

## **ESERA SIG 1 Early Years Science: Report of activities 2017-2018**

### **Background**

The Early Years Science SIG was established in 2009, subsequent to the ESERA Conference in Istanbul. Interest in this field has increased steadily as is demonstrated by the increasing numbers of papers on EC science in the bi-annual ESERA conference. In 2017, the number of papers, presented through six paper presentation sessions, two symposium sessions and one poster session, had increased to 35. This reflects;

- increasing recognition of young children's capabilities
- increasing recognition in policy of the long term impact of the early years in education on children's future lives
- recognition of the important place of science within the curriculum for young children's development and learning
- international recognition and the subsequent rise of STEM as an integrated approach where science is central,
- international concern for enhanced training for early years practitioners in relation to programme content and teaching approaches.

### **Aims of the SIG**

The Early Years Science SIG aims to:

- Facilitate communication and collaboration between people interested in Early Years Science
- Further understanding of young children's scientific development and learning
- Develop research methodologies appropriate to early years contexts
- Support professional working with young children
- Disseminate research findings and evaluate their impact on early years pedagogical practice.

### **Activities during and since ESERA 2017**

At the meeting of the Early Years SIG at ESERA 2017 we agreed on the following actions. Progress in relation to each action point is summarized below.

#### **1. Email the circulation list to all currently listed. All to check and add any missing details.**

The Early Years SIG circulation list was updated and checked during the SIG meeting at ESERA 2017 and any necessary additions/modifications made. The previous SIG Coordinators, Esmé Glauert and Bodil Sundberg, forwarded the list to all members subsequent to ESERA 2017.

#### **2. Collate a list of research interests and activities.**

A list of members and their research interests and activities was collated from those present at ESERA 2017. This list was forwarded to all members on the SIG list.

#### **3. Communicate new publications and projects.**

Members provided information about recent publications or projects at the ESERA 2017 SIG Meeting.

#### 4. Survey of school systems and teacher education

A survey was undertaken by the previous coordinators, subsequent to the ESERA 2017. Results from the survey are available from Esme Glauert

#### 5. SIG Workshop 2018-2019

While this workshop was initially delayed, it has now been scheduled for April 2019

**International Workshop on Early Years Science**, Bordeaux, France  
8-10th of April from 9am- 5.30pm daily.

*Venue:*

ESPE d'Aquitaine,  
Chateau de Bourran  
160, av de Verdun - BP 90 152  
33 705 Mérignac  
Website of ESPE d'Aquitaine : <http://www.espe-aquitaine.fr/>

Conference Website: will open beginning of January, 2019  
Free of charge for SIG-members

*Organising Committee:*

Estelle Blanquet (ESPE d'Aquitaine)  
Claudia Boursier (ESPE d'Aquitaine)  
Camille Horsey (ESPE d'Aquitaine)

*Scientific Committee (to be confirmed):*

Estelle Blanquet, MCF didactiques des sciences, LACES, ESPE d'Aquitaine  
José Canto-Domenech, Université de Valence, Espagne  
Suzanne Gatt, MCF didactique des sciences, Université de Malte  
Esme Glauert, UCL Institute of Education, Londres  
Eleni Kolokouri, Université de Ioannina, Grèce  
Eric Picholle, CNRS, INPHYNI, Nice  
Francesca Monti, MCF, Université de Vérone (Italie)  
Andreas Redfors, Université Kristianstad, Suède  
Terry Russel, Université de Liverpool  
Christina Siry, directrice du laboratoire ECCS, Université du Luxembourg  
Bodil Sundberg, PR, Université de Orebro, Suède  
Coral Campbell, Deakin University, Australie

#### 6. Contributions to the Journal of Emergent Science.

The Journal of Emergent Science, Issue 15 published a number of ESERA Early childhood Science SIG papers that were extended to 4000 words. Contributions included:

- *Systemizing and empathizing in early years science – a video-based study with preschool children.* Nina Skorsetz, Manuela Welzel-Breuer

- *Reflection on guidance to orientate untrained practitioners towards authentic science for children in the early years.* Terry Russell and Lina McGuigan
- *Expanding the views of science teaching – example from preschool science practice.* Bodil Sundberg, Sofie Areljung, Karen Due, Christina Ottander
- *Preschool children’s collaborative science learning scaffolded by tablets – a teacher’s view.* Marie Fridberg, Andreas Redfors
- *Teaching science in Australian bush kindergartens – understanding what teachers need.* Coral Campbell, Chris Speldewinde

JES, Issue 16 will include additional ESERA papers:

- *In Quest of Teaching Quality in Preschool Science: teachers’ views of factors influencing their work.* Maria Kallery
- *Science in Early Childhood Education: the perception of Spanish teachers during initial training.* José Cantó\*, Antonio De Pro, Jordi Solbes

#### **7. Coordinate symposia—plan ahead for ESERA 2019**

SIG members were contacted about the development of 1-2 symposia for the ESERA 2019 Conference. January 2019 will see the development of proposals for the 31 January deadline

#### **8. Development of a proposal for a book in the ESERA Science Education series.**

Esme, Bodil and Coral attended the ESERA workshop on publication to gain further information. After discussion, it was felt that the SIG would work in two modes – publication in JES (see above) and the possible use of the International Workshop to develop ideas for a book.

Coral Campbell and Estelle Blanquet  
 Coordinators of the ESERA SIG 1 Early Years Science