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ABSTRACT BOOK



SYMPOSIUM SET A/ 31

EXPLORING AND RESPONDING TO CHILD ISSUES OF POVERTY

Individual Papers

CHAIR: MARIA FIGUEIREDO

School of Education and CI&DETS, Polytechnic of Viseu, Portugal

Capturing capital: Exploring identity capital (IC) from the perspective of parents who attend parenting groups in Flying Start areas, and the implications for practice

JESSICA PITMAN, University of Wales, Trinity St. David, United Kingdom

This project explores how parents in disadvantaged areas of Wales see themselves and how they understand the world around them. It will focus on how they accumulate this knowledge and use it, which is called 'identity capital' (IC). There is no relevant IC research in adult identity accumulation. Current IC research only focuses on adolescent IC (Côté, 1997, 2006). However, living in disadvantaged areas has an affect on child and parent future aspirations, perception and well-being (Lerman, 2012; Holtom and Lloyd-Jones, 2009) all of which are applicable to a persons' identity. IC provides a foundation for further asset accumulation (human and social capital) (Côté and Levine, 2015). This framework represents the lifelong learning environment (Shuller and Watson, 2009). Parenting groups in EC settings are such places, and positively affect parental and child wellbeing (Pope et al, 2013), and may provide an excellent environment of IC accumulation. This case study will work with approximately 8-10 established parenting focus groups in Flying Start. It uses participatory methods, and follows a social constructivist paradigm. Ethical issues include working with vulnerable adults, crisis, and safeguarding disclosures. Prior meetings with groups, and attendance of group facilitators will help minimise risks. Fieldwork starts November 2016. This unique research area is valuable as it is based on the real life voices of people rather than assumed parenting/disadvantage issues. It provides a way of evidencing enhanced work with parents and could support sustained future capital/asset growth in other areas, which benefits both child and parent well-being.

Keywords: parents, identity, capital, parenting groups, disadvantage

Dealing with crisis: Early childhood teachers perceived role in supporting children

MARIA FIGUEIREDO, School of Education and CI&DETS, Polytechnic of Viseu, Portugal

The study explored how two experienced early childhood teachers support children dealing with crisis in their home environment, namely divorce, domestic violence and imprisonment of parents. The focus was on the relationship between the educational environment (organisation of space, time and relationships in an ecological perspective) and children's emotional well-being. This study builds on studies in Portugal about emotional well-being (Portugal & Laevers, 2010) and about the impact on children from imprisoned parents (Afonso, 2005, Kominsky, Pinto & Miyashiro, 2005, Tavares, 2011), domestic violence (Batista, 2014, Lisboa et al., 2002, Ribeiro, 2010) and divorce (Martons, 2010, Rego, 2008). The theoretical framework was weaved with Laevers (2004) concepts of emotional well-being and involvement and Siraj-Blatchford (2002) and Figueiredo (2013) perspective of pedagogy as including different dimensions of which the educational environment is essential. In-depth interviews with both teachers and some observations of their classroom dynamics were analysed for emerging cross themes in this qualitative study. Anonymity was preserved throughout the study by the use of codes. The study was presented to the teachers and questions were presented in advance. Both teachers expressed preference for adapting existing pedagogical tools (e.g. the classroom diary) and the daily dynamic to support children instead of using special interventions. Domestic violence was seen as the most problematic situation for its repercussions. Attention to emotional well-being, a strong relationship with the child and the families was highlighted. Pedagogy was described as answering different challenges, with a strong emphasis on children's participation. Thematising teachers' pedagogical knowledge is important.

Keywords: pedagogy, early childhood teacher, domestic violence, imprisoned parents, divorce

Personal, social and environmental factors affecting school readiness among children who reside in poverty

DOMINIC GULLO, Drexel University, United States