

## Newsletter July 2011

Dear Colleagues and Friends of EARLI SIG5 –Learning and Development in Early Childhood

We are looking forward to seeing you in Exeter and would like to invite you to the following events:

- 1. SIG-Meeting will be held Thursday, September 1, from 17.00-18.30 in Room Queens Seminar Room D**
- 2. SIG-Dinner will take place Thursday, September 1, 19.30 at the Restaurant EL BOCADO. Please visit website to find location: <http://www.elbocado.co.uk/>**

Find attached options for 3 different set menus and the vegetarian options for each of them. **Please confirm attendance and choice of menu by the 13<sup>th</sup> August to Daniela Jadue ([dsj21@cam.ac.uk](mailto:dsj21@cam.ac.uk)).**

In Exeter, Paul Leseman, University of Utrecht will take up his work as the new SIG-5-Coordinator, replacing Iram Siraj-Blatchford. Paul was the one and only nominee in January and everyone is pleased that he is willing to accept. We will welcome Paul and say goodbye to Iram officially at our SIG-meeting on Thursday.

We collected Presentations of the SIG-5 Members to be held in Exeter in order to help you to find SIG-5 sessions. As well we collected a publications list of SIG-5 members. Below you can see both lists, in order of appearance as they were mentioned to us by the SIG-Members.

Thanks to Daniela Jadue and David Brody who helped with this newsletter!

Best wishes

Miriam Leuchter, Iram Siraj-Blatchford and Daniela Jadue

## Symposia as received by SIG-5 members

*Title/Chair, Organizer:*

Learning and Development in Early Childhood / Marja-Kristiina Lerkkanen, Miriam Leuchter

*Symposium-Papers: Titles/Authors:*

The Effects of Parents and the Home Learning Environment on Children's Development and Learning / Iram Siraj-Blatchford & Pamela Sammons & Edward Melhuish & Kathy Sylva & Brenda Taggart & Aziza Mayo

The Effects of Classroom Quality on the Development of Motivation and Pre-Skills in Preschool / Anna-Maija Poikkeus & Marja-Kristiina & Helena Rasku-Puttonen & Eija Pakarinen & Martti Siekkinen

Language and Literacy Development in Preschool: Children's Engagement with Teachers, Peers, & Tasks / Jason Downer & Virginia Vitiello & Amanda Williford & Natalie Bohlmann

Discussant: Paul Leseman

*Title/Chair, Organizer:*

Differential effects of preschool education: Examples from England, Germany and Belgium / Pamela Sammons, Yvonne Anders

*Symposium-Papers: Titles/Authors:*

Differential effects of preschool education: Examples from England, Germany and Belgium / James Hall, Kathy Sylva, Pamela Sammons, Edward Melhuish, Iram Siraj-Blatchford, Brenda Taggart

Internal and external influences on children's language development during preschool / Susanne Ebert, Sabine Weinert, Kathrin Lockl, Yvonne Anders, Katharina Kluczniok, Hans-Guenther Rossbach

The impact of alternative schools on children's early non-cognitive development / Jerissa de Bilde, Bieke de Fraine, Jan van Damme

Discussant: David Reynolds

*Title/Chair, Organizer:*

Effects of early education on children's academic progress in Primary: UK, Finland, and Germany / Kathy Sylva, Kathy Sylva

*Symposium-Papers: Titles/Authors:*

The effects of pre-school on the rates of academic progress children make during the primary years / Kathy Sylva, Pamela Sammons, Edward Melhuish, Iram-Siraj-Blatchford, Brenda Taggart

The effects of teacher support on at-risk children's reading skills development in early primary / Majr-Kristiina Lerkkanen, Noona Kiuru, Anna-Maija Pokkeus, Minna Torppa, Timoe Ahonen, Pekka Niemi, Jari-Erik Nurmi

The effects of preschool and primary school quality on children's early numeracy skills / Yvonne Anders, Christiane Grosse, Hans-Guenther Rossbach, Susanne Ebert, Sabine Weinert

Discussant: Pamela Sammons

*Title/Chair, Organizer:*

Improving science education for young children in pre- and primary school / Paul P.M. Leseman

*Symposium-Papers: Titles/Authors:*

Science teaching in pre- and primary school: The role of situational domain-specific knowledge / Miriam Leuchter & Henrik Saalbach

Promoting academic language use in early science interactions: An intervention study / Lotte F. Henrichs & Paul P.M. Leseman

Formal scientific reasoning in preschool: Evaluating evidence in the face of contradictory own beliefs / Susanne Koerber & Beate Sodian

Discussant: Paul Leseman

*Title/Chair, Organizer:*

Scaffolding: Treasuring learning oriented interaction / G. M. van der Aalsvoort, Justine Howard, Miriam Leuchter

*Symposium-Papers: Titles/Authors:*

Co-constructing playful learning environments: the scaffolding potential of play / Justine Howard

Curious Minds: The role of scaffolding in scientific reasoning talents of young children / Henderien Steenbeek, Heidy Meindertsma, Steffie van der Steen

Teachers' scaffolding competencies in science in pre- and primary school Miriam Leuchter & Henrik Saalbach

Discussant: Kathy Sylva

*Title/Chair, Organizer:*

Professional Development of Experienced and Novice Teachers:  
Mechanisms for Resistance and Change / Liisa Postareff, University of Helsinki, Finland

*Symposium-Papers: Titles/Authors:*

Personal Professional Trajectories of Novice and Experienced Teacher Educators in a  
Professional Development Community / David Brody & Linor Hadar

Development paths of university teachers during a pedagogical development course / Anne  
Nevgi & Liisa Postareff

Experienced teachers' non-learning: mechanisms of mental resistance and avoidance /  
Paulien C. Meijer & Helma W. Oolbekkink

Discussant: Jan Vermunt

*Title/Chair, Organizer:*

Maths in early childhood / Franziska Vogt

*Symposium-Papers: Titles/Authors:*

Children's mathematical skills, task-avoidant behaviour, and parents' involvement from  
kindergarten to Grade 2 / Riikka Hirvonen, Kaisa Aunoba, Jari-Erik Nurmi

Early mathematical cognitive development in situations of play and exploration / Rose  
Vogel, Birgit Brandt, Götz Krummheuer, Melanie Huth, Anna-Marietha Hummer, Ergi Acar

Games fostering mathematics in kindergarten / Bernhard Hauser, Karin Rechsteiner, Rita  
Stebler, Franziska Vogt

Discussant: Elisabeth Moser Opitz, Zürich University

*Title/Chair, Organizer:*

Effects of early education on children's academic progress in Primary: UK, Finland, and  
Germany / Kathy Sylva

*Symposium-Papers: Titles/Authors:*

The effects of preschool and primary school quality on children's early numeracy skills /  
Yvonne Anders, Christiane Grosse, Hans-Günther Rossbach, Susanne Ebert and Sabine  
Weinert

The effects of pre-school on the rates of academic progress children make during the primary  
years / Kathy Sylva, Edward Melhuish, Pamela Sammons, Iram Siraj-Blatchford and Brenda  
Taggart

The effects of teacher support on at-risk children's reading skills development in early  
primary / Marja-Kristiina Lerkkanen, Noona Kiuru, Anna-Maija Poikkeus, Minna Torppa,  
Timo Ahonen, Pekka Niemi and Jari-Erik Nurmi

*Title/Chair/Organizer*

Effects of home environment and early child care on social development of young children /  
Andrea G. Eckhardt

*Symposium Paper: Title/Authors*

The effects of early experiences at home and pre-school on social/behavioural development  
at age 11 / Edward Melhuish, Pam Sammons, Kathy Sylva, Iram Siraj-Blatchford, & Brenda  
Taggart

Social-emotional development in culturally diverse preschool and kindergarten classrooms:  
Effects of classroom composition and interethnic interaction / Paul P.M. Leseman, Annika  
K.E. de Haan & Ed Elbers

Differential effects of early childhood education programs on social development of children  
birth to six years of age. Results from a systematic review / Andrea G. Eckhardt & Franziska  
Egert

*Discussant*

Hans-Günther Roßbach

**Papers:**

*Title/Authors:*

Gender discrimination or differences in preschool? – empirical answers / Susanne Kuger,  
Katharina Kluczniok, Jutta Sechtig

*Title/Authors:*

Teaching and Learning about social and moral values for active citizenship in the early years  
/ Susan Walker, J. Brownlee

*Title/Authors:*

Emotional Development During the Preschool Years: The Influence of Child and Family  
Background Variables / David Richter, Simone Lehl

*Title/Authors:*

Can preschool education prevent the incidence of later emotional and behavioural  
difficulties? / Pamela Sammons, Yvonne Anders, Kathy Sylva, Edward Melhuish, Iram Siraj-  
Blatchford, Brenda Taggart

*Title/Author:*

*Research Synthesis on the effectiveness of early education programs focused on social  
development / Franziska Egert & Andrea G. Eckhardt*

**Posters:**

*Title/Authors:*

The Transition to School for Children with a Developmental Disability: What makes a Difference? / Donna Berthelsen, Susan Walker

*Title/Authors:*

Quality of the home learning environment and the transition to school: An Australian Study / Donna Berthelsen, Susan Walker

## JURE NEWS

1. The SIG will be represented at the JURE conference providing information about the SIG in a POSTER session. Everyone is welcome to attend and to invite new students to get informed and join the SIG.
2. Presentations at JURE

### **Paper:**

*Title/ Authors:* How preschool children's use of emotion regulation strategies influences subsequent cognitive Performance. Catherine Gunzenhauser (Co-Presenter: Antje von Suchodoletz).

*Title/ Authors:* Exploratory study: Epistemological beliefs, parents' representations in learning developed and degree of agreement for an additional year of kindergarten. Gabriel Kappeler

### **Posters:**

*Title: Authors:* Young children's voices in research: The contribution of visual and participatory Methods. Daniela S. Jadue Roa

*Title / Authors:* Achievement motivation moderates the relation between behavior regulation and vocabulary in kindergarten children. Antje von Suchodoletz (Co-presenter: Catherine Gunzenhauser).

**Further information about JURE activities will be presented at the SIG meeting.**

## Publications list as received by SIG-5 members

Susanne Körber:

Koerber, S., Sodian, B., Kropf, N., Mayer, D., & Schwippert, K. (2011). Die Entwicklung des wissenschaftlichen Denkens im Grundschulalter: Theorieverständnis, Experimentierstrategien, Dateninterpretation. *Zeitschrift für Entwicklungspsychologie und Pädagogische Psychologie*, 43(1), 16-21.

Koerber, S. (2011) Der Umgang mit visuell-grafischen Repräsentationen im Grundschulalter. *Unterrichtswissenschaft*, 39(1), 49-62.

Koerber, S. (angenommen). Entwicklungspsychologie des Kindes. In W. Einsiedler, M. Götz, A. Hartinger, F. Heinzl, J. Kahlert, U. Sandfuchs (Hrsg.) *Handbuch Grundschulpädagogik und Grundschuldidaktik, 3. Auflage*. Verlag: Klinkhardt, Bad Heilbrunn.

Sodian, B. & Koerber, S. (2011). Hypothesenprüfung und Evidenzevaluation im Grundschulalter. *Unterrichtswissenschaft*, 39(1), 21-34.

Hardy, I., Kleickmann, T., Koerber, S., Mayer, D., Möller, K., Pollmeier, J., Sodian, B., & Schwippert, K. (angenommen/ 2010). Die Modellierung naturwissenschaftlicher Kompetenz im Grundschulalter. In E. Klieme, D. Leutner, M. Kenk. *Kompetenzmodellierung. Zwischenbilanz des DFG-Schwerpunktprogramms und Perspektiven des Forschungsansatzes*. 56. Beiheft der Zeitschrift für Pädagogik, Weinheim u.a.: Beltz.

Hardy, I. & Koerber, S. (2010) Scaffolding learning by the use of visual representations. In N. M Seel (Ed.). *Encyclopedia of the Sciences of Learning*. Springer.

Hardy, I. & Koerber, S. (2010). Kognitive Strukturierung und Öffnung von Unterricht: Die Bedeutung von graphisch-visuellen Repräsentationen in der Grundschule. In I Bohl, T. Kansteiner-Schänzlin, K. Kleinknecht, M. Kohler & B. Nold, A. (Hrsg.): *Selbstbestimmung und Classroom-Management. Forschungsbefunde, Praxisbeispiele, Perspektiven* (S. 129-143). Bad Heilbrunn: Klinkhardt.

Sodian, B., Kristen, S. & Koerber, S. (2010). Früh erobertes Weltwissen – Sozial-kognitive Kompetenzen in frühester Kindheit: Was folgt aus der neueren Säuglingsforschung für die Bildungsarbeit? In Deutsches Jugend Institut (Hrsg) . *Kinder unter 3. Neues aus der Forschung? Praxisrelevante Forschungsergebnisse für die Frühpädagogik* (S. 63-92). München: Ernst Reinhardt Verlag.

### Research Group directed by Leseman / output early childhood care and education 2010

Henrichs, L.F. (2010). *Academic language in early childhood interactions. A longitudinal study of 3- to 6-year-old Dutch monolingual children*. Amsterdam, The Netherlands: Amsterdam Center for Language and Communication.

Kroesbergen, E.H., Luit, J.E.H. van, Naglieri, J.A., Franchi, E. & Taddei, S. (2010). A cross-cultural study of PASS-processes and preparatory mathematics. *Journal of Psychoeducational Assessment*, 28, 585-593.

Kroesbergen, E.H., Luit, J.E.H. van, Naglieri, J.A., Taddei, S. & Franchi, E. (2010). PASS processes and early mathematics skills in Dutch and Italian kindergartners. *Journal of Psychoeducational Assessment*, 28(6), 585-593.

Messer, M.H., Leseman, P.P.M., Mayo, A.Y. & Boom, J. (2010). Long-term phonotactic knowledge supports verbal short-term memory in young native and second language learners. *Journal of Experimental Child Psychology*, 105, 306-323.

Scheele, A.F., Leseman, P.P.M. & Mayo, A.Y. (2010). The home language environment of mono- and bilingual children and their language proficiency. *Applied Psycholinguistics*, 31, 117-140.



Weijer-Bergsma, E. van de, Wijnroks, L., Boom, J., Vries, L.S. de, Haastert, I.C. van & Jongmans, M.J. (2010). Individual differences in developmental trajectories of A-not-B performance in infants born preterm. *Developmental Neuropsychology*, 35(6), 605-621.

#### G. M. van der Aalsvoort

Van der Aalsvoort, G. M., Prakke, B., Konig, A., & Goorhuis, B. (2010). Preschool teachers' and students' attitudes towards playful preschool activities: a cross-cultural comparisons between Germany and the Netherlands. *International Journal of Early Years Education*, 18(4), 1-16.

Van der Aalsvoort, G. M., & Van der Leeden, R. (2010). The microgenetic emergence of collaboration play in 6-year-olds Developing At-risk. *International Journal of Educational Research*, 48, 274-285.

Van der Aalsvoort, G. M. (2010). Early social development and schooling. In B. McGaw, P. L. Peterson, & E. Baker (EIC), section editor S. Järvela, *International Encyclopedia of Education 3d edition* (pp. 585-590). Amsterdam: Elsevier.

Overtom, L., & van der Aalsvoort, G. M. (2010). The CBeMo Questionnaire to assess motivation of young children. *Educational and Child Psychology*, 27(4), 113-120.

#### Georgia Papantoniou

Dinou, M., Papantoniou, G., & Pallantza, I. (2010). Individual differences in action control during childhood. *Contemporary Society, Education & Mental Health*, 3, 134-144 (In Greek).

Papantoniou, G., Moraitou, D., Dinou, M., & Katsadima, E. (2010). Psychometric properties of the Greek version of the Action Control Scale. *The International Journal of Educational and Psychological Assessment* 5, 45-60.

Papantoniou, G., Moraitou, D., Kaldrimidou, M., Plakitsi, K., Filippidou, D., & Katsadima, E. (2009-2010). The relationships among affect, learning strategy use and academic achievement in the didactic of mathematics and natural sciences domains. *Instruction of Natural Sciences: Research and Practice*, 32-33, 29-48 (In Greek).

Papantoniou, G., Moraitou, D., Katsadima, E., & Dinou, M. (2010). Action control and dispositional hope: An examination of their effect on self-regulated learning. *Electronic Journal of Research in Educational Psychology*, 8(1), 5-32.

Papantoniou, G., Moraitou, D., Katsadima, E., & Dinou, M. (2010). Control de la acción y disposición a la esperanza: Un estudio de su incidencia en la autorregulación del aprendizaje. *Electronic Journal of Research in Educational Psychology*, 8(1), 5-32 (In Spanish).

#### Kathy Sylva

Sylva, K. & Taggart, B. (Eds) (2010), *Frühe Bildung zählt – Das Effective Pre-school and Primary Education Project (EPPE) und das Sure Start Programm*. Berlin: dohrmannVerlag.

Sylva, K., Melhuish, E., Sammons, P., Siraj-Blatchford, I., & Taggart, B. (2010). *Early Childhood Matters: Evidence from the Effective Pre-school and Primary Education Project*. Oxford: Routledge

Sylva, K., Siraj-Blatchford, I., & Taggart, B. (2003, Second Edition 2010). *Assessing quality in the early years*. Trentham Books.

Soucacou E. P. & Sylva, K. (2010). Developing observation instruments and arriving at inter-rater reliability for a range of contexts and raters: the Early Childhood Environment Rating Scales. In G. Walford, E. Tucker, & M. Viswanathan (Eds.), *The Sage handbook of measurement: how social scientists generate, modify, and validate indicators and scales* (pp. 61-86). London: Sage Publications.

Roberts, F., Mathers, S., Joshi, H., Sylva, K., & Jones, E. (2010). Childcare in the pre-school years. In K. Hansen, H Joshi & S. Dex (Eds.), *Children of the 21<sup>st</sup> Century: the first five years* (pp. 131-151). Bristol: The Policy Press.

Barnes, J., Leach, P., Malmberg, L-E., Stein, A., Sylva, K., & the FCCC Team. (2010). Experiences of childcare in England and socio-emotional development at 36 months. *Early Child Development and Care*, 180, 1215-1229.

Yang, T. Y., Sylva, K., & Lunt, I. (2010). Parent support, peer support and peer acceptance in healthy lifestyle for asthma management among early adolescents. *Journal for Specialists in Pediatric Nursing*, 15, 272-281.

Hall, J., Sammons, P., Sylva, K., Melhuish, E., Taggart, B., Siraj-Blatchford, I., & Smees, R. (2010). Measuring the combined risk to young children's cognitive development: an alternative to cumulative indices. *British Journal of Developmental Psychology*, 28, 219-238.

Scott, S., Sylva, K., Doolan, M., Price, J., Jacobs, B., Crook, C., & Landau, S. (2010). Randomized controlled trial of parent groups for child antisocial behaviour targeting multiple risk factors: the SPOKES project. *The Journal of Child Psychology and Psychiatry*, 51, 48-57.

#### Franziska Vogt

Vogt, F., Zumwald, B., Urech, C. & Abt, N. (2010). Schlussbericht der formativen Evaluation. Grund-/Basisstufe: Umsetzung, Unterrichtsentwicklung und Akzeptanz bei Eltern und Lehrpersonen. Bern: Schulverlag. [http://www.schulverlag.ch/platform/epapers/EDK\\_Ost\\_4bis8\\_Formativ/index.html](http://www.schulverlag.ch/platform/epapers/EDK_Ost_4bis8_Formativ/index.html)

#### Hansjakob Schneider

Baumann Schenker, Sandra; Schneider, Hansjakob (2010): Sprachförderung im Unterricht mit vier- bis achtjährigen Kindern. In: Leuchter, Miriam (Hrsg.): Didaktik für die ersten Bildungsjahre: Unterricht mit 4- bis 8-jährigen Kindern. Zug: Klett und Balmer, S. 130-146.

#### Yvonne Anders

Brunner, M., Anders, Y. Hachfeld, A. & Krauss, S. (2011). Diagnostische Fähigkeiten von Mathematiklehrkräften . In Kunter, M., Baumert, J., Blum,W., Klusmann, U., Krauss, S. & Neubrand, M. (Hrsg.). Professionelle Kompetenz von Lehrkräften – Ergebnisse des Forschungsprogramms COACTIV (pp. 215 – 234). Münster: Waxmann.

Kleickmann, T. & Anders, Y. (2011). Lernen an der Universität. In Kunter, M., Baumert, J., Blum, W., Klusmann, U., Krauss, S. & Neubrand, M. (Hrsg.). Professionelle Kompetenz von Lehrkräften – Ergebnisse des Forschungsprogramms COACTIV (pp. 305-316). Münster: Waxmann.

Rjosk, C., McElvany, N., Anders, Y., & Becker, M. (2011). Diagnostische Kompetenzen von Lehrkräften im Bereich basaler Lesefähigkeiten bei Kindern mit und ohne Migrationshintergrund. *Psychologie in Erziehung und Unterricht*, 2, 92-105.

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Anders, Y., Kunter, M., Brunner, M., Krauss, S. & Baumert, J. (2010). Diagnostische Fähigkeiten von Mathematiklehrkräften und ihre Auswirkungen auf die Leistungen ihrer Schülerinnen und Schüler. *Psychologie in Erziehung und Unterricht*, 57, 175-193.

Anders, Y., McElvany, N. & Baumert, J. (2010). Die Einschätzung lernrelevanter Schülermerkmale zum Zeitpunkt des Übergangs von der Grundschule auf die weiterführende Schule: Wie differenziert urteilen Lehrkräfte? In: K. Maaz, J. Baumert, C. Gresch & N. McElvany (Hrsg.). *Der Übergang von der Grundschule in die weiterführende Schule – Leistungsgerechtigkeit und regionale, soziale und ethnisch-kulturelle Disparitäten* (pp. 313-330). Bonn & Berlin: BMBF.

Anders, Y., Sammons, P., Taggart, B.; Sylva, K., Melhuish, E. & Siraj-Blatchford, I. (2010). The influence of child, family home factors and pre-school education on the identification of special educational needs at age 10. *British Educational Research Journal*. First published on: 17 May 2010 (iFirst), 1-21.

Hachfeld, A., Anders, Y., Schroeder, S., Stanat, P. & Kunter, M. (2010). Does immigration background matter? How teacher's predictions of students' performance relate to student background. *International Journal of Educational Research*, 49, 78-91.

Richter, D., Kunter, M., Anders, Y., Klusmann, U., Lüdtke, O., & Baumert, J. (2010). Inhalte und Prädiktoren beruflicher Fortbildung von Mathematiklehrkräften. *Empirische Pädagogik*, 24(2), 151–168.