

# International Perspectives on Early Childhood Education and Development

Volume 25

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Early childhood education in many countries has been built upon a strong tradition of a materially rich and active play-based pedagogy and environment. Yet what has become visible within the profession, is essentially a Western view of childhood preschool education and school education.

It is timely that a series of books be published which present a broader view of early childhood education. This series seeks to provide an international perspective on early childhood education. In particular, the books published in this series will:

- Examine how learning is organized across a range of cultures, particularly Indigenous communities
- Make visible a range of ways in which early childhood pedagogy is framed and enacted across countries, including the majority poor countries
- Critique how particular forms of knowledge are constructed in curriculum within and across countries
- Explore policy imperatives which shape and have shaped how early childhood education is enacted across countries
- Examine how early childhood education is researched locally and globally
- Examine the theoretical informants driving pedagogy and practice, and seek to find alternative perspectives from those that dominate many Western heritage countries
- Critique assessment practices and consider a broader set of ways of measuring children's learning
- Examine concept formation from within the context of country-specific pedagogy and learning outcomes

The series will cover theoretical works, evidence-based pedagogical research, and international research studies. The series will also cover a broad range of countries, including poor majority countries. Classical areas of interest, such as play, the images of childhood, and family studies will also be examined. However the focus will be critical and international (not Western-centric).

Please contact Astrid Noordermeer at [Astrid.Noordermeer@springer.com](mailto:Astrid.Noordermeer@springer.com) to submit a book proposal for the series.

More information about this series at <http://www.springer.com/series/7601>

Federico Farini • Angela Scollan  
Editors

# Children's Self-determination in the Context of Early Childhood Education and Services

Discourses, Policies and Practices

 Springer

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## About the Contributors

**Claudio Baraldi** (PhD) is Professor of Sociology of Cultural and Communicative Processes at the University of Modena and Reggio Emilia. His main research interests concern facilitation in institutional interactions that involve adults and children, cultural and linguistic mediation, conflict management and evaluation analysis of projects, intervention processes and their results. His most important research concerns the analysis of methods and techniques for dialogic facilitation of children's participation and language and cultural mediation in healthcare settings. Claudio Baraldi has directed or coordinated several research programmes about promotion and achievement of children's rights, policies on cultural diversity in education, forms of dialogue involving children and intercultural mediation in education. At present, he is coordinating the Erasmus+ project SHARMED (Shared Memories and Dialogues), planning innovative educational classroom activities in primary and secondary schools. Claudio Baraldi currently serves as President of the Research Committee 'Sociology of Childhood' (International Sociological Association) and as a Member of the Board of the Research Network 'Sociology of Children and Childhood' (European Sociological Association). In his career, he has trained a large number of teachers, educators, mediators and social workers. In the fields of childhood studies and education, he has published books as a single author or co-author in Italy, edited and coedited three international books (for John Benjamins, Routledge and Palgrave) and published papers in international volumes and journals, including *Childhood*, *Children & Society*, *International Journal of Early Childhood*, *Intercultural Education*, *Irish Educational Studies*, *Current Sociology*, *Language and Dialogue*, *Narrative Inquiry* and *Conflict Resolution Quarterly*.

**Iris Duhn** Associate Professor has extensive experience in early childhood education research, teaching, and professional development. She has published extensively in highly regarded international academic journals and books in the areas of early childhood curriculum, professionalism, pedagogy, and also sustainability and environmental education in early years. Her research focuses on qualitative research methodologies that engage critically with theory, policy, and practice in early

childhood education. She is interested in globalization and sustainability, in “place” as a concept, and she uses sociology and philosophy to explore innovative thinking and practice in early years.

**Federico Farini** is Senior Lecturer in Sociology at the University of Northampton. From 2015 to 2017, he has worked as Senior Lecturer in Sociology of Early Childhood at the University of Suffolk. While working as a Lecturer in Education at Middlesex University, he was a Founding Member of the Centre for Education Research and Scholarship (2014) and the London Equality in Education Research Network (2015). He received a PhD in Sociology of Intercultural Relations from the University of Modena and Reggio Emilia, where he worked as a Researcher in Sociology. Federico has published books, chapters, articles and edited books in Italian, English and Slovenian language. In 2014, he was elected as Vice-President of the International Sociological Association Research Committee 25, ‘Language in Society’.

**Fay Hadley**, PhD, is a Senior Lecturer who specialises in leadership in early childhood education, working with families and professional experience. She is the Director for Initial Teacher Education in the Department of Educational Studies. Prior to academia, her roles included an Early Childhood Teacher, Director and Project Manager for larger early childhood organisations. Fay’s primary area of research examines leadership in early childhood education. This includes investigating mentoring, professional learning and career pathways for early childhood teachers. She is especially interested in the socio-political environment and how this affects early childhood teachers’ work. Fay’s other main research area is partnerships with diverse families in educational settings and the impacts this has on educational outcomes for children. She has been researching in these areas for the past 15 years, and in 2008, she was the Recipient of the Early Childhood Australia Doctoral Thesis Award for her doctoral thesis. The award was established by Early Childhood Australia in 1995 to encourage Australian early childhood research and to recognise the excellence of early childhood research undertaken by doctoral students in Australia. Fay’s thesis examined the role of the early childhood services (from the families’ perspectives) and argued that these spaces needed to be reconceptualised including the role of the early childhood leader. Fay has published widely in journals, book chapters and textbooks. Fay is currently the Chair of Early Childhood Australia Publications Committee. She is on the editorial board for the Australasian Journal of Early Childhood and was previously the Deputy Editor of the journal.

**Jarmo Kinno**, first profession was Kindergarten Teacher. His career consists of working as a Lecturer and Researcher since 1985 at the University of Turku. His main research interests and activities can be described as multidisciplinary. His research includes history of education, educational sociology, theoretical-conceptual and early childhood education pedagogical dimension. Another feature in his research is that the objects of research and the subjects of his publications ‘cross’

the borders of the subareas of educational science and thus permeate and are intertwined with each other.

The point of departure in his research is the idea that social crises and key events are always reflected in the field of early childhood education as a need for discussion on reforms. The change and development of society are connected with the change and development of pedagogy. In order to get a grasp on the present, teachers and educators need the interpretational assistance of history. In this way, they are able to build the future in a more systematic manner. However, this is not sufficient if these deliberations do not extend to a reflective contemplation of the educational practices used with small children. The ideals and goals of education become reality only in educational practices. Jarmo's main research interests are research on child-initiated pedagogy in terms of open, participatory and deliberative democracy, developing the operational culture of kindergartens and schools and research on the profession of early childhood education.

**Eileen McNeill**, Honours Degree in Applied Social Studies in Social Care, has worked in the area of social care for 15 years. Eileen is currently working in the area of community childcare as a social care leader assigned to a childcare team linked to the social work department. Eileen's role involves direct work with children between the ages of 0 and 18, providing group work with children and parenting programmes for parents. Her areas of interest and specialism have involved working with homeless women and children, children in emergency care (children received in to care through emergency placements, 0–12), youth homelessness, group homes for teenagers and secure care.

**Yuta Miyamoto** holds a Master's Degree in Education and is currently taking a doctoral course at the University of Tokyo, Japan; he is also a Research Fellow of the Japan Society for the Promotion of Science (JSPS). Previously, while working for the national government, Miyamoto became concerned with the divergence of policy from practice and so changed his job to Kindergarten Teacher in order to explore this in relation to everyday life with children. Working as one of the care staff, he focused especially on listening to the variety of voices of children, practitioners and parents. While working at the kindergarten, Miyamoto tackled inclusive childcare and deepening the child's understanding – including their development of gentleness and a caring mind, which cannot be measured by inspections or indicators – and presented his work at the faculty research conference. Through engaging care work, he received assurance that children are rich in potential, strong, powerful and competent. Now, Miyamoto is concerned with improving the environment of kindergartens and teachers' engagement and with listening to the needs of these teachers and children. His other concern is fostering the child's development of social capacity, especially their agency and a caring mind. In particular, he is exploring how 4-year-old children participate in interactions, focusing on whole group activities or play and learning.

**Carolyn Morris** qualified as a Teacher at Bangor Normal College, Wales, and her first post was as a Science Teacher in a comprehensive school in Wales. Carolyn briefly taught English at a secondary school for boys, in Funtua, North Central State, Nigeria. After returning to Wales and having her own children, Carolyn worked in the early years and primary school sectors. She studied on a part-time basis for a BA Degree with the Open University and subsequently at Cardiff University to gain MSc (Econ) in Methods and Applications of Social Research. She entered work in the further education sector as a part-time Lecturer at Neath College and later as full-time Lecturer in the School of Early Childhood, at Bridgend College. At Bridgend, Carolyn also took responsibility for bilingual students who studied through the mediums of Welsh and English. After further study and research conducted in primary schools, she gained a PhD from Swansea University and subsequently worked as Senior Lecturer on Early Childhood and Education programmes at Middlesex University, London. During that period, she was involved in several European research projects and worked with partners at the Universities of Ghent and Prague. Carolyn presented research at Aberystwyth University 'A Child's World Conference' and at EECERA conferences in Tallinn, Barcelona and Dublin. Before retirement in 2014, she was Acting Convenor for an Erasmus MA Inclusive Education programme, at the University of Roehampton run in conjunction with the Universities of Oslo and Prague.

**Martin Needham** is Associate Head of School for Childhood Youth and Education Studies and Head of International for the Faculty of Education at Manchester Metropolitan University. He trained and worked as an Early Years and Primary Teacher in Nottinghamshire, London and Pakistan. This was followed by development roles in education management and leadership in Pakistan and then as a Local Government Officer working in early education, extended schools services and children's centre provision in England. A Senior Lecturer since 2003, he has taught on early education and multi-agency working in the early years at undergraduate and postgraduate levels. Martin has published work on multi-agency working, young children's learning, professionals engaging with parents and leadership in the early years conducting research projects in these areas funded by the DFE and NHS Scotland. He has recently been involved in early education policy contexts exploring early learning and workforce development in the UK and internationally.

**Clare O'Donoghue** is Senior Lecturer in Education Studies at Middlesex University where she leads on philosophy of education, comparative education and children's literature modules and contributes to modules on psychological and sociological approaches to learning and education policy. A unifying theme in these different aspects of education studies is a commitment to social justice and an exploration of what social justice is and how it can be achieved or denied. Prior to working in British universities, Clare taught and travelled extensively in Latin America. Her interest in Brazil is familial: Clare's maternal grandmother and mother were born and brought up in the North East of Brazil. In addition to comparative education and social justice, Clare's research interests include representations of childhood,

attitudes towards and representations of inclusion and gender equality in children's literature and in educational policy and academic and assessment literacy within higher education, teacher education, teacher identity and teacher beliefs. Clare has taught and trained teachers in Spain, Ecuador, Greece, Thailand, Hungary and the UK.

**Leena Helavaara Robertson** is Associate Professor in the Department of Education at Middlesex University. Leena's work, research and publications are in the field of multilingualism, culture and learning. She has extensive experience of teaching multilingual children in schools and working with their families and community teachers. For 15 years, Leena led a teacher education programme and mentored teachers in London schools. Currently, together with her PhD and DProf students, she continues to be interested in developing pedagogies and practices that foster social justice. As a Principal Investigator, she has recently led an international research project focusing on Roma children, their families and teachers in England, Finland, France and Romania.

**Leif Rosqvist** During his academic career, Leif Rosqvist has worked as a Research Assistant with the child-initiated pedagogies project and set out to study and develop child-initiated pedagogies. He has been mainly exploring the question of how could child-initiated pedagogies contribute to citizenship education in early childhood and, also, how the notions of early citizenship education could help in developing child-initiated pedagogies. Other fields of interest include the institutional arrangements in early childhood education and their potential outcomes concerning social issues. The study of such connections inevitably holds presumptions of educational interests, as well as the role of education in defining and contributing to societal wellbeing. In this field, there have been minor contributions, most notable of which is his master's thesis, a literacy review on the subject of 'Preschooling for five-year-olds and social mobility'. With these fields of interest combined, the most central question in his doctoral thesis would be whether early citizenship education could contribute to participation on communal decision-making in later life and how. In his current daytime work at a Finnish day-care centre in Tampere, Leif Rosqvist keeps on prospecting the possibilities and research gaps of early citizenship education at the field level, especially so for the children under 3 years old, who easily become excluded from participatory aspirations.

**Elizabeth Rouse**, PhD, is a Senior Lecturer in Early Childhood at Deakin University, Australia, working with preservice teachers gaining initial teacher education qualifications. Her main areas of teaching focus on developing professional practice of teachers, especially those working in early years classrooms. Elizabeth has over 30 years of experience as a teacher, having spent many years working in early childhood settings as a teacher in the early years of school as well as working with children and families who have additional learning needs. For the past 10 years, she has been working to build the next generation of early years teachers at both

Deakin and, prior starting there, a number of universities and polytechnics in Victoria, Australia.

Elizabeth's research focus has been centred on partnerships between families, children and educators, bringing a view of partnerships that encompasses reciprocal relationships leading to shared decision-making based on mutual trust and respect, and in 2015, she graduated with a Doctor of Education where her dissertation explored the relationships between families and educators in an early childhood education and care setting through a lens of family-centred practice. Within the context of her research, a strong belief in rights-based pedagogies where both parents and children are valued decision-makers has informed her work with preservice teachers.

Elizabeth has published a number of professional texts as well as scholarly papers focusing on parent-educator partnerships, professional practice of early years teachers and leading pedagogical change in early years settings.

**Carolina Santillán Torres Torija**, PhD in Psychology, works at the Faculty of Psychology of UNAM, where she also holds the title of Master in Psychology (2008). She received a Bachelor's Degree at FES Iztacala in 2004, Master's Degree in 2008 and Doctorate in 2015. She is a Member of the National System of Researchers in Mexico. She is currently Associate Professor 'C' in the Psychology School, within the area of development and education, and directs the Project 'Crisis, Emergencies and Suicide' of the UNAM, FESI. She lectures the subject of applied psychology to the laboratory and carries out research funded by CONACyT on parental involvement in children studies. She collaborates in the Master's Degree in Teaching for Higher Secondary Education (MADEMS) with the subject of ethics. She has received a number of awards including the Fulbright-Garcia Robles Foundation grant awarded in 2010 by the United States Department of State. Currently, her research line is related to mental health in university students (stressful events, depression and suicidal ideation, mainly) and parental involvement of schoolchildren. She is the Editor of the open-access Journal of Behavior, Health & Social Issues.

**Miguel Antonio Santillan Torres Torija** received his Master's in Mexican American Studies from the National Autonomous University of Mexico (UNAM), where he also received a Bachelor's Degree in Politics and Public Management with Honours. He qualified as a Teacher and holds a PGCE from Canterbury University and has edited, authored and translated research in public policy and education in the Americas. He is a Member of the Society for Education and Training in England and is currently the Secretary of the International Institute for Higher Education a non-profit organisation based in the USA. He has been a Guest Lecturer in numerous universities in the Americas and the UK, both in the public policy and education areas. He currently is an Education Adviser and a Specialised Qualified Primary School Teacher focusing in the areas of modern foreign languages and mathematics.

**Angela Scollan** is a Senior Lecturer in Early Childhood Studies and Education at Middlesex University leading modules in children's rights, reflective practice, enabling pedagogies and environments. Before joining Middlesex University in 2012, she worked as Associate Lecturer in Early Childhood Studies at Roehampton University and the University of Chichester. From 2004 to 2010, she worked in Higher Education as Foundation Degree Manager at Carshalton College. She was also employed by Tribal Education as a freelance Early Years Lead Assessor and as an Early Years Ofsted Inspector. While working for Tribal, Angela was also involved in a variety of projects writing Early Years programs for China and worked with many London boroughs to write and deliver bespoke training programs to raise and maintain quality within the education and early years sector. Since the early 1990s, she has worked directly with and for children positioning her practice within a transdisciplinary approach, and as a rights-based advocate, her teaching philosophy, research, and writing focus on the child first, and the role of a learner within education, as secondary. She investigates the concept of self-determination and shared spaces within classroom environments applying pedagogical innovation to promote children's voices in education. She has recently completed an EU-funded project 'SHARMED' ([www.sharmed.eu](http://www.sharmed.eu)) around those topics.

**Fengling Tang**, PhD, is Senior Lecturer in Early Childhood Studies at School of Education, Froebel College, University of Roehampton. She worked in schools and further education in China and a nursery school in London before joining Early Childhood Studies and Early Childhood Research Centre at the University of Roehampton in 2007. Her teaching involves BA and MA in Early Childhood Studies at the University of Roehampton and Foundation Degree in Early Years Education programme at Carshalton College in collaboration with Roehampton. She has also undertaken external examining and school governing. Her research interests include early childhood pedagogy and policy, children's rights, Froebelian perspectives in early childhood, technology with young children, play and creativity, professionalism in early years and ethnographic comparative research with young children. She completed her PhD research entitled 'A comparative ethnographic case study of the early years curriculum in Chinese and English contexts' (2004–2008). She conducted a research project on university students' e-learning in collaboration with colleague Dr. Sue Robson funded by UK Training and Development Agency for Schools (2008–2009). She conducted a research project on young children's digital learning experience funded by the Froebel Trust (2010–2012). She took part in Early Childhood Assessment research project led by Professor Mathias Urban commissioned by Education International (2016–2017). Currently, she undertakes a joint research on 'Wellbeing and democratic living: comparative policy analysis of curriculum documents in China, Colombia, Denmark, England and Portugal in the context of the OECD's International Early Learning and Wellbeing Study developments' with colleagues Sigrid Brogaard Clausen, Dr. Sofia Guimaraes and Dr. Clara Rubiano at the University of Roehampton.

**Sarah Te One**, PhD, is Coordinator of Action for Children and Youth Aotearoa (ACYA), Independent Professional Development Provider and Researcher and currently a Member of the CORE Education's Te Whāriki contract team. Sarah has had many years of experience in early childhood education as a teacher, professional development facilitator, researcher, lecturer, unionist and a parent. She has also worked in the Office of the Children's Commissioner as a Principal Advisor in Education. She has been involved in several major research projects including of Centres Innovation, Teaching and Learning Research Initiatives, a teacher-led innovation fund project and other Ministry of Education-funded research projects. Her research interests focus on children's perspectives and influence on social policy, parent and community partnerships in education, curriculum, transitions to school and advocacy for children's rights. Sarah has been involved in running child rights advocacy courses for the Māori Wardens and many, mainly education groups. She is regularly invited to speak to groups in the community about children's rights. Sarah lives with her husband Mark in a small seaside village just north of Wellington in Aotearoa New Zealand. They have three adult children, two dogs and two cats. She has been involved with many community projects, the most recent being to chair a newly formed local radio station. Not surprisingly, the children and young people in the village host their own show.

**Sarah Vipond** qualified as a Nursery Nurse (NNEB) in 1983. She initially started her career working in a primary school in the London Borough of Hounslow. During the late 1980s and 1990s, she became a Manager of a day nursery working for Westminster City Social Services Team. Sarah then moved on to Middlesex University where she initially had responsibility for co-coordinating the early years education and childcare facilities; she was involved in a rapid increase in childcare provision for both staff and students covering four campuses. During the evenings, Sarah attended North London University now known as London Metropolitan University and completed a BA Honours Degree in Early Childhood Education. Eight years later, Sarah was introduced to Pen Green Children's Centre and Research Base and enrolled onto a Master's Degree in Integrated Provision for Children and Families in Early Years where she passed with a merit. While still having responsibility for the outstanding university nursery, Sarah was offered the opportunity to lecture on a module with second year students studying towards a Bachelor of Arts in Early Childhood Studies. Sarah initiated weekly 'Welly Wednesday' sessions inviting students to apply theory from the lecture theatre directly with young children who attend the campus nursery by following a forest school approach and focusing on child-initiated learning. Sarah is studying towards a PhD. Her research interest is the rituals of hello's and goodbyes while considering how policies surrounding the 2-year-olds offer manifest in the everyday context of the nursery.

**Evelyn Wandia Corrado** is a Part-time Lecturer at Middlesex University and an Associate Fellow of Higher Education Academy (UK). She teaches in the undergraduate Education Studies program. Her PhD study evaluated the extent dialogic pedagogies can be applied in the Kenyan education within available

“pedagogical spaces” to enhance learning, and equip students with skills for emancipation and active participation in local and global spheres. She grew up in Kenya and has great social cultural understanding of the African context, which informs her research work. Previously, she worked in the UK Mental Health Sector for almost a decade.

**Marlane Welsh-Sauni** works as an Independent Consultant providing professional development, research and evaluation services and Member of Action for Children and Youth Aotearoa. Marlane is of Māori descent and has had many years of experience of working in the social services, health and education sectors championing and advocating for the wellbeing of all children and particularly Māori children. She has also worked in the Office of the Children’s Commissioner as a Senior Advisor monitoring the policies and practices of the Government’s statutory Social Welfare Agency providing services to children, young people and their families. Marlane lives with her husband Anipale (Samoan descent) in the city of Auckland in Aotearoa New Zealand. They have four adult children and four mokopuna.