DIALOGUE, DIVERSITY AND INTERDISCIPLINARITY IN THE FIELD OF LEARNING AND INSTRUCTION

BOOK OF ABSTRACTS

SEPTEMBER 7– 9 2022, BELGRADE

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SIG 10, 21 & 25
Belgrade 2022

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EMERGENT LITERACY PRACTICES AND POLICIES IN THE SYSTEMS WITH TRANSPARENT ORTHOGRAPHY

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This study aims at defining the similarities and differences related to emergent literacy policies and practices in European transparent orthographic systems. The sample included data from 9 European countries: PISA 2018 Level 3: Estonia, Finland, Slovenia, PISA 2018 Level 2 high score: Croatia, Hungary, Italy, PISA 2018 Level 2 lower score: Greece, Romania, Serbia. ECEC systems were compared based on the following variables: general ECEC framework; increasing participation, inclusion and equity; improving quality of teaching; creating a literature environment. Regarding differences between Level 2 and Level 3 countries, one of the key findings is that the percentage of children participating in ECEC is higher in Level 3 countries, mainly due to the accessibility of ECEC services and the low number of children per ECEC teacher. Estonia and Finland have the most elaborate model of transition programmes between preschool and schools. Speech therapy or another language/ communication support is available more in Level 3 countries than Level 2 countries. ECEC teachers in Level 3 countries have more hours invested in professional development than Level 2 countries. However, several areas should be improved in Level 2 and Level 3 countries, especially for Increasing participation, inclusion and equity. The main difference is observed at the level of systemic support of the programmes for creating a literature environment at the national level. In Level 3 countries, government plays a substantial role in creating a cultural environment for emergent literacy development and continuous financial support.

13 30 - 14 30

Plenary lecture SIG25: (Re)designing for identities: The potential of hybrid spaces

Melissa Gresalfi, Vanderbilt Univeristy

Although formal schooling occupies relatively little time over the average lifespan, the influence of that time is significant. It is often in school that we develop ideas about who we are, what we are capable of, and how we like to engage with new ideas. In some disciplines, such as mathematics, historical and ingrained practices have served to offer very narrow opportunities to learn and to engage, opportunities that fail to represent the true potential of the discipline. These narrow opportunities lead many students, and later adults, to conclude that they are not expected or entitled to be seen as mathematically competent. The challenge is how to support change—change in curriculum,

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