. This interactive session aims to begin a conversation about how we talk	**Kate Bacon** Manchester Metropolitan University **Zoe O'Riordan** University of Central Lancashire, UK

about and view children, and to generate ideas for how we can work with children to develop positive ways of articulating 'childness'.

Critique of the New Paradigm of Sociology of Childhood The 'New Paradigm' (NP) of Sociology of Childhood famously maintains that childhood is socially constructed and supposedly places a much greater emphasis on the agency of children. The aim of this article is to demonstrate that such a 'social construction' of childhood is not concretely articulated and that the theoretical understanding of the 'social construction' of childhood is simply delegated to historiographical or ethnographic accounts. In doing so, it advances a new criticism of the NP and radicalises previous ones. Here, key is the theoretical engagement with the concept of 'human capital': foregrounding its critique, this article proposes the link between 'human capital' as a neoliberal version of labour-power and the concept of socialisation. The aim is to show that the 'social construction' of childhood is central, but the NP uses categories that are at the same time founded on neo-liberal views and abstracted from concrete social relations. This article maintains that a concrete critique of processes of socialisation (socialisation of childhood as human capital) is needed instead of abstract critique of reified childhood. Two alternative pedagogical practices are used to provide an example of such a concrete critique: 'Parents' Pedagogy' and 'Slow Education' movement. The principles and practices of these two movements link the concept of childhood to the narration of struggles. In these approaches, freedom, happiness and inclusion are part of a struggle which is embedded in the analysis of a system that demands rigidity, predictability and classification of childhood, with a view to eventually integrating children to human capital.	**Stefano Ba'** Leeds Trinity University, UK

Stream 4B - **11.00 am - 1.00pm**   **Childhoods at the Margins**   **WLT2**

Practising Pop Philosophy by Inventing Concepts in Research: Engaging Practices of State and other Support to Poor Children in Kenya Deleuze and Guattari, referenced as philosophers of concepts, urged us to practice pop philosophy by creating concepts. In this paper, I reflect on how I proliferated concepts during my ethnographic research on children's lived experience of poverty in Siaya, Kenya. Drawing on the view that	**Eliza Ngutuku** London School of Economics and Political Science, UK

concepts perform work, these concepts aided in understanding children's experience both ontologically and epistemologically. In imagining alternatives to a linear understanding of children's experience, I utilised a Rhizome, an imaginary for complexity, as the conceptual, methodological, and organizing principle. In the paper, I will explore two of the various concepts invented; a widower caregiver (the husband of the Graveor (chuor liel) and the alive but dead fathers(zombie fathers)or fathers, who for economic or other reasons are not able to cater for the needs of their children. While there is a name for widows, in this community, (a wife of the grave or Chi Liel), there is no name for a widower. Chuor liel is therefore a cultural and a lexical impossibility and drawing from the understanding that concepts have affective qualities, is intended as a shocking word. The neologism of alive and dead father, constructed by children and caregivers, performs dual work of asserting deservedness and repelling such characteristics. In contexts where support to poor children is often channelled through widowed caregivers, these concepts upset the social protection imaginaries and can be starting points for re-imagining support to children.

Historicizing The 'Troubled' Childhood: Discourses on Child Labour in British India, 1880s-1930s
n 1926 a child labourer at a public meeting in Calcutta complained to the British trade-unionists that he had lost a forefinger in a mill accident, but had got no compensation, and had been refused re-employment after his hand had healed. Upon inquiry it was discovered that the boy's name did not appear in the list of employees. Once an employer discovered a woman worker occupied in sewing jute sacks together with her infant, both scantily clothed, and both marked all over with distinctive spots of smallpox. At a signal from the European mill manager, both were dismissed from the factory premise to avoid any "great scandal". How might we interpret the systemic violation of child rights under an administration claiming to have established a 'welfare state' in an era informed by humanitarian movements, social protectionist reforms and international demands for children's rights? How did the colonial government and its various stakeholders view the 'management' of child labour?

This paper seeks to answer these questions through case studies from Bengal, Bombay, and Madras Presidency from the late 19th to the early 20th century. First, the protectionist measures for labouring children did not emanate from the normative concept of labour welfarism which generally had a humanitarian approach creating possible circumstances for the worker's well-being. Rather, labouring children's welfarism was largely shaped by the colonial state's perception on the social category of the 'poor child'. The language of risk made the child labour a troublesome

Shreya Kundu
Ashoka University, India

issue and administratively tricky one that hindered 'good governance' and made economic productivity 'inefficient'. While the middle-class 'native' children were subject to human capital development project in the paradigm of colonial modernity, the labouring children came under serious scrutiny, disciplinary mechanism and unfettered models of the state's repressive measures and constituted the new class of 'factory-citizens'. Second, the paper undertakes a discussion on the emergence of the global debates on child labour in India and its coalescence with contemporary politico-humanitarian movements like anti-slavery campaigns, feminist movements and worker's rights movements. In doing so, it explores the nature of child rights movement in India. The final section examines how the non-governmental actors like social reformers, trade-unionists and nationalist leaders had formed a pressure-group that compelled the government to rethink the recruitment of the children in factories.

Stream 4C - 11.00 am - 1.00pm **Children's Asylum and Migration** **W310**	
Separated Child Migrants' care of each other in a hostile Immigration Environment Drawing on dialogical theory and critical-childhoods approaches, this presentation will focus on empirical data from unaccompanied minors and adult stakeholders talking about the care young people receive (or should receive but they don't) and the care they give to each other within a hostile immigration environment (Yeo, 2018). In line with debates taking a critical approach to childhood and care, children are usually framed as the recipients of care, with adults assumed to be the providers of that care (Garcia-Sanchez, 2018). Specifically, we focus on the contradictions and syntheses between young people's and adult accounts of what counts as care. Findings are drawn from 64 semi-structured interviews with adults from several sectors (social workers, foster carers, NGOs, healthcare, education) and participatory approaches with 41 young people, including care object interviews and day-in-the-life interviews. By undertaking a dialogical analysis between the young people's data and the adult data, our findings will show complex shifts and contradictions in the views and understandings of these young people's care of each other. Our interviewee's wrestle with meanings of 'care', sometimes rejecting children's care of each other as a form of care. Other's draw on long-standing tropes regarding the potentially 'risky' or 'exploitative' notions of child migrant's care, even when recognising the and problematising these	**Sarah Crafter** The Open University, UK and **Evangelia Prokopiou** University of Northampton, UK

discourses. Recognising 'care' is good whilst decrying it as a failure of a hostile immigration system which absolves itself of its full responsibility to care, by leaving other young people to fill the gaps.	
Children and Parents receiving Asylum Support in the UK There is a growing literature concerning children's own experiences of poverty and material deprivation, highlighting its direct effects on children as well as their active role in responding to, coping with, and contributing to their family's income. Some children's experiences have received limited attention such as those excluded from social security structures by immigration restrictions. This research focuses on one such group; children claiming asylum with their families in the UK who have no access to most welfare benefits and are generally not permitted to work. Instead, families are solely reliant a parallel system of support provided via the Home Office ('Asylum Support') described by scholars as 'State-induced poverty'. Based on longitudinal qualitative interviews with young people and parents in 27 families over the course of one year (2021-2022), this paper presents new empirical evidence on young people's experiences of living on asylum support. Using thematic analysis, the findings suggest that young people face many of the same challenges as peers in low-income families such as severe material deprivation and stigma, going without essentials like clothes and shoes, missing out on social and extracurricular activities. Their circumstances also pose unique challenges. For older children, as well as living on extremely low income, the employment restrictions have implications for their training and development opportunities contributing to their sense of isolation and exclusion. These findings contribute unique insights into a changing policy context and one which seeks to extend precarity and poverty for children in newly recognised refugee families.	**Ilona Pinter** London School of Economics, UK
The Unaccompanied Refugee Minors' Experiences of Solidarity in their Everyday Social Life The accommodation of refugees in many European countries has sparked multiple forms of solidarity (Hamann and Karakayali 2016). While the majority of the research on solidarity is focused on practices among adults, little is known about the experiences of solidarity among children, particularly unaccompanied refugee minors (URMs)(Kauhanen and Kaukko 2020). URMs area group that is at once self-reliant and vulnerable (Derluyn 2018).Studies with URMs reveal that their basic needs are usually provided by the asylum systems in Europe, however, their everyday social experiences and there cognition of their voices and agency as unique individuals are rarely acknowledged, leading to encounters of misrecognition (Eide 2007; Kauhanen and Kaukko 2020; Korkiamäki and Gilligan 2020).Same as any other societal group, URMs experience and exercises	**Joelle Badran** University of Antwerp, Belgium

solidarity. This project builds on Axel Honneth's critical theory of recognition formed of love, rights, and solidarity (Honneth 1996). Honneth's theory is fundamentally concerned with social inequalities and social justice, and is a strong tool to examine children's social life experiences (Thomas 2012). This project adopts normative-ethical approach with the lens of the new social studies of childhood that situates children as autonomous and active agents, rather than passive victims (Graham et al. 2017). It draws on ethnographic fieldwork using observations, and participatory methods including focus groups and interviews, to investigate the URMs' meaning-making and own accounts of solidarity through recognition at community level and in the institutional contexts.	
Fleeting practices of Childhood as Acts of Appropriation: A Reflection on a Mobility Study with Racialized Adolescents his paper reflects on a small-scale study on time-space activities of new immigrants and racialized adolescents (ages 13 –19) in a Canadian Suburban context. Employing multiple methodologies including GPS mapping, photovoice, video diaries, and collective film-making, the study examines intimate and material embodied reproductions of power and make visible the ways in which the participants navigate and disrupt wider processes and normative constructions of childhood and mobilities. Drawing on the work of Lefebvre, De Certeau, and Du Bois, this paper builds on the work of scholars of mobilities, childhood, planning, and critical methodologies as it calls for a critical understanding of children's mobile practices as acts of claiming the urban. The paper pays specific attention to fleeting data that are either reductively coded in qualitative analysis or not readily registered via transportation planning toolkits, as a way of tuning into forgotten multiplicities of mobilities, childhood, and cities. The paper contends that by exploring forgotten mobility narratives of marginalized adolescents inhabiting spaces in the global north (i.e.: North American suburbs), we aim to further destabilize globalized assumptions about childhood and further the blurriness of interconnected processes that materialize in daily practices, pushing forward the question of: What other ways are there to reproduce child-friendly cities?	**Haifa Al Arasi** University of Toronto, Toronto, Canada

Stream 4D - 11.00 am - 1.00pm
Researching with Children: Experiences and Reflections
WAD1

Using Entrepreneurship as a Methodological Tool for the Development of a Child's Lifelong Learning Skills This presentation will identify how skills developed by entrepreneurs can be used to teach children the development of lifelong learning skills. There are numerous skills which children can develop if they are exposed to the same type of decision making process as an entrepreneur. These skills include: resilience, innovation and creativity, problem solving, goal setting, initiative, curiosity, self-confidence, empathy, optimism and giving back. We will start our presentation with a description of each of these skills and give examples of how entrepreneurs embrace these skills in the development and maintenance of their firms. The presentation will continue with the co-author's experiences as an entrepreneur. The co-author has developed two startups by the age of eighteen and will describe how he developed his concepts and the challenges he must address in the future with his current fintech start-up. The presentation will continue with the presentation of two short entrepreneurial vignettes which can be used in the classroom for children to understand the challenges and skills needed to become a successful entrepreneur. The first vignette will focus on what type of business would the child want to create. This will focus on the attributes such as innovation and creativity, curiosity, problem-solving and self-confidence. The second vignette will focus on what type of organization the child would create to help the local community. This would focus on attributes such as empathy, optimism and giving back. The presenters will give guidance on how educators can guide the class discussion for these two vignettes.	**John Stanwick** Purdue University, USA and **Peter Stanwick** Auburn University, USA
Researching Hospitalized Children's experiences of Schooling: Methodological challenges and creative solutions This contribution is driven by an ongoing research exploring children's participation in the School-in-Hospital (SiHo) Service, a context where educational and health system intersect. Drawing from Childhood studies' assumptions, the research adopts an intergenerational perspective by collecting both children and their significant adults' point of view on the experience of doing school in hospital. This paper focuses on the multi-method approach we adopted in conducting the research with hospitalized children and on the challenges we faced, also due to the outbreak of COVID-19 pandemic, during the fieldwork. As an institutional context, hospital is a setting challenging in itself, since the research agenda is necessarily shaped by the priority health needs of patients, managed by health professionals. These latter are the main gatekeepers for	**Giulia Storato** and **Roberta Bosisio** University of Turin, Italy

educational activities, which necessarily adapt to these hierarchies and priorities. As a consequence, our research needed to fit within the same rules and constraints – worsened by the pandemic. Moving within the Mosaic Approach (Clark, Moss, 2001) we planned a research path for children's involvement, which implies the combination of different visual and participatory techniques, together with creative solutions, thus producing a variety of tools and artefacts and giving also to children a greater control on the research process.	
The Affordances and Challenges of co-creation using Participatory Approaches: The case of the 'Young Translators Club' Children with a refugee or migrant background are particularly susceptible to sociocultural and political upheavals that can lead to inequalities and barriers to participation in learning settings like schools. The 'NEW ABC' project, which is an EU-funded collaboration with nine other partner countries, seeks to address these inequalities by taking a co-creation and participatory approach with a view to foregrounding young person-led innovative activities. This presentation details an ongoing pilot action in the UK called 'Empowering Young Translators' - a weekly after-school club specifically aimed at young people who act as child language brokers, who are children and young people who translate and interpret for family members, peers and the local community. The aim of the club is to develop and co-design with young people (aged between 11-14 years old), using participatory approaches, a pilot programme that attends to cultural, social and emotional wellbeing of young translators. In addition, through a variety of artistic-based endeavours, the club seeks to improve understandings of young people's translating as a caring practice. This presentation will detail some of the club's ongoing activities and the benefits young people express regarding their participation in the club. We will also discuss challenges in co-creation: moments of disjuncture through unexpected events, age-related affordances and challenges, the impact of covid-19 and wider fatigue experienced within learning environments, and the ethical challenges raised by the complex dynamics of (un)caring amongst the young people.	**Nelli Stavropoulou,** The Open University, UK **Sarah Crafter,** The Open University, UK **Guida de Abreu** and Oxford Brookes University, UK **Eleni Stamou** Oxford Brookes University, UK
Stream 5A - 14:00 - 16:00 pm **Children's Education II** **WLT1**	

Developing Science Capabilities and Functioning: An Agency Approach comparing Turkish students in the UK and Turkey The literature in science education highlights the potentially significant role of outside-school factors such as parents, cultural contexts and role models in influencing immigrant children's science participation. In order to better understand the role of being immigrant in children's science-related capability and functioning development, I first developed a theoretical model connecting Bourdieu's key concepts of habitus, cultural and social capital and field with Sen's capability approach, and then developed a survey for the study. I collected data from two schools in London (n=93) with notable Turkish immigrant student populations and from five schools in Istanbul(n=383), and examined to what extent Turkish immigrant children in the UK are different or similar in their science attitudes and their respective science-related capability and functioning development compared to their counterparts in Turkey. The results indicated that while students in Turkey were endowed with somewhat lower initial resources than Turkish immigrant students in the UK, surprisingly students in Turkey tended to have relatively higher science-related capabilities than their Turkish minority counterparts in the UK. In addition, students in Turkey appear to demonstrate even greater science functionings in comparison to Turkish minority students in the UK which can be partly explained by having greater and more personal access to science-related role models in Turkey and having more positive images of scientists compared to Turkish immigrant children in the UK. These results highlight sizeable disadvantages faced by immigrant Turkish children in the UK despite seeming advantages in terms of outside school science resources and opportunities.	**Tuba Gokpinar** University of Suffolk and UCL Institute of Education
Alternative approaches to Behaviour Management in Schools There are many children excluded from school each year in England. Exclusion from school is often just another step within a cycle of challenging behaviour and punitive responses. Despite this ongoing cycle, most schools in England still use punitive approaches as a substantial part of their behaviour management system. The main aim of this study was to explore why alternative behaviour management approaches, which enable student participation and are more aligned with principles of social justice, are not more commonplace in schools in England. The research considers the views of senior school leaders about behaviour management systems in schools; students' perceptions of behaviour management in their school; and the perceived barriers to	**Laura Oxley** University of Cambridge, UK

implementing alternative approaches. Data were gathered through conducting interviews with senior school leaders in English schools and internationally, analysed using Interpretative Phenomenological Analysis (IPA); an online survey sent to senior school leaders in mainstream schools and Pupil Referral Units in England; and focus groups with students at a case study school. The key findings of the study are that senior school leaders generally appear to have a positive attitude towards alternative approaches to behaviour management. However, there are a number of barriers that prevent these changes from being made, namely, time and resources, perceptions of others, and leaders being risk averse. The research findings suggest that alternative approaches to punitive responses could be used more frequently in English schools. However, there is a need for support to enable schools to overcome the barriers that are currently preventing this.	
The need for a national commitment to TA CPD - how regional teaching assistant networks can be part of the solution Teaching assistants are an increasingly significant and crucial part of the education workforce in England, with 271,370 FTE TAs, representing 3 in 10 staff in schools. The COVID crisis has highlighted the vital role these paraprofessionals undertake in schools, leading to them being labelled the 'unsung heroes of the pandemic' (Moss et al., 2021). Despite this valuable contribution to both teaching and learning and pastoral care, they often miss out on essential training and development. Recently, there has been a national drive to improve the CPD opportunities and experiences of teaching staff through the Teacher Recruitment and Retention Strategy (2019) , which introduced an Early Career Framework and specialist NPQs. This clear commitment to the professional development of teachers is necessary but overlooks the comparable needs of teaching assistants. In 2020, the Suffolk TA Network was established to begin to address this CPD gap through a commitment to training and development for local teaching assistants. Our network is run by TAs for TAs, offering a bespoke package tailored to the needs of our members and the pupils they support. Through this journey we have learned so many valuable lessons. We have surveyed development needs, identified barriers and found creative solutions to allow our members access to a quality and relevant CPD programme. We are also in the privileged position of	**Abigail Joachim** Westbourne Academy, UK mailto:abigail.joachim@westbourne.attrust.org.uk

working with other counties to develop networks of their own. Now is the time for a national commitment to CPD for teaching assistants and we are proud to play our part.

<table>
<tr><td colspan="2" align="center">**Stream 5B - 14:00 - 16:00 pm**
Children's Rights
WLT2</td></tr>
<tr>
<td>*Artificial Intelligence Impact on Children's Rights*
Today, the world is experiencing a scientific renaissance, and progress in the field of communications and information technology, and this has been accompanied by scientific and technical development, the openness of everyone to digital tools, digital resources and the great spread of the Internet in the world, and the occurrence of what can be called the communications and information technology revolution, and its reflection in the increased demand for social networking sites Such as Facebook, Twitter and other sites. Nowadays, the use of the Internet has become an indispensable necessity in the health, social, military, educational and cultural fields, and the rest of the various fields of life. Childhood is no exception to this; From the moment that hundreds of millions of children's eyes open to this world, they are immersed in a constant flow of digital communication and communication.

As children grow, digital technology grows with them in shaping their life experiences, offering them endless opportunities for learning and socialization. There is no doubt that the rights of the child were greatly supported at the beginning of the third millennium, the era of globalization and the information revolution, whether in the ease of obtaining information or expressing opinion and receiving and transmitting news, and digital technology began to paint an alternative presence, an alternative culture, and an alternative virtual life as well. Significant risks to children's safety and a threat to their privacy, which has multiplied the harms and threats that many children actually face on the ground, threatens their rights, and expands the scope of abuse.</td>
<td>**Faiza Semai**
University Constantine2-Abdelhamid Mehri, Algeria</td>
</tr>
<tr>
<td>**Workshop:** *A Manifesto for Children's Rights in Research*
In this workshop we invite participants to reimagine principles and practices for child rights informed research. The workshop is informed by our reflections on teaching research ethics and direct experience in seeking ethical approval for research with children and young people. In</td>
<td>**Francesca Zanatta** and
Jennifer Robson
University of East London</td>
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leading the workshop, our positionality is informed by the sociology of childhood (recognition of children's agency, capacities, status, etc) and by the work of human rights practitioners (transformative education). In the workshop we will promote reflection on the ethical responsibilities and limitations placed on researchers and scholars in conducting research through a children's rights lens. In the workshop, the research space is conceptualised as a space for interrelations, shared by all individuals engaged (eg: researchers, participants, gatekeepers, audiences). The 'cut up method' by Beat Generation writers to reimagine writing as radical and political act is applied in this workshop. The workshop will have three parts: 1. Deconstruct: Participants will be provided with fragments from published materials in the field of Ethics in Research in Childhood Studies 1. Restructure: participants will be invited to select and reassemble elements of the fragments into new fragments 1. Reimagine: in this last section, participants will be invited to question and problematise the existing principles and practices and to develop a manifesto setting out a novel praxis for ethics in child rights informed research. The output of the workshop will shape a manifesto for ethical praxis for child rights informed research.	
Stream 5C - 14:00 - 16:00 pm **Counselling and Sex Education [Online]** **W310**	
'She wanted to send it': Jewish and Arab school Counsellors confronting Sextortion of minors in Israel Sextortion (sexual extortion) is a relatively new phenomenon of sexual exploitation, which occurs when a person threatens another with the distribution of sexual content on the Internet, in order	**Michal Dolev-Cohen,** **Inbar Nezer** and **Anwar Abu Zumt**

to obtain more pictures or videos, money, or favours. The current study examined how school counsellors in Israel perceive the phenomenon of online sextortion. To this end, we conducted a qualitative study based on 20 semi-structured in-depth interviews with school counsellors working in middle schools and high schools in Israel, who treated minor girls blackmailed over the Internet on sexual grounds. Findings indicate that the school counsellors had difficulty in identifying and defining the cases they treated as instances of sextortion, and that in their view the harm was slight. Findings also indicate that school counsellors associated the causes of sextortion with the victims and their backgrounds. We found differences between the Jewish and Arab counsellors' treatment of the victims, underscoring the importance of providing educational staff with adequate knowledge, tools, and coping mechanisms.	Oranim Academic College of Education, Tivon, Israel [Remote]
Let's talk about sexting: Parent-child Dysfunctional communication about Sexting Sexting (sending and receiving sexual messages) could entail risk for adolescent users; hence, it is important that parents are able to address their children's sexuality and mediate to them the implications of sexting. The goal of the current study was to identify parental factors that lead to dysfunctional communication about sexting among 427 parents (Jewish N = 242, 56.7%, Arab N = 185, 43.3%) of Israeli adolescents of ages 10–18 and to determine whether parents' perceived severity of sexting and perceived susceptibility of sexting function as mediating factors. Parents completed a set of questionnaires online. Findings indicated that of the three parenting styles examined, authoritarian and permissive styles were positively associated with dysfunctional parent-child communication. Authoritative style was inversely related to dysfunctional communication and was mediated by positive attitudes regarding sex education. Additionally, authoritative parents were capable of assessing the severity and susceptibility of their children's sexting activities. It appears that the quality of the discussion initiated by authoritative parents enabled them to be aware of adolescent behaviors and phenomena and to modulate their communication about the implied risks. Results also revealed ethnic differences between Arab and Jewish parents with regard to the quality of parent-child communication about sexting. Arab parents tended more toward dysfanctional communication about sexting than did Jewish parents. Perceived severity of sexting and perceived susceptibility to sexting led to more dysfunctional communication by Arab than by Jewish parents. Findings suggest that perceiving the implications of sexting as risky	**Michal Dolev-Cohen** and **Tsameret Ricon** Oranim Academic College of Education, Israel [Remote]

diminishes parents' ability to conduct a high-quality discussion. In conclusion, parents need to mediate and conduct constructive discussions with their children.	
'Still Waters Run Deep': Attitudes of Elementary School Teachers and Counsellors toward Shy Students Shyness is a form of social isolation and withdrawal stemming from concerns about social judgment, particularly during new situations or tests. Shy students are afraid of interacting with others, leading to problems and frustration at school. Teachers play an important role in identifying and helping these students. The research objective was to compare teachers' and counselors' strategies and beliefs in dealing with shy students with their strategies and beliefs in dealing with average and exuberant students. The research examined whether these attitudes are influenced by type of student, gender, role, and teachers'/counselors' own shyness. Research participants included 60 teachers and 60 counselors from state secular elementary schools across Israel who were presented with vignettes describing different types of children (shy, average, exuberant). The results revealed almost no differences between teachers and counselors in their beliefs or strategies. Both groups had a great deal of confidence in the academic and intellectual abilities of average students and much less in those of shy or exuberant students. Both preferred peer-focused strategies and indirect strategies (seeking information in the literature or from colleagues) than high-powered strategies. The findings clarify the importance of including shyness and student temperament in the educational counseling training curriculum.	**Tsameret Ricon** and **Yael Nadiv** Oranim Academic College of Education, Tivon, Israel [Remote]
Stream 5D - 14:00 - 16:00 pm **Literacy and Literature** **WAD1**	
Babies read Wandering amongst the Books In the last decades, studies of children and childhood have contributed strongly to have today different conceptions about them. From a dominant conception of the child as a passive being, a mere receiver of information, the object of a socialization made by institutions and adults, children came to be seen as competent social actors, subjects of rights, including the right to participate and to have a voice in their life worlds. A homogeneous and universal conception of childhood has, therefore, given way to plural conceptions of childhood, recognizing the existence of different	**Andréa Avelar Duarte** University of Minho, Portugal

childhoods, depending on geographical, socioeconomic, cultural factors, experiences associated with ethnic-racial and gender differences, etc. This communication begins with a theoretical approach on these issues and, in particular, on the importance of Children´s Literature in children's lives, the importance of reading out loud for children and to share quality children´s books with them, considered both as a right and as a social and educational practice. This is followed by the presentation of a project – The Basket of Books – developed for more than nine years with children, including babies, in day-care (4 to 36 months) and kindergarten (3 to 6 years old) contexts and also in primary schools (6 to 10 years old). The methodology adopted is action research, with data coming from verbal and visual sources, namely texts, photos, videos and drawings.	
Childhood Recreations through Portuguese Picture Books: The Fictionalization of Games and Playing My proposal is an approach to the topic of re-interpretation of childhood, placing special emphasis on the fictionalization of games and playing protagonized by children in contemporary Portuguese picturebooks. The plurality of figurations of childhood in Portuguese picturebooks edited in the last decades has shown an original semantic richness. Whether holding a leading role/protagonist, often assuming the responsibility of narration (in first person), or realizing some of their routines or witnessing family and emotional relationships, in general, outdoors practice or playing, for example, the child is placed in the centre of these narratives, made of associated words and illustrations, which recreate or re-invent him/her. Ideothematic lines or isotopies as the ones I have just stated are shaped in books like *Andar por Aí* [*Walking Around*] (2009), *Nunca Vi Uma Bicicleta e os Patos não me Largam* [*I've Never Seen a Bike and the Ducks Don't Give me Alone*] (2012), by Minhós Isabel Martins and Madalena Matoso, and *Depressa Devagar* [*Hurry Slowly*] (2009), by Isabel Minhós Martins and Bernardo Carvalho. By analyzing this set of literary works, all situated in the category of picturebooks, and bearing in mind a "cross-over" interpretation, we aim at proposing an articulated conceptualization based in a perspective of the physical action of the child, in particular, the playfulness inherent to him/her as an onto-phenomenological manifestation, and a literary interpretation throughout the decoding of their verbal and visual discourses.	**Sara Reis da Silva** University of Minho, Portugal
The importance of the Family in the Literary Education of Pre-Readers	**Maria Graca**

We know that the family is the fundamental engine for the development of the child at various levels. The affective dimension that it combines is essential for the child to grow up safe and able to know everything that surrounds him. When we talk about literature and literary education, it is no exception. Reading is a task that involves the combination of several mental, cognitive and neurological factors, as well as emotional ones. In pre-reading age, when the alignment of all the factors that involve the reading process is not yet complete, it is essential to create an environment conducive to pleasure and curiosity for the same. It is here that the family appears as the protagonist of this process. And this role ranges from setting an example of reading, through creating a stimulating and pleasant environment, as well as an intermediary of reading. The family finds its great ally in this process in kindergarten, where this work must also be carried out with focus and precision. For this reason, it is extremely important that the family and the school create moments of interaction in this area, as they do at so many other levels. Another way to support the importance of this subject is to seek, in the family's leisure time, to visit places such as libraries and bookstores. Of course, when we talk about family we are, above all, referring to the nuclear family. But since many children are fortunate enough to spend a lot of their time with their extended family (such as grandparents, uncles and cousins) it is good that this concern is shared among everyone so that a truly solid network is created.	University of Minho, Portugal

University of Suffolk

Poster presentations	
12th - 13th July 2022	

Name	Poster Title
Alix, S.	*Creating an Effective Learning Environment for Autistic Trainee Teachers; Using an Appreciative Inquiry Approach*
Choi, J.	*Development and Evaluation of Information System Protocols for Prevention and Reduction of Safety Accidents for Infants and Young Children at Home*
Conroy, S.	*Impact of the COVID-19 Pandemic on young British Children*
Clark-Young, O	*Two-by-Ten Strategy for Pupils in a Primary Education*
Clarke, M.	*Enquiry based Pedagogical Approach: Student Engagement, Independent Thinking & Confidence*
Elmer, B.	*Can High-Quality Instant Feedback Transform Learning?*
Hunter, R.	*'It's me, it's you, it's all of us at nursery': Pedagogical Documentation as a Tool*
Poore, K.	*Type of Mindfulness & Positive Effect on Year 3 Pupils*
Luff, F.	*Common Misconceptions surrounding Autism*
Steele, R	*'Please publish question and answer quickly because I am very worried'. Advice for Girls in Print and Online*
Tipper, H.	*What is the impact of Mindfulness in the Classroom after Break Time and Lunch Time: Does it affect Pupil Behaviour and Lesson Engagement?*

Markham, M.	An Analysis of the Effectiveness of Methods to Promote Resilience and Reduce Reliance on Teacher Questioning in a High Ability Key Stage 4 Chemistry Class
Sida-Nicholls, K.	How important is the development of a professional identity to early career teachers in secondary schools within the first three years of their teaching career?
Tunley, G.	Experiences of Special Educational Needs Co-ordinators with the early diagnosis of autism spectrum disorder and the link to education-based early interventions

NOTES: