



# 12th OMEP Asia-Pacific Conference

## Final program – Oral presentations

**Thursday 7 December, 10.30am – 12pm**

<b>Strand 1</b> 29WW Room 123 Andrea Nolan	<b>Strand 2</b> 29WW Room 045 Fay Hadley	<b>Strand 3</b> 29WW Room 041 Marianne Fenech	<b>Strands 2 &amp; 3</b> ART25WWC Function Room C122 Kym Simoncini	<b>Strand 5</b> ART25WWC C120/121 Vicki Christopher
Providing accessible, equitable and inclusive early education for young children in Sarawak  (The Honourable Dato Sri Hajah Fatimah Abdullah; Ministry Of Women, Early Childhood And Community Wellbeing Development)	Building capacity and sustainability: Mentoring early childhood scholars and new graduate teachers  (Andrews & Hadley; Macquarie University)	Worthy of love? Examining teachers' practices to promote infant wellbeing early childhood settings  (Delaune; University of Canterbury)	Promoting a culturally diverse workforce for the sustainability of the early childhood education workforce  (Gide, Wong, Press & Davis; Macquarie University)	Symposium:  <i>Environmental policies, areas of intervention, and actions taken by educational childcare settings to adhere to sustainable development practices and raise awareness of its issues to children</i>

Reimagining early childhood education futures: Storying Pacific worlds (Jattan; Fiji National University; Macgill, Neill & Diamond; University of South Australia)	Group mentoring to foster reflection and professional development of preservice teachers in early childhood education and care (Qiu; Beijing Normal University)	Impact of a community-based child injury knowledge intervention in rural Bangladesh (Parveen; Center For Injury Prevention & Research, Bangladesh)	OMEP Pacific Islands Nations and OMEP Aotearoa NZ - Building relationships (Robertson, He and Pacific Island Nations members)	Environmental policies, areas of intervention, and actions taken by four educational childcare settings to adhere to sustainable development practices (Boily, Goulet, Lachance. Jean-
Professional development: Building early childhood educators' capacity to support South Asian ethnic minority children's learning in Hong Kong (Chung; The Education University Of Hong Kong)	Becoming a pre-school teacher: Developing competence for education for human rights and democratic citizenship in Croatia (Visnjc Jevtic & Rajic; University of Zagreb)	Early childhood teachers' role in nurturing young children's health and well-being (Narain & Sharma)	Early childhood teachers' work well-being in China and Singapore: Commonality and difference (Liu; Beijing Normal University)	Hamidi; University of Quebec in Montreal)  "L'Arche de Noé Childcare Center: OMEP Canada ESD Awards 2023 (Bélanger, Bertrand & Boily; University of Quebec in Montreal)  Raise the ecological awareness of children in educational childcare (Allaire, Boily, Jean-Baptiste & Lachance; University of Quebec in Montreal)

## Thursday 7 December, 1.45pm - 3.15pm

<b>Strand 1</b> <b>ART25WWC Function Room C122</b> <b>Andrea Nolan</b>	<b>Strand 2</b> <b>29WW Room 123</b> <b>Marianne Fenech</b>	<b>Strand 3</b> <b>29WW Room 041</b> <b>Ally Diamond</b>	<b>Strands 2 &amp; 5</b> <b>29WW Room 045</b> <b>Kym Simoncini</b>	<b>Strand 5</b> <b>ART25WWC C120/121</b> <b>Vicki Christopher</b>
Educators as health communicators: Which factors predict their ability to implement and communicate COVID-19 health information? (Degotardi; Macquarie University)	Visibility of and support for educator well-being in early childhood systems: Reflections from Australia, Singapore, and New Zealand (Bull, Ng, Gould & Wong; Macquarie University)	EDUCARE - A Swedish pedagogical practice (Engdahl; (Stockholm University)	Exploring factors related to early childhood teachers' STEM teaching self-efficacy in central China (Tan & Yue; Henan University)	Indigenous ways of knowing and being with wai (water): Pedagogical priorities and tensions for ECE kaiako (teachers) (Williams & White; University of Canterbury)

<p>Early childhood educators' training and their preparedness to support the language learning of infants and toddlers.</p> <p>(Redman; Macquarie University)</p>	<p>Sustaining the early childhood workforce: The impact of job demands and resources on turnover intentions</p> <p>(Lansmans; Tampere University)</p>	<p>The impact of work connectivity behavior on harsh parenting among Chinese parents of preschoolers: A conditional process analysis</p> <p>(He; Hubei Normal University)</p>	<p>Addressing movement and physical activity in the post-pandemic early childhood programs: Perspectives from early childhood teachers in the Philippines</p> <p>(Saamong; The Education University of Hong Kong/The University of the Philippines)</p>	<p>Intergenerational stories: Recognizing intergenerational engagements as arenas for collaborations, well-being and sustainability</p> <p>(Oropilla; Western Norway University of Applied Sciences)</p>
<p>Translanguaging to reduce language inequities: Case studies of Chinese-Australian bilingual infant-educator interactions</p> <p>(Zheng &amp; Degotardi; Macquarie University)</p>	<p>Negative workplace gossip and thriving at work among Chinese kindergarten teachers: The roles of psychological contract breach and bianzhi</p> <p>(He; Hubei Normal University)</p>	<p>A research on multidimensional collaborative education among home, school, and community based on key events in kindergarten</p> <p>(Gu; Songchingling International Kindergarten)</p>	<p>"Let's take care of the sea together"! Emotional experiences influencing children's exploring activities.</p> <p>(Shiraishi &amp; Uchiyama; Aichi Shukutoku University)</p>	<p>Sustainability in the early years: Interpreting perspectives from Swedish and Filipino preschool teachers</p> <p>(Navarrete; University of Gothenburg)</p>

## Friday 8 December, 10.30am – 12pm

<b>Strand 1</b> <b>29WW Room 123</b> <b>Andrea Nolan</b>	<b>Strand 2</b> <b>ART25WWC Function Room C122</b> <b>Marianne Fenech</b>	<b>Strand 3</b> <b>29WW Room 041</b> <b>Ally Diamond</b>	<b>Strand 4</b> <b>ART25WWC C120/121</b> <b>Kym Simoncini</b>	<b>Strand 5</b> <b>29WW Room 045</b> <b>Vicki Christopher</b>
<p>Symposium: <i>Improving the quality of early education in China: Achievements and experience</i></p> <p>Development and implementation of early reading course for rural children</p> <p>(Hou, Wu &amp; Zhou;</p>	<p>Symposium: <i>New research on emotional labour in the work of early childhood educators</i></p> <p>Cumming, Ng &amp; Saha (Macquarie University)</p> <p>Dickerson (University of Sydney)</p>	<p>Effect of an integrated child drowning prevention intervention on ECD and early learning</p> <p>(Parveen; Center for Injury Prevention and Research. Bangladesh)</p>	<p>Cultural effects on an early childhood teacher experiencing disability and re-entering work: Interconnecting Indigenous language, knowledges and feelings of belonging.</p> <p>(Browne; Deakin University)</p>	<p>Silkworms: Catalysts for gaining respect for lives</p> <p>(Fujii; Kyoto Hoiku Centre Welfare Corporation)</p>

<p>Guangxi Normal University)</p> <p>The development and validity study of the Classroom Quality Rating Scale for Early Childhood Care and Education (CQRS-ECCE) within the context of Quality Assessment</p>		<p>The effect of parental emotion regulation on young children's emotion regulation: Evidence from rural China</p> <p>(Wang, Liu &amp; Hong; Beijing Normal University)</p>	<p>Matjarr Djuyal 'hand talk' in practice: How using gestures in teaching the revitalised Gathang language helps preschoolers learn an Aboriginal language</p> <p>(Radley; Western Sydney University)</p>	<p>GPGP (Garden Plan Grand Prix) for the diversity of nature environment and playing types on our nursery school</p> <p>(Kihara; Oikeashita Nursery School)</p>
<p>Guidelines for Early Childhood Care and Education in China</p> <p>(Li, Lu &amp; Chen; Zhejiang Normal University)</p> <p>Language and literacy classroom environment quality in China</p> <p>(Liu, Zhang, Wang &amp; Su; Zhejiang Normal University)</p> <p>Can preschool play-based pedagogy quality reduce SES disparities in early math skills: Evidence of a value-added model</p> <p>(Pan; Beijing Normal University)</p>		<p>Optimization path for supply and demand of young children's family education guidance: Based on the theory of supply and demand adaptability</p> <p>(Tan; Beijing Normal University)</p>	<p>First Nations dance first: A dialogue on Australian pre-service teacher's work with First Nations dance in the early years</p> <p>(Rowlands; University of South Australia)</p>	<p>Impact of Climate Change Policy (2018- 2030) on Early Childhood Education in Fiji</p> <p>(Camaitoga [Fiji ECT Association] &amp; Jattan [FNU])</p>

## Friday 8 December, 2pm – 3.30pm

**Strand 1**  
**29WW T1**  
**Maggie Koong**

Symposium: *Achieving SDG 4.2: A regional symposium on early childhood development and quality education* (AP Presidents)