

EARLI SIG5 Conference 2026

August 19–21, 2026

PRELIMINARY PROGRAMME (19.7.2026)

Programme overview

19 August Wednesday	20 August Thursday	21 August Friday
8:00 Registration opens	8:00–9:00 SIG5 member meeting	
8:30–10:30 Social program (ECEC and school visits and campus tour)	9:00–10:30 Session C	9:15–10:45 Session D
10:30–11:00 Opening session	10:30–11:00 Coffee break	10:45–11:15 Coffee break
11:00–12:00 Keynote 1	11:15–12:15 Keynote 2	11:30–12:30 Keynote 3
12:00–13:00 Lunch	12:15–13:15 Lunch	12:30–13:30 Lunch
13:15–14:45 Session A	13:30–14:30 Expert Panel	13:30–15:00 Session E
14:45–15:30 Coffee break	14:30–15:30 Coffee break & posters	15:10–15:30 Closing session
15:30–17:00 Session B	15:30–16:30 Workshops	
17:30–19:00 Welcome reception	18:00–23:00 Conference dinner	

Wednesday 19th of August

Wednesday 19th of August 2026

Registration opens	
Time: 8.00	Location: RUU lobby

Social program (ECEC and school visits and campus tours)	
Time: 8.30–10.30	Location: Departure from main building C

Opening session: Welcome to the SIG5 conference 2026	
Time: 10.30–11.00	Location: Main building C1
	Opening words, Marja-Leena Laakso, vice-rector, University of Jyväskylä Musical performance by KolmeKuutoset, a choir of the Vox Aurea, “Golden Voice” choral family. The choir is led by Suvi Airaksinen and Hilda Ivars. Welcoming words by the SIG5, Jenni Salminen and Tekla Seppälä

Keynote 1	
Time: 11.00–12.00	Location: Main building C1
Chair: Professor Eija Pakarinen, University of Jyväskylä	Beyond suspension and expulsion: How soft exclusionary disciplinary practices limit children’s learning and the role of teacher attributions Amanda P. Williford, Batten Bicentennial Professor of Early Childhood Education, University of Virginia

Session A

Session A: 1	Time: 13.15–14.45	Location: RUU Helena
Symposium: Learning in Families through Technology (LiFT)		
Chair: Victoria Murphy, University of Oxford Organizer: Victoria Murphy, University of Oxford Discussant: Kathy Hirsh-Pasek, Temple University	Are we asking the right questions? Families' and educators' research priorities on young children's use of digital technology Sophie Booton, University of Oxford; Renyu Jiang, University of Oxford; Pablo Bernabeu, University of Oxford; Sara Ratner, University of Oxford; Victoria Murphy, University of Oxford Enhancing parent-child joint media engagement in a commercial drawing app: Effects of themed activities and embedded conversation prompts Fiona Jelley, University of Oxford; Sandra Mathers, University of Oxford; Daniela Singh, University of Oxford; Pablo Bernabeu, University of Oxford; Kelley Dobinson, University of Oxford; Victoria Murphy, University of Oxford From Family Priorities to Interactional Design: Embedding Prompts for Joint Media Engagement in Digital Storybooks Sara Ratner, University of Oxford; Fiona Jelley, University of Oxford; Sandra Mathers, University of Oxford; Victoria Murphy, University of Oxford	
Session A: 2	Time: 13:15-14:45	Location: RUU Juho
Symposium: Innovating professional development in ECEC: Digital, adaptive, AI-based practice-based pathways to quality		
Chair: Ingrid Løkken, BI Norwegian Business School Organizer: Ingrid Løkken, BI Norwegian Business School Discussant: Franzika Vogt, PH St. Gallen	The effectiveness of digital professional development on the quality of language support in one-on-one situations in ECEC Fabienne Körner, ifp Bayern; Franziska Egert, KSH München; Steffi Sachse, PH Heidelberg Beyond One-Size-Fits-All: Leveraging AI-Driven Adaptivity in Blended Digital Professional Development for ECEC Practitioners Eva Pölzl-Stefanec, University of Graz Oslo Early Education Study (OEEs): Enhancing Interaction Quality through Practice-Based Professional Development in Early Childhood Education and Care Ratib Lekhal, University of Oslo; Siri Steffensen Bratlie, University of Oslo; Lisa-Marie Karlsen, University of Oslo; Tone Sofie Røsholt Ovati, University of Oslo; Elise Øksendal, University of	

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	Oslo; Tiril Wilhelmsen, University of Oslo; Veslemøy Rydland, University of Oslo The effectiveness of blended-learning professional development for ECEC teachers. A meta-analysis Franziska Egert, KSH München; Eva Pölzl-Stefanec, University of Graz; Ingrid Midteide Løkken, BI Norwegian Business School	
Session A: 3	Time: 13:15-14:45	Location: RUU Katri
Single papers: Teacher–child interactions and instructional practices in early mathematics and science learning		
Chair: TBA	Teacher–child interaction during mathematical picture book reading: analysis of interaction patterns Birgit Kinnaer, KU Leuven & Ghent University; Lieven Verschaffel, KU Leuven; Hilde Van Keer, Ghent University; Joke Torbeyns, KU Leuven Improving early childhood interaction quality through global and math-specific teacher training: Evidence from an intervention study in toddler classrooms Julia Zuber, German Youth Institute; Anja Linberg, German Youth Institute; Nadine Besser, Otto-Friedrich-University of Bamberg; Marina Kammermeier, University of Education Weingarten; Simone Lehl, University of Education Weingarten; Sabine Weinert, Otto-Friedrich-University of Bamberg; Hans-Günther Roßbach, Otto-Friedrich-University of Bamberg; Dorothea Dornheim, Otto-Friedrich-University of Bamberg Types of mathematics-related educational dialogue in Finnish first-grade classrooms Anna-Elina Taskinen, University of Jyväskylä; Heli Muhonen, University of Jyväskylä; Tuire Koponen, University of Jyväskylä; Marianne Hustvedt, Volda University College; Jenni Salminen, University of Jyväskylä Cultivating Culturally Responsive Science Teaching among Bedouin Preschool Teachers Idit Shaul, Bar Ilan University; Ornit Spektor-Levy, Bar Ilan University	
Session A: 4	Time: 13:15-14:45	Location: RUU Lucina

Single papers: Well-being, Work Conditions, and Retention in ECEC		
Chair: TBA	Job demands, job resources, self-control, and occupational well-being among beginning early childhood education teachers: A three-wave prospective study Jian-Bin Li, The Education University of Hong Kong; Xue-Qing Yuan, The Chinese University of Hong Kong; Yu Xu, The Education University of Hong Kong	
	Beyond Intention to Leave: Depersonalization and Low Accomplishment as Drivers of Actual Turnover in Early Childhood Settings Esther Adi-Japha, Bar-Ilan University; Hila Azoolay Hachmon, Bar-Ilan University	
	ECEC novice teachers' job satisfaction: the role of work engagement Hà Phạm-Đào, University of Jyväskylä; Elina Koivusalo, University of Jyväskylä; Eija Räikkönen, University of Jyväskylä; Maarit Alasuutari, University of Jyväskylä	
	Antecedents and Outcomes of Work Meaningfulness in Early Childhood Educators: A Three-Level Meta-Analysis Juan Yan, The Education University of Hong Kong; Yu Xu, The Education University of Hong Kong; Hui Wang, The Education University of Hong Kong; Junjun Chen, The Education University of Hong Kong; Jian Bin Li, The Education University of Hong Kong	
Session A: 5	Time: 13:15-14:45	Location: RUU Aino
Single papers: Transitions, Inclusion, and Collaboration in Early Childhood Education		
Chair: TBA	Collaboration During Educational Transitions for Children with SEN: Experiences of Early Childhood Education and Care Professionals Eva Staffans, Åbo Akademi and Karlstad University; Kaisa Pihlainen, University of Eastern Finland; Johanna Hirvi, Åbo Akademi	
	Tracing children's transitions through ECEC to school: Insights from a longitudinal qualitative study Mari Vuorisalo, University of Jyväskylä; Kaisa Harju, University of Jyväskylä; Yaiza Lucas Revilla, University of Jyväskylä; Jasemin	

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	Çan, University of Jyväskylä; Raija Raittila, University of Jyväskylä; Niina Rutanen, University of Jyväskylä Between Ideals and Realities: Professionals' Interpretations of Participation for Children with SEN During Educational Transitions Johanna Hirvi, Åbo Akademi University; Katri Hansell, Åbo Akademi University; Heidi Hellstrand, Åbo Akademi University Children's Transition from Home to Early Childhood Education and Care in Greece: Educators' and Parents' Perspectives Eleni Zisopoulou, International Hellenic University; Eleni Tympa, International Hellenic University; Maria Tsitiridou, International Hellenic University; Theodora Margaritopoulou, International Hellenic University	
Session A: 6	Time: 13:15-14:45	Location: RUU Onni
Single papers: Language and literacy skills in early childhood		
Chair: TBA	Early Literacy and Reading Skills Development in Grade 1: Findings from a Randomised Control Trial with GraphoLearn-Rime and Teacher-Led Phonics Instruction Deepti Bora, University of Jyväskylä; Ulla Richardson, University of Jyväskylä; Anna-Maija Poikkeus, University of Jyväskylä; Minna Torppa, University of Jyväskylä Learning to Read Finnish and English in the First Grade Sanni Mäntyoja, University of Turku, Rauma Campus The importance of fishing rod – (linguistic) support for children's environment as a way to create a future full of hope for every child Hanna Jaloza, Jyväskylän yliopisto Teachers' reflections on the linguistic and semiotic landscape of a language-enriched preschool Maria Kvist, Åbo Akademi University, Katri Hansell, Åbo Akademi University	
Session B		
Session B: 1	Time: 15.30–17.00	Location: RUU Juho
Symposium: Learning and learning-related emotions in the early school years: The role of the home and the school contexts		

Chair: Heidi Korpipää Organizer: Heidi Korpipää, University of Jyväskylä Discussant: No discussant	The association between early language profiles and maternal pre- and postnatal depression and anxiety Heidi Korpipää, University of Jyväskylä; Akie Yada, University of Jyväskylä; Eeva Eskola, University of Turku; Elina Mainela-Arnold, University of Turku; Fiia Takio, University of Turku; Saara Nolvi, University of Turku; Eeva-Leena Kataja, University of Turku; Riikka Korja, University of Turku; Linnea Karlsson, University of Turku; Hasse Karlsson, University of Turku Correspondence of the reading skill assessments at school and in test settings at the age of 9 – Associations with received support and self-efficacy Susanna Koskinen, University of Jyväskylä; Noona Kiuru, University of Jyväskylä; Linnea Karlsson, University of Turku; Hasse Karlsson, University of Turku; Riikka Korja, University of Turku; Minna Torppa, University of Jyväskylä; Elina Mainela-Arnold, University of Turku; Tuomo-Artturi Autere, University of Turku; Pilvi Peura, University of Turku; Mikko Aro, University of Jyväskylä; Pihla Saaristo, University of Turku; Kiia Kurila, University of Turku; Anna Nyman, University of Turku; Katja Tervahartiala, University of Turku/ University of Jyväskylä Math anxiety in school-aged children and it's associations with parental math anxiety and general anxiety Maija Vänninen, University of Turku; Akie Yada, University of Jyväskylä; Fiia Takio, University of Turku; Riikka Korja, University of Turku; Jenni Salminen, University of Jyväskylä; Minna Torppa, University of Jyväskylä; Tuire Koponen, University of Jyväskylä The Interplay between Math and Reading Anxiety and Academic Skills in Primary School: A Longitudinal Study Minna Torppa, University of Jyväskylä; Marek Matous Bula, Masaryk University; Daria Khanolainen,
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	University of Jyväskylä; Riikka Sorvo, Tuire Koponen, University of Jyväskylä	
Session B: 2	Time: 15.30–17.00	Location: RUU Helena
Symposium: Supporting early language development in infancy: In home and daycare contexts		
Chair: Ora Oudgenoeg-Paz, Utrecht University Organizer: Isa Linders, Utrecht University Discussant: Paul Leseman, Utrecht University	A Structural Model of Early Vocabulary Development: Exploration, Language Input & Gesture Use Isa Linders, University Utrecht; Keri Hilhorst, University Utrecht; Ora Oudgenoeg-Paz, University Utrecht; Pauline Slot, University Utrecht; Paul Leseman, University Utrecht Effects of an Infant/Toddler Intervention at 1-Year Follow-up: Sustained Impacts to Preschool Entry Dorthe Bleses, Aarhus University; Pauline Slot, Utrecht University Developmental Relationships Between Early Vocabulary Acquisition, Joint Attention and Parental Supportive Behaviors Johan Wengman, Uppsala University; Linda Forssman, Uppsala University	
Session B: 3	Time: 15.30–17.00	Location: RUU Katri
Symposium: Navigating transitions together: Strengthening parent-professional partnership		
Chair: Franziska Vogt (PH St. Gallen) & Eva Pölzl-Stefanec, University of Graz Organizer: Eva Pölzl-Stefanec, Universität Graz Discussant: Niina Rutanen, University of Jyväskylä	A Cross-Cultural Study of Parent–Professional Interactions during Preschool Transitions Theresia Hummel, University of Bamberg; Maria Tsitiridou, International Hellenic University; Athanasios Gregoriadis, Aristotle University of Thessaloniki; George Manolitsis, University of Crete; Yvonne Anders, Dipf Parents as reluctant 'bridge builders'? A European Perspective on the Role of Parents in the Transition from Pre-School to Primary School	

	Eva Pölzl-Stefanec, Universität Graz; Barbora Loudová Stralczynská, Charles University Multilingual practices and educational settings during transition into centre-based childcare Franziska Vogt, St.Gallen University of Teacher Education; Janine Hostettler Schaerer, St.Gallen University of Teacher Education; Fabienne Bohler, St.Gallen University of Teacher Education	
Session B: 4	Time: 15.30–17.00	Location: RUU Aino
Single papers: Children's individuality and role in research		
Chair: TBA	Entry age of and weekly hours in early childhood education and care – relations with children's individuality and well-being at the age of four Mimmi Sulkanen, University of Jyväskylä; Eija Räikkönen, University of Jyväskylä; Jenni Salminen, University of Jyväskylä; Maarit Alasuutari, University of Jyväskylä The dual perspective: How combinations of teacher and child personality types predict the quality of interactions and relationships in preschool classrooms. Catharina van Trijp, University of Stavanger; Wilfried Smidt, University of Innsbruck; Eva-Maria Embacher, University of Innsbruck A critical examination of ethical challenges in quantitative research, from an empirical children's rights perspective: who cares? Eva Dierickx, Vrije Universiteit Brussel; Els Dumortier, Vrije Universiteit Brussel; Marijke Van Buggenhout, Vrije Universiteit Brussel; Mariem Es Salhi, Vrije Universiteit Brussel Intraindividual Social-Emotional Profiles and their Developmental Trajectories from Early to Middle Childhood: An Integrative Analysis of three National Datasets Carolin Honigmann, Leipzig University; Tina Malti,	

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	Leipzig University; Peter Adriaan Edelsbrunner, LMU Munich; Elisa Oppermann, Leipzig University	
Session B: 5	Time: 15.30–17.00	Location: RUU Onni
Single papers: Socioeconomic Inequalities, Home Learning Environments, and Early Child Development		
Chair: TBA	The very early roots of social disparities in socioeconomic risk groups: A comparison study Wei Huang, University of Bamberg; Weinert Sabine, University of Bamberg; Dave Möwisch, Leibniz Institute for Educational Trajectories (LIfBi); Hans-Günther Roßbach, University of Bamberg Socioeconomic Differences in the Multidimensional Home Learning Environment: Links to Early Cognitive and Social-Emotional Development Renée Claes, KU Leuven; Katrijn Denies, KU Leuven; Bert De Smedt, KU Leuven; Koen Aesaert, KU Leuven Understanding Parental Stress in Single Parenthood: Impacts on Home Learning Environments for Young Children in Germany Luisa Prokupek, DIPF Leibniz Institute for Research and Information in Education; Hande Erdem-Möbius, University of Bamberg How Parenting Self-Efficacy Develops: Trajectories and Influencing Factors Ariane Pickhardt, DIPF Leibniz Institute for Research and Information in Education; Yvonne Anders, DIPF Leibniz Institute for Research and Information in Education; Theresia Hummel, University of Bamberg; Gizem Samdan, DIPF Leibniz Institute for Research and Information in Education	
Session B: 6	Time: 15.30–17.00	Location: RUU Lucina
Single papers: Self-regulation and social competence at home and in ECEC		
Chair: TBA	Supporting self-regulation in preschool children through an app for parents: two RCT studies in	

	England Fiona Jelley, University of Oxford; Kathy Sylva, University of Oxford ECEC professionals' emotional regulation and professional-child relationships: their interactions and linkages to children's social competence Hà Phạm-Đào, University of Jyväskylä, Eija Räikkönen, University of Jyväskylä; Merja Koivula, University of Jyväskylä; Eija Sevón, University of Jyväskylä Profiles of Students' Social Competence in Primary School: Associations with Teacher-Student Relationships and Task-Avoidance Dini Rahmawati, University of Jyväskylä, Sanni Pöysä, University of Jyväskylä; Marja-Kristiina Lerkkanen, University of Jyväskylä; Eija Pakarinen, University of Jyväskylä A systematic review of the effects of tiered interventions with families on children's early literacy, numeracy, socio-emotional and behavioral outcomes Evdokia Pittas, University of Nicosia; Christophe Dierendonck, University of Luxembourg; Débora Poncelet, University of Luxembourg; Guillaume Viatour, University of Luxembourg
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Welcome reception	
Time: 17.30–19.00	Location: Main building C Lobby
	The reception offers an opportunity to meet fellow researchers and begin the conference in a relaxed and inspiring atmosphere. • Opening words • A toast to celebrate the start of the conference • A group gymnastics performance by the team Sirius of Jyväskylän Naisvoimistelijat. • Mingling and light snacks

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Thursday 20th of August 2026

SIG 5 Member meeting	
Time: 8.00–9.00	Location: RUU Onni

Session C		
Session C: 1	Time: 9.00–10.30	Location: RUU Helena
Symposium: Advancing insight in child self-regulation: Assessment and associations between EF and teacher-child interactions at the dyadic and classroom level		
Chair: Fren Dieusaert, KU Leuven Organizer: Fren Dieusaert, KU Leuven Discussant: No discussant	Children's behavioral self-regulation in Finnish early childhood education and care: Joint contribution of child factors and ECEC quality Tekla Seppälä, University of Jyväskylä; Jenni Salminen, University of Jyväskylä; Eija Pakarinen, University of Jyväskylä; Niina Rutanen, University of Jyväskylä Teachers' executive function supporting interactions in preschool: a new instrument Fren Dieusaert, KU Leuven; Dieter Baeyens, KU Leuven; Jantine L. Spilt, KU Leuven Exploring the associations between children's cognitive and emotional regulation and teacher-student relationships in kindergarten Léa Muller, Université de Lorraine; Nancy, France, Université de Lorraine; Youssef Tazouti, Université de Lorraine Prosocial behaviour in early childhood: links with closeness in teacher-child relationship and children's self-regulation Ana Lemos, Center for Psychology at the University of Porto (CPUP); Tiago Ferreira, Center for Psychology at the University of Porto (CPUP); Joana Cadima, Center for Psychology at the University of Porto (CPUP)	
Session C: 2	Time: 9.00–10.30	Location: RUU Lucina

Symposium: Looking through the teachers' and children's eyes: Mobile eye tracking in early childhood education		
Chair: Thibaut Duthois, Ghent University, Belgium Organizer: Thibaut Duthois, Universiteit Gent Discussant: No discussant	The role of teacher gaze in inequitable interaction opportunities in early childhood education: a multimodal conversation analysis Thibaut Duthois, Universiteit Gent; Maribel Montero-Perez, Universiteit Gent; Piet Van Avermaet, Universiteit Gent; Ruben Vanderlinde, Universiteit Gent; Ymke Taillieu, Universiteit Gent ECE teachers' visual gaze behavior during pedagogical interaction in under three-year-old children's groups Susanna Isotalo, University of Helsinki Possibilities of Eye-tracking method on Reflecting Teachers Expertise in Early Childhood Education and Care Tuulikki Ukkonen-Mikkola, University of Helsinki; Susanna Isotalo, University of Jyväskylä; Niina Rutanen, University of Jyväskylä Child gaze during free play: A pilot eye-tracking study Saswati Chaudhuri, University of Jyväskylä; Niina Rutanen, University of Jyväskylä; Susanna Isotalo, University of Helsinki; Tuulikki Ukkonen-Mikkola, University of Helsinki	
	Session C: 3	Time: 9.00–10.30
		Location: RUU Juho
Symposium: Strengthening language rich early childhood education: Insights from interventions, dialogic reading, and teacher-child interventions		
Chair: Saskia Bruyninckx Organizer: Saskia Bruyninckx, KU Leuven Discussant: Jenni Ruotsalainen, University of Jyväskylä	What can we learn from successful language interventions in ECE? A common elements analysis Helena Taelman, ODISEE; Sven Sierens, Universiteit Gent; Kathleen Bodvin, KDG hogeschool; Jantine Spilt, KU Leuven; Bénédicte Vanblaere, Arteveldehogeschool; Pieter Verachtert, Thomas More Children's individual differences and teachers' language-stimulating practices: exploring meaningful associations in early childhood education Saskia Bruyninckx, KU Leuven; Helena Taelman, Odisee University College; Victoria Van Oss, Vrije Universiteit	

	Brussel; Wendelien Vantieghem, Ghent University; Jantine Spilt, KU Leuven Promoting Language Comprehension Skills in At-Risk Children: How does the quality of teacher-child interaction matter? Tiia Lindfors, University of Turku; Anu Kajamies, University of Turku; Anne Sorariutta, University of Turku; Mikko Haavisto, University of Turku; Aino Mattinen, University of Turku; Janne Lepola, University of Turku	
Session C: 4	Time: 9.00–10.30	Location: RUU Aino
Single papers: Early Literacy and Reading Development in ECEC and Primary Education		
Chair: TBA	Language development in deaf and hard-of-hearing children aged 0 to 2 Loes Wauters, Radboud University & Royal Kentalis; Rosanne van der Zee, Tilburg University & Dutch Foundation for the Deaf and Hard-of-Hearing Child; Evelien Dirks, Tilburg University & Dutch Foundation for the Deaf and Hard-of-Hearing Child Early Childhood Education for Deaf Pupils in Tanzania: A Qualitative Exploration of Stakeholders' Perspectives on Reading Skills Development Fraterinus Oswald Mutatembwa, Archbishop Mihayo University College of Tabora (AMUCTA) Reading Anxiety's Longitudinal Associations With Reading Skills and Reading Interest From Second to Third Grade Shengyun Cui, University of Jyväskylä; Daria Khanolainen, University of Jyväskylä; Tuire Koponen, University of Jyväskylä; Jenni Salminen, University of Jyväskylä; Minna Torppa, University of Jyväskylä Exploring Associations between Teacher-Rated and Individual Assessments of Language Skills in Norwegian ECEC Classrooms Elise Øksendal, University of Oslo; Veslemøy Rydland, University of Oslo; Ratib Lekhal, University of Oslo	
Session C: 5	Time: 9.00–10.30	Location: RUU Katri

Single papers: Early mathematics learning and development		
Chair: TBA	Arithmetic skill, perceived inclusion and learning mindset – cluster analysis of grade 2 students Liina Malva, Tallinn University, Tiina Kaal, Tallinn University; Kairiine Jõesaar, Tallinn University	
	Linking Cognitive and Regulatory Growth: Interrelations between Numeracy, Mathematical Problem-Solving, Engineering Thinking, and Self-Regulation in Early Childhood Ornit Spektor-Levy, Bar Ilan University, Rivki Gurevich, Bar Ilan University; Taly Shechter, Bar Ilan University; Nurit Paz Baruch, Bar Ilan University	
	Reciprocal Development of Numeracy, Mathematical Language, and General Language Skills from Age 2½ to 4 Years Nadine Besser, Otto-Friedrich-University of Bamberg; Sabine Weinert, Otto-Friedrich-University of Bamberg; Dorothea Dornheim, Otto-Friedrich-University of Bamberg; Simone Lehl, University of Education Weingarten	
Session C: 6	Time: 9.00–10.30	Location: RUU Onni
Single papers: Well-being in ECEC and home environments		
Chair: TBA	How and When Emotional Demands at Work Lead to Home-Life Conflict in Early Childhood Education Teachers? Examining Emotional Energy as Mediator and Self-Efficacy as Moderator Yu Xu, The Education University of Hong Kong; Jin Sun, University of Macau; Jian-Bin Li, The Education of Hong Kong	
	Teachers' Occupational Well-Being in the Finnish Two-Year Pre-Primary Education Trial: A Person-Oriented Approach Hilla Villanen, University of Jyväskylä; Heli Muhonen, University of Jyväskylä; Eija Sevón, University of Jyväskylä; Maarit Alasuutari, University of Jyväskylä, Marja-Kristiina Lerkkanen, University of Jyväskylä	
	Kindergarten teachers' pedagogical and managerial work during wartime: Challenges and resilience	

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	Anat Ben Shabat, Beit Berl College; Sigalit Aviram Brill, Beit Berl college; Yael Kesner Baruch, Beit Berl College Parental burnout and parental self-efficacy in early childhood: Implications for the family learning environment and children's behavior Anastasia Vatou, International Hellenic University; Ioanna Patrinou, International Hellenic University; Katerina Krousorati, International Hellenic University; Lila Kossyvaki International Hellenic University
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Keynote 2	
Time: 11.15–12.15	Location: Main building C1
Chair: Associate professor Eija Sévon, Vice Dean University of Jyväskylä	From automatic responses to intentional practice: Building competences for teacher–child relationships Jantine Spilt, Associate professor, Faculty of Psychology and Educational Sciences, KU Leuven

Expert panel: Creating a hopeful future for every child	
Time: 13.30–14.30	Location: RUU lobby/staircase
Host and panel facilitator: Senior lecturer Jenni Salminen, University of Jyväskylä, Finland	The expert panel will utilize the conference theme "<i>Creating a hopeful future for every child</i>" as a starting point for the discussion and approach it through varying perspectives. The panel will bring together distinguished researchers in the field of early childhood research, who are also actively participating into societal interaction and collaboration with stakeholder at various levels. Expert panelist: Professor Mirjam Kalland, University of Helsinki, Finland Professor Thomas Moser, University of Stavanger, Norway Associate Professor, Noora Heiskanen, University of Eastern Finland, Finland Professor Pauline Slot, University of Utrecht, the Netherlands

Poster session

Time: 14.30-15.30	Location: RUU 2 nd floor lobby
Chair: Jenni Ruotsalainen, University of Jyväskylä, Finland	Playing and Learning for Equal Opportunities and Success in ECEC (PLEOS) Nikoleta Ntola, University of Graz; Eleni Sotiropoulou, University of West Attica; Konstantinos Petrogiannis, University of West Attica; Thomas Moser, University of Stavanger; Tone Nilsen, University of Stavanger; Catharina von Trijp, University of Stavanger; Barbora Loudová Stralczynská, Charles University Prague; Petra Ristić, Charles University Prague; Silke Vögel, University of Graz; Eva Pözl-Stefanec, University of Graz Antecedents of turnover intention in early childhood educators: A Three-Level Meta-Analysis Shuxian Lai, The Education University of Hong Kong; Juan Yan, The Education University of Hong Kong; Jianbin Li, The Education University of Hong Kong Understanding Teachers' Willingness to Enact New Curriculum: Development and Results of the Teachers' Orientation Towards Structured Literacy Reform Survey Jeanne Sinclair, Memorial University of Newfoundland; Andrew Coombs, Memorial University of Newfoundland; Tracy Critch, Memorial University of Newfoundland; Jian Song, Memorial University of Newfoundland; Mara Shaughnessy, Memorial University of Newfoundland Identifying Language Support Needs in ECEC: Potentials of a Validated Criterion Based on Observational Questionnaires Felix Hafner, University of Bamberg; Yvonne Anders, University of Bamberg Dissertation research about the discourses constructed by early childhood education professionals about children's diversity and social inclusion. Jasmin Hautsalo, University of Jyväskylä Physical activity during an armed conflict: a longitudinal study Esther Adi-Japha, Bar-Ilan University; Gal Elias, Bar-Ilan University; Esther Adi-Japha, Bar-Ilan University Making Expertise Visible: Competence Recognition and Organizing Work in Interprofessional ECEC Teams

	Annu Göös, University of Jyväskylä; Jenni Salminen, University of Jyväskylä; Merja Koivula, University of Jyväskylä; Kaisu Peltoperä, University of Jyväskylä; Pessi Lyyra, University of Jyväskylä; Janniina Vlasov, Finnish Education Evaluation Centre (FINEEC) Emergent AI Literacy in Early Primary School: The Potential of Pretend Play. Marius Vogt, St.Gallen University of Teacher Education; Franziska Vogt, St.Gallen University of Teacher Education; Lena Hollenstein, St.Gallen University of Teacher Education Supporting Absolute Beginners in Early Childhood Education: Teachers' Perceived Needs and Interactional Challenges Esther Gheyssens, Odisee Hogeschool; Helena Taelman, Odisee Hogeschool; Esther Gheyssens, Odisee Hogescho Development and Testing of a Movement Concept for the Promotion of Motor Competence of Elementary School Children Armando Cocca, University of Ostrava; Alena Seehuber, University of Innsbruck; Michaela Cocca, University of Ostrava; Martin Kopp, University of Innsbruck; Armando Cocca, University of Ostrava
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Workshops		
Workshop 1	Time: 15.30–16.30	Location: RUU Helena
Exploring superdiversity in early childhood education and care		
Organizers: Eija Sevón, University of Jyväskylä and Niina Rutanen, University of Jyväskylä	Welcome to our workshop to discuss superdiversity in early childhood education and care in your country. Equity and respect for diversity and democracy are core aims of early childhood education and care (ECEC) in Europe. Growing cultural, ethnic, and linguistic diversity, conceptualised as superdiversity, has profoundly transformed ECEC in many European countries. The workshop offers a possibility to discuss how ECEC policies and practices in different European societies respond to the superdiversity of children and families in an increasingly globalised world.	

Workshop 2	Time: 15.30–16.30	Location: RUU Juho
Interactive Workshop on Observation of (Educators' Facilitation of) Infants' Exploratory Play in the Home and Daycare Context		
Organizers: Isa Linders (Utrecht University) and Ora Oudgenoeg-Paz (Utrecht University)	This interactive workshop highlights the importance of exploration and introduces two complementary approaches for observing (the facilitation of) exploration. The first method of observation focuses on capturing the complexity of exploration in infants and toddlers aged 11-21 months. The second method examines how childcare educators facilitate curiosity-driven play with children aged 0–2 years. Participants will engage with video-based examples of real observations and have the opportunity to practice collective scoring using both instruments. The workshop will also include group discussion to reflect on participants' experiences with the observation methods and practical implications for research and early childhood practice.	
Workshop 3	Time: 15.30–16.30	Location: RUU Lucina
Quality criteria across perspectives on measurement in early childhood education research		
Organizer: Joris Van Elsen (University of Antwerp), Renée Claes (KU Leuven) and Eva Dierickx (Vrije Universiteit Brussel)	Quality criteria for measurement in early childhood education research vary depending on the measurement's purpose, type, context, and target population. However, the appraisal of measurement quality often relies on a limited set of common quality indicators. This workshop invites participants to discuss and critically reflect on measurement quality from multiple perspectives. Based on four diverse studies that address measurement from psychometric, edumetric, large scale assessment, and socio-ethical perspectives, we explore, discuss, and reflect on key concerns related to measurement quality. In smaller groups, participants construct a quality framework for educational assessment for each perspective and subsequently compare the prioritized priorities. Through this workshop, we aim to identify commonalities and differences across perspectives and examine how they can inform one another to enhance the quality of measurement in early childhood education research.	

Thursday 20th of August

Friday 21th of August 2026

Session D		
Session D: 1	Time: 9.15–10.45	Location: RUU Helena
Symposium: Home and children's language and literacy development		
Chair: Minna Torppa, University of Jyväskylä Organizer: Minna Torppa, University of Jyväskylä Discussant: No discussant	Why do some children become avid readers while others do not? Predictors of leisure reading profiles Emmi Ulvinen, University of Jyväskylä; Maria Psyridou, University of Oslo; Marja-Kristiina Lerkkanen, University of Jyväskylä; Minna Torppa, University of Jyväskylä Pathways to Literacy Development in Grade 2: Examining the Role of Parental and Home Literacy Environment Factors in a Low-Income Context Deepti Bora, University of Jyväskylä; Jenni Ruotsalainen, University of Jyväskylä; Anna-Maija Poikkeus, University of Jyväskylä; Minna Torppa, University of Jyväskylä Reading Comprehension in Grade 4: The Role of Pre-reading Skills, Home Literacy Environment, Parental Education, and Gender Mari Manu, University of Jyväskylä; Minna Torppa, University of Jyväskylä; Marja-Kristiina Lerkkanen, University of Jyväskylä; Kati Vasalampi, University of Jyväskylä; Pekka Niemi, University of Turku Can print exposure mitigate the effect of digital exposure on language and literacy skills via attention in young children? Eliane Segers, Radboud University; Jenni Salminen, University of Jyväskylä; Jenni Ruotsalainen, University of Jyväskylä; Tuire Koponen, University of Jyväskylä; Marja-Kristiina Lerkkanen, University of Jyväskylä; Minna Torppa, University of Jyväskylä	
Session D: 2	Time: 9.15–10.45	Location: RUU Juho
Symposium: Contemporary challenges in ECEC staff conditions and quality: Perspectives from Portugal and Sweden		

Friday 21th of August

Chair: Ana Lemos, Center for Psychology at the University of Porto (CPUP) Organizer: Ana Lemos, Center for Psychology at the University of Porto (CPUP) Discussant: Susanne Kuger (LMU Munich)	Everyday teaching in preschool: Associations between staffing conditions, language composition, and children's engagement Lena Almqvist, Mälardalen university; Johannes Finnman, Mälardalen university Developmentally appropriate practices (DAP) in ECEC: associations with work-related satisfaction and professional development among preschool teachers and assistants Ana Lemos, Center for Psychology at the University of Porto (CPUP); Tiago Ferreira, Center for Psychology at the University of Porto (CPUP); Eva Björck, School of Education and Communication, Jönköping University, Jönköping, Sweden; Joana Cadima, Center for Psychology at the University of Porto (CPUP) Beyond “more of everything”: L2-dense preschool groups, psychosocial working conditions, and staff work attitudes in Swedish ECEC Johannes Finnman, Mälardalen university; Lena Almqvist, Mälardalen university; Jonas Welanders, Mälardalen university	
Session D: 3	Time: 9.15–10.45	Location: RUU Lucina
Single papers: Home and ECEC supporting the child		
Chair: TBA	When Everything Falls into Place: A Case Study of a Support System in Finnish Early Childhood Education and Care. Eva Staffans, Åbo Akademi and Karlstad University; Katri Hansell, Åbo Akademi; Christel Sundqvist, Åbo Akademi and Karlstad University Child participation in parent-teacher conferences in kindergarten Philippe Schild, Universität Bern, PH-Institut NMS Bern, Switzerland; Tina Hascher, Universität Bern Early Childhood Education Teachers' Knowledge and Practices in Assessing and Identifying Special Educational Needs in Tanzania	

Friday 21th of August

	Jackson Manase, Archbishop Mihayo University College of Tabora Extending beyond interaction quality: evaluating the quality of after-school care in the Netherlands Merel Bredeveld, Utrecht University; Bodine Romijn, Utrecht University; Ruben Fukkink, University of Amsterdam; Pauline Slot, Utrecht University	
Session D:4	Time: 9.15–10.45	Location: RUU Katri
Single papers: Career entry and professional development in ECEC		
Chair: TBA	Can we professionally develop early childhood education teachers' visual attention? Thibaut Duthois, Universiteit Gent; Maribel Montero-Perez, Universiteit Gent; Piet Van Avermaet, Universiteit Gent; Ruben Vanderlinde, Universiteit Gent Career entry of young professionals in preschools – The role of personality Hanna Lorenzin, University of Innsbruck How Preschool Teachers' Retrospective Parental Upbringing Experiences Shape Process Quality through Orientations Considering Child Characteristics Nicole Voss, Freie Universität Berlin; John Sideris, University of Southern California; Katharina Kluczniok, Freie Universität Berlin Lasting effects of professional development interventions in toddler classrooms on child outcomes: the mediating role of interaction quality Simone Lehl, Educational University Weingarten; Marina Kammermeier, Educational University Weingarten; Nadine Besser, University of Bamberg; Anja Linberg, German Youth Institute; Julia Zuber, German Youth Institute; Hans-Guenther Rossbach, University of Bamberg; Sabine Weinert, University of Bamberg	
Session D:5	Time: 9.15–10.45	Location: RUU Aino
Single papers: Learning and problem- solving		
	How children coordinate talk, action, and attention: A process-oriented study of collaborative problem solving	

Friday 21th of August

Chair: TBA	Timo Reuter, RPTU University Kaiserslautern-Landau; Michelle Gäckle, RPTU University Kaiserslautern-Landau; Jonas Schäfer, University of Education Schwäbisch Gmünd; Miriam Leuchter, RPTU University Kaiserslautern-Landau Mapping the landscape of research on early problem solving: A bibliometric review Joris Van Elsen, University of Antwerp; Lieven Verschaffel, KU Leuven; Sven De Maeyer, University of Antwerp; Joke Torbeyns, KU Leuven The Role of Executive Functions in Children's Use of Private Speech During Early Problem-Solving Michelle Gäckle, RPTU University Kaiserslautern-Landau; Jonas Schäfer, University of Education Schwäbisch Gmünd; Miriam Leuchter, RPTU University Kaiserslautern-Landau; Timo Reuter, RPTU University Kaiserslautern-Landau	
Session D: 6	Time: 9.15–10.45	Location: RUU Onni
Single papers: Wellbeing of teachers and children		
Chair: TBA	Teacher Wellbeing and Readiness to Support Student Mental Health in Primary Education Vasilis Grammatikopoulos, International Hellenic University; Eleni Laskaraki, International Hellenic University; Lila Kosyvaki, International Hellenic University; Maria Evangelou-Tsitiridou, International Hellenic University; Evridiki Zachopoulou, International Hellenic University; Theodore Goutas, International Hellenic University; Anastasia Vatou, International Hellenic University Exploring the Relationship Between Children's Subjective Experience of Well-Being in ECEC, the Observed Quality of their Group and Staff Well-Being – a Feasibility Study Thomas Moser, University of Stavanger; Ragnhild Lenes, University of Stavanger; Rasmus Kleppe, Kanvas Foundation Teachers' Occupational Well Being and Teacher–Student Interactions in Early Primary Classrooms: Insights from Two Sub Studies of a Doctoral Thesis Sze Wah Chan, University of Jyväskylä	
Session D:7	Time: 9.15–10.45	Location: RUU 3rd floor lobby

Friday 21th of August

Single papers: Associations between digital media and early language skills	
Chair: TBA	Understanding the Diversity of Digital Media Offerings in Early Childhood Education: A Scoping Review Michael Hast, IU International University of Applied Sciences; Jennifer Chung, UCL Institute of Education Losing time or learning? Linking children's digital media use trajectories with language and science literacy outcomes Dave Möwisch, Leibniz Institute for Educational Trajectories; Jessica Willard, Leibniz Institute for Educational Trajectories; Sabine Weinert, University of Bamberg Age-Related Evidence from Digital Assessment of Oral Language Comprehension in Kindergarten Jana Jungjohann, TU University Dortmund

Keynote 3	
Time: 11.30–12.30	Location: Main building C1
Chair: Professor Minna Torppa, University of Jyväskylä	Research-based decision-making in early childhood education: Two-year pre-primary education experiment as an example Marja-Kristiina Lerkkanen, Professor, Department of Teacher Education, University of Jyväskylä

Session E		
Session E:1	Time: 13.30–15.00	Location: RUU Onni
Symposium: Early childhood education as a tool for child empowerment in Sub-Saharan Africa: Reflections from Tanzania, Namibia, Zambia, and Kenya		
Chair: Jenni Salminen, University of Jyväskylä Organizer: Fraterinus Mutatembwa, Archbishop Mihayo University College of Tabora	Early Childhood Education as a Tool for Child Empowerment in Sub-Saharan Africa: Reflection from Kenya Lydia Kairanya, Kenya Institute of Special Education Early Childhood Education as a Tool for Child Empowerment in Sub-Saharan Africa: Reflection from Tanzania Fraterinus Mutatembwa, Archbishop Mihayo University College of Tabora	

Discussant: No discussant	Early Childhood Education as a Tool for Child Empowerment in Sub-Saharan Africa: Reflection from Zambia Haatembo Mooya, University of Zambia Early Childhood Education as a Tool for Child Empowerment in Sub-Saharan Africa: Reflection from Namibia Pamela February, University of Namibia	
Session E:2	Time: 13.30–15.00	Location: RUU Juho
Symposium: Long-term associations between early cognitive development and learning		
Chair: Eeva Eskola, University of Turku Organizer: Eeva Eskola, University of Turku Discussant: No discussant	Early Numerical Skills as Predictors of Arithmetic Fluency in Third Grade Tuire Koponen, University of Jyväskylä; Kenneth Eklund, University of Jyväskylä; Kaisa Lohvansuu, University of Jyväskylä; Minna Torppa, University of Jyväskylä; Jenni Salminen, University of Jyväskylä Machine learning predicts learning difficulties in reading and math from kindergarten data Maria Psyridou, University of Oslo; Tuire Koponen, University of Jyväskylä; Kati Vasalampi, University of Jyväskylä; Marja-Kristiina Lerkkanen, University of Jyväskylä; Anna-Maija Poikkeus, University of Jyväskylä; Minna Torppa, University of Jyväskylä Latent Profiles of Verbal and Non-Verbal Cognitive Development From 1 to 9 Years of Age Eeva Eskola, University of Turku; Pihla Saaristo, University of Turku; Essi Saloranta, University of Turku; Kiia Kurila, University of Turku; Aura Yli-Savola, University of Turku; Elisabeth Nordenswan, University of Turku; Pauliina Juntunen, University of Turku; Venla Huovinen, University of Turku; Saara Nolvi, University of Turku; Fiia Takio, University of Turku; Hasse Karlsson, University of Turku; Linnea Karlsson, University of Turku; Riikka Korja, University of Turku; Elina Mainela-Arnold, University of Turku	

	Longitudinal Latent Profiles of Oral and Written Language Development from One to Nine Years of Age Pihla Saaristo, University of Turku; Eeva Eskola, University of Turku; Essi Saloranta, University of Turku; Akie Yada, University of Jyväskylä; University of Turku; Kiia Kurila, University of Turku; Aura Yli-Savola, University of Turku; Satu Savo, University of Turku; Kati Renvall, University of Turku; Denise Ollas-Skogster, Åbo Akademi; Riikka Korja, University of Turku; Hasse Karlsson, University of Turku; Linnea Karlsson, University of Turku; Elina Mainela-Arnold, University of Turku	
Session E:3	Time: 13.30–15.00	Location: RUU Lucina
Symposium: Towards more continuity and integration across the early childhood system		
Chair: Pauline Slot, Utrecht University Organizer: Pauline Slot, Utrecht University Discussant: Susanne Kuger, LMU Munich	Collaboration and continuity in the Dutch split ECEC system: a common framework to support children's education and development across systems. Bodine Romijn, Utrecht University; Lieselotte Oudega, Kohnstamm Instituut; Paul Leseman, Utrecht University; Martine Broekhuizen, Utrecht University After school care in the Spotlight: Children's Well-Being and Staff Qualifications Markus Sauerwein, TU Dortmund; Laurin Bremerich, TU Dortmund Integration in ECEC through interprofessional collaboration Lobke Van Lombergen, Ghent University; Jochen Devlieghere, Ghent University	
Session E:4	Time: 13.30–15.00	Location: RUU Katri
Single papers: Self-Regulation during early childhood: Development and support		
Chair: TBA	5-year-old Finnish children's self-regulation profiles: the role of child characteristics and educators' support practices Tekla Seppälä, University of Jyväskylä; Jenni Salminen, University of Jyväskylä; Eija Pakarinen, University of Jyväskylä; Niina Rutanen, University of Jyväskylä	

	Self-regulation Development in Preschoolers: Effects of Preschool Activity Types Vaso Tiliopoulou, Utrecht University; Pauline Slot, Utrecht University; Ora Oudgenoeg-Paz, Utrecht University; Paul Leseman, Utrecht University Pilot Study of Check In Check Out Support in Finnish Early Childhood Education and Care Mika Paananen, University of Jyväskylä; Meri Liimatainen, University of Eastern Finland; Asko Tolvanen, University of Jyväskylä, Finland; Anne Karhu, University of Eastern Finland	
Session E:5	Time: 13.30–15.00	Location: RUU Aino
Single papers: Digital learning		
Chair: TBA	Early childhood teachers' professional decisions about ICT: agency, responsibility, and educational purpose Küllü Kallas, University of Tartu; Lehte Tuuling, University of Tartu Quality Development in the Field of Digitalisation of Preschools Sebastian Then, DIPF Leibniz Institute for Research and Information in Education; Matthias Borgstede, University of Bamberg; Yvonne Anders, DIPF Leibniz Institute for Research and Information in Education Effects of unplugged and digital interventions on Computational Thinking skills in early childhood Belinda Jäger, University of Graz Individual learning support of children's development in pre-academic skills for pre-school- and early primary school years — first evaluation results of an digital app Nurit Viesel-Nordmeyer, Aix-Marseille University (AMPIRIC)/TU Dortmund University; Jörg-Tobias Kuhn, TU Dortmund University (Departement of Rehabilitation Sciences)	
Session E:6	Time: 13.30–15.00	Location: RUU Onni
Single papers: Social and emotional learning		

Friday 21th of August

Chair: TBA	Empathy and Peer Acceptance in middle childhood: The mediating role of Prosocial Behavior Cátia Bastos, University of Porto; Mafalda Pimenta, University of Porto; Tiago Ferreira, University of Porto; Joana Cadima, University of Porto; Marisa Matias, University of Porto; Paula Mena Matos, University of Porto Emotional formation of a “friend” in institutional early childhood education and care Eija Salonen, University of Jyväskylä; Lasse Lipponen, University of Helsinki; Annukka Pursi, University of Helsinki Unlocking the Potential of After-School Programs: Social and Emotional Learning and Interest Development in Dutch After-School Programs Lisanne Jilink, Utrecht University & Partou Childcare; Paul Leseman, Utrecht University; Pauline Slot, Utrecht University; Mirjam Gevers, Partou Childcare
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Closing session	
Time: 15.10–15.30	Location: RuusuPuisto lobby/staircase
	Saying farewells and closing the conference. Closing words Musical performance, Aada Ruotsalainen (violin)