

Initiated by:



In partnership with:



2nd International Early Childhood Action Congress

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FINAL CONFERENCE PROGRAMME



The Transition to School

Equity, quality & innovation

Paris, 14 & 15th June 2018



2, rue André Pascal – 75016 Paris

VISION & KEY OBJECTIVES

Based on the latest research in neuroscience, the overall vision of the 2nd International Action Congress is to **expand knowledge and question the key ingredients of an effective educational continuum** benefiting children from birth to school entry.

The overall objective is for stakeholders to explore, unite and build a sound consensus on key action points & practices bridging educational policies and on-the-ground methods. Leading research figures from national & international environments will come to share on the latest advances in neuroscience and education.

A mapping of all major proposals to emerge from the various interactive sessions will be drawn up to assist us in understanding the whole educative ecosystem.



We invite you to visit our touring exhibition “Discover me” an extension of the Early Childhood/Positive Parenting Train, which traces the steps of child development – available in the Conference Centre lobby!





2nd International Early Childhood Action Congress

The Transition to school: equity, quality and innovation

June 14 & 15, 2018



TIME/LOCATION	PROGRAMME
DAY 1 – JUNE 14th 2018	
8:30am – 9:30am LOBBY & ENTRANCE HALL	Registration & Welcome Coffee <i>Any deposit of luggage at OECD reception may be done during this period</i>
9:30am – 10:00am PLENARY CONF. ROOM	Setting up & informal meet and greet session for speakers and participants
10:00am – 10:40am PLENARY CONF. ROOM	Opening of ceremony Master of Ceremony: <ul style="list-style-type: none"> ▪ Nathalie Casso-Vicarini <i>Founder and President, Ensemble for Early Childhood Education</i> Welcome address: <ul style="list-style-type: none"> ▪ Gabriela Ramos <i>OECD Chief of Staff and Sherpa to the G20</i> Opening address: <ul style="list-style-type: none"> ▪ Her Excellency Jameela Bint Salem Al Muhairi <i>Minister of State for Public Education, United Arab Emirates Ministry of Education</i>
INTRODUCTORY SESSION BUILDING A SCHOOL TRANSITION ON STRONG FOUNDATIONS: A CHANGE OF PARADIGM?	
Facilitator: <i>Nathalie Casso-Vicarini, President, Ensemble for Early Childhood Education</i>	
10:40am – 11:00am PLENARY CONF. ROOM	<p>Research reinforces the importance of transition to school, given the significant impact on the well-being of children (and potentially their families), a time for opportunity and vulnerability. This session highlights advocacy efforts for an equitable and high-quality educational continuum.</p> <ul style="list-style-type: none"> ○ "Education at a glance": how far are we from the 2030 Sustainable Development Goals and specifically, Objective 4.2 to ensure that "by 2030, all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education"? ○ What are the links with the 1st International Early Childhood Action Congress held in June 2016? ○ What are the links with OECD's recent publication "Starting Strong V" and key expectations for the upcoming Teaching and Learning International Survey (TALIS) study in 2019? <p>Keynote Speaker: <i>Gabriela Ramos, OECD Chief of Staff and Sherpa to the G20</i></p>



<p>11:05am – 11:35am PLENARY CONF. ROOM</p>	<p>INTRODUCTORY PLENARY DISCUSSION:</p> <p>CONCEPTUALIZING THE TRANSITION FROM ECCE TO SCHOOL</p> <ul style="list-style-type: none"> ○ What is “transition”? How do we understand “transition”? ○ Why focus on the transition to school? ○ Who is involved in the transition to school? What strengths can they bring to the transition process? ○ How can we expand our common knowledge base at the service of this educational continuum? ○ What strategies/practices foster and nourish children’s needs and help them to realise their full potential? ○ How can we build continuity to foster more equity amongst children and strengthen child development when some can be subject to vulnerability (handicap, poverty, exposure to screens, etc.)? <p>Keynote Speaker: Olivier Noblecourt, French Interministerial Delegate, Preventing child and youth poverty</p> <p>Panel Speakers:</p> <ul style="list-style-type: none"> ▪ Dr Romain Dugravier, Head of children’s psychiatric department, Sainte-Anne Hospital ▪ Alexandre Jardin, Writer and filmmaker ▪ Marc Gurgand, Scientific Director, the Abdul Latif Jameel Poverty Action Lab Europe
<p>11:35am – 11:50am LOBBY</p>	<p>Break</p>

SESSION ONE

MAKING SCHOOLS READY FOR CHILDREN
AND CLOSING THE GAP: A REVOLUTION?

1.1. A child-centred perspective on transition means adapting both ECCE and educational cultures to meet children's needs.

Facilitator: Yuri Belfali, Head of Division, Early Childhood and Schools, OECD Direct. for Education and Skills

Early Childhood Care and Education (ECCE) is **more than preparation for primary school**. It aims at the holistic development of a child’s social, emotional, cognitive and physical needs in order to build a solid and broad foundation for lifelong learning and well-being. "Lack of readiness" is not a problem of children being insufficiently skilled to learn at school, but instead it is where there is a mismatch between the attributes of individual children and families, and the ability and resources of the school and/or system to engage and respond appropriately.

- What are the determinants of readying schools to receive young children? What are the key factors that will enable them to be child-centred?
- What are the motivations, expectations and successes of readying schools to receive young children?
- Which type of readiness should we expect: children’s readiness for school? schools’ readiness for children? Families’ and communities’ readiness for school?

11:50am – 12:10pm
PLENARY CONF. ROOM

Keynote speaker: Sir Kevan Collins, Chief Executive, Education Endowment Foundation



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<p>12:10pm – 1:10pm PLENARY CONF. ROOM</p>	<p>ARMCHAIR DISCUSSION #1 <u>Panel Speakers (30') followed by panel discussion (15')</u></p> <ul style="list-style-type: none"> ▪ Janna Pahnke, Head of Research & Quality Management, Haus-der-Kleinen-Forscher ▪ Paul Leseman, Head of Education Department, Utrecht University and (Inclusive education and SOcial support to Tackle Inequalities in Society) ISOTIS coordinator ▪ Rebecca New, Associate Professor of Early Childhood Education, University of North Carolina, School of Education ▪ Xavier Ouvrard, Chief Executive Officer, Crèches Babilou ▪ Jean Hubac, Director of departmental services under the French Ministry of National Education <p><u>Q&A with the audience (10')</u></p>
<p>1:10pm – 1:55pm</p>	<p>Networking Lunch – Buffet lunch (@ the “Château”)</p>
<p>1:55pm – 2:00pm</p>	<p>Master of Ceremonies: welcome back and introduction to the next session</p>
<p>1.2. A better understanding of child development is fundamental to laying the foundations for future learning.</p>	
<p><u>Facilitator:</u> Michel Boivin, Head of the Canada Research Chair on Child Social Development & Professor of Psychology, School of Psychology of Laval University</p>	
<p>Early childhood is a time of remarkable growth, with brain development at its peak. The timing of specific experiences is crucial for brain development. Our brain has powerful learning algorithms and early childhood is a unique period highlighting both potentialities and fragilities. The science is an important underpinning of all that needs to be done to make the world a better place for infants and children. Early experience sets developmental paths for health and behaviour across the life-time. Understanding new science (genetics, epigenetics and neuroscience) is important for the way that educators, social workers and policy makers think about child development. We can help each and every child reach their potential.</p> <ul style="list-style-type: none"> ○ How do genes and the environment interplay? How nature-nurture dichotomy works? ○ How does the transformed nature of childhood in the 21st century affect education? ○ What does neuroscience (cognitive, affective and emotional) say about learning processes? ○ How does child's development impact affective and social behaviours? 	
<p>2:00pm – 2:20pm PLENARY CONF. ROOM</p>	<p><u>Keynote speaker:</u> Dr. Marla Sokolowski, Program co-director Child and Brain Development, Canadian Institute for Advanced Research</p>
<p>2:20pm – 3:20pm PLENARY CONF. ROOM</p>	<p>ARMCHAIR DISCUSSION #2 <u>Panel Speakers (30') followed by panel discussion (15')</u></p> <ul style="list-style-type: none"> ▪ Geneviève Bélisle, General Director, Association Québécoise des Centres de la Petite Enfance (AQCE) ▪ Tracey Burns, Senior Analyst, OECD's Centre for Educational Research and Innovation (CERI) ▪ Anne-Lise Ducanda, Doctor, Protection Maternelle et Infantile (PMI) ▪ Bertrand Geay, Deputy Director, ELFE (a French Longitudinal Study of Children) <p><u>Q&A with the audience (10')</u></p>



1.3. Prioritising equity ahead of the transition to school and ensuring a more inclusive continuum of education are both critical for children who need additional support.

Facilitator: François Soulage, President of the Collective « ALERTE »

The transition to school is likely to be more challenging for children from **low-income families, indigenous families, families with children who have a disability, and culturally and linguistically diverse families**. Taking into consideration the expectations of teachers, children and their families, which studies address this educational continuum for children with special educational needs?

- What are the cost-benefits of a universal approach to early education as a key policy measure towards reducing inequities?
- How can early intervention policies in early childhood settings be better aligned with those of special education in schools?
- How should the needs of children who are linguistically diverse and/or come from linguistically diverse homes be addressed? How relevant is it to develop a culturally appropriate approach to learning?
- Can home visits help prepare children and their families for that continuum of education?

3:20pm – 3:40pm
PLENARY CONF. ROOM

Keynote speaker: Craig Alexander, Senior Vice-President and Chief Economist, Conference Board of Canada

3:40pm – 4:40pm
PLENARY CONF. ROOM

ARMCHAIR DISCUSSION #3

Panel Speakers (30') followed by panel discussion (15'):

- **Andrea Young**, Professor in language education, Enseignement linguistique, Ecoles Supérieures du Professorat et de l'Education (ESPE), University of Strasbourg
- **Angela James**, Director of the Indigenous Languages & Education Secretariat, Government of Northwest Territories
- **Olivier Thevenon**, Social Policy Analyst OECD, Directorate for Employment, Labour and Social Affairs (ELS)
- **Nirmala Rao**, Professor in Early Childhood Development and Education, University of Hong-Kong

Q&A with the audience (10')

4:40pm – 5:00pm
LOBBY

Break



1.4. It takes a village to build this educational continuum...

Facilitator: Geneviève Bélisle, General Director, Association Québécoise des Centres de la Petite Enfance

Collaboration between key stakeholders sounds good in theory, but studies have shown that it doesn't translate as easily into practice. For a successful outcome, transition should be a **shared responsibility** across multiple stakeholders in order for children to be best supported.

To reinforce a shared commitment towards a participatory process, we will be exploring the links between:

- parents/families and Early Childhood Care and Education/School staff
- pre-primary and primary structures
- parents on the one hand and children on the other

And:

- the perspective of the child, prime player in the learning process

5:00pm – 5:20pm
PLENARY CONF. ROOM

Keynote speaker: Sue Dockett, Professor, Early Childhood Education, Charles Sturt University

5:20pm – 5:50pm
4 BREAKOUT SESSION ROOMS

4 PARALLEL WORKSHOP SESSIONS (Each workshop will last approximately 30 minutes, including 20 minutes for a speaker brief and 10 minutes for Q&A with participants)

The workshops will present **innovative research and projects** that foster collaboration between specific stakeholders involved in transition

#1: Katrien Van Laere, VBJK, Centre for Innovation in the Early Years, Ghent University, Department of Social Work and Social Pedagogy: «*Before (pre)school readiness and beyond: Experiences from the Erasmus+ START (Sustaining Transitions Across the Early Year) project (Slovenia, Italy, UK, Belgium)*»

#2: Peter Dixon, Co-CEO, StoryPark & Isabelle Vinet, Executive Director, Encyclopedia on Early Childhood Development: «*Connecting and empowering families, educators and community from birth to school*»

#3: Erika Dähler, Co-Director, Association a:primo: «*The Ping-Pong programme helps building bridges between families and school*»

#4: (to be confirmed)

5:50pm – 6:00pm
BREAKOUT SESSION ROOMS

Closing remarks of the day (in each breakout session room)
Invitation to the Dinner Buffet

6:30pm – 8:30pm

Networking - Dinner Buffet (Buffet du Parc)



DAY 2 – 15th JUNE 2018

SESSION TWO

DISPELLING MYTHS & FINDING COMMON GROUND:
WHAT ARE THE 21ST CENTURY QUALITY CHALLENGES?

8:00am – 9:00am	Welcome Coffee
9:00am – 9:15am PLENARY CONF. ROOM	Opening Remarks <ul style="list-style-type: none"> ▪ Nathalie Casso-Vicarini <i>President and founder of Ensemble for Early Childhood Education</i> ▪ Hon. Margaret Norrie McCain, <i>Founder and Chair, Margaret and Wallace McCain Family Foundation</i>
2.1. Tools in the service of quality teaching and content...	
Facilitator: Rowena Phair, Consultant, OECD Centre for Educational Research and Innovation (CERI)	
<p>Integrating soft skills and competencies into the learning process from an early age significantly improves the quality of interpersonal relationships: the virtues of a safe, caring and inclusive education.</p> <p>Let us consider the following:</p> <ul style="list-style-type: none"> ○ To what extent is early childhood recognised as a phase with its own value and purpose? ○ How can we foster professional continuity between the ECCE and school settings? What is the appropriate middle ground between “schoolification” and “playification”? What role for principals? ○ How can we foster children’s natural interest and inquiry-based exploration process in a developmentally appropriate way? ○ How can we ensure a continuity of practices that are age-appropriate and that support children’s competence, confidence and thirst for knowledge? ○ Are those practices consistent and progressive as children prepare for the transition from ECCE/pre-primary structures to school entry? 	
9:20am – 9:40am PLENARY CONF. ROOM	Keynote speaker: Iram Siraj, Professor of Child Development and Education, University of Oxford, Department of Education
9:40am – 10:40am PLENARY CONF. ROOM	ARMCHAIR DISCUSSION #4 Panel Speakers (30’) followed by panel discussion (15’): <ul style="list-style-type: none"> ▪ Angela Pyle, Associate Professor, Psychology & Human Development, University of Toronto ▪ Laurent Lescouarch, Senior Lecturer, Educational sciences, University of Rouen, Centre interdisciplinaire de Recherche Normand en Education et Formation ▪ Yoshie Kaga, Programme Specialist, UNESCO Early Childhood Care and Education, Section of Education for Sustainable Development and Global Citizenship ▪ Pauline Slot, Researcher Educational & Learning Sciences, Utrecht University Q&A with the audience (10’)
10:40am – 10:55am	Health Break



SESSION THREE

KEY PROMISING PATHS TO STRENGTHENING
TRANSITION CAPACITY-BUILDING

3.1. Developing public policies that encourage a continuum of education can foster a sustainable transition at state, regional and local levels

Facilitator: Nathalie Casso-Vicarini, President and founder of Ensemble for Early Childhood Education

In the light of the preceding sessions, a chance to question ourselves without making value judgements, as each country has its own DNA...

- Where do we stand?
- Where are we going?
- What are the next steps?
- Which roadmap should we put in place at all levels: Federal/National/Regional/Local?

10:55am – 11:15am
PLENARY CONF. ROOM

Keynote speaker: Emily Vargas-Baron, Director, Institute for Reconstruction and International Security through Education (RISE Institute)

11:15am – 12:10pm
PLENARY CONF. ROOM

ARMCHAIR DISCUSSION #5

Panel Speakers (30') followed by panel discussion (15'):

- Elisabeth Laithier, Deputy Mayor of Nancy, Family policy & early childhood and Co-President of working group "Early Childhood", Association des Maires de France
- Maureen Dockendorf, Superintendent of Literacy and Numeracy for British Columbia's Ministry of Education
- Tove Slinde Mogstead, Senior Advisor, Norwegian Ministry of Education and Research
- Hekia Parata, Former Education Minister of New Zealand
- (to be confirmed)
- (to be confirmed)

Q&A with the audience (10')

12:10pm – 12:55pm

Networking Lunch – Buffet Lunch

12:55pm – 1:00pm
PLENARY CONF. ROOM

Master of Ceremony: welcome back and introduction to the next session

1:00pm – 1:10pm
PLENARY CONF. ROOM

Opening Remarks

- Geneviève Avenard
French Children's Defender, Deputy to the Defender of Rights, French Republic



3.2. Advocacy for massive social investment and a transversal, interministerial governance

Facilitator: Jean-Emmanuel Rodocanachi, Vice-President, Fédération Française des Entreprises de Crèches

Importantly, the transition to school should not be viewed as a one-time event, but rather as a pathway that commences well before school begins. **Integrated and participatory approaches to early childhood education policy planning and organisation** must be strengthened to better address children's needs on a long-term basis.

- Why do we need to invest in this educational continuum?
- Why long-term planning and organisation matter so much in this process of educational transition from early childhood to primary school?
- How to create windows of opportunity in favour of quality social investment?

1:10pm – 1:30pm
PLENARY CONF. ROOM

Keynote speaker: Steven Barnett, Senior Co-Director of the National Institute for Early Education Research (NIEER), Rutgers University

1:30pm – 2:25pm
PLENARY CONF. ROOM

ARMCHAIR DISCUSSION #6

Panel Speakers (30') followed by panel discussion (15'):

- Orla Doyle, Senior researcher at the UCD Geary Institute and Lecturer in the UCD School of Economics, Univ. College Dublin
 - Eric Charbonnier, Analyst, OECD Division of Education and Skills
 - André Lebon, President of the Committee for Early Childhood Education, Quebec
 - Geneviève Bélisle, General Director, Association Québécoise des Centres de la Petite Enfance
- Q&A with the audience (10')**

SESSION FOUR

MONITORING, EVALUATING, ADAPTING, SCALING UP: WHAT IMPACT AND DEGREE OF COST-EFFECTIVENESS?

Facilitator: Kerry McCuaig, Fellow Early Childhood Policy, Ontario Institute for Studies in Education (OISE), University of Toronto

All policymakers, civic leaders and professionals need to know and understand **whether a given early childhood transition program is effective and deserving of significant investment of funds**. However monitoring, evaluating, adapting and scaling up are not simple. Nor is evaluating early childhood education.

- How relevant should measurement tools and indicators be to improve our progress towards our goals?
- What are the indicators of quality transitions?
- How should we evaluate the cost-effectiveness of a quality transition from different perspectives (parenting skills, work practices, etc)?

2:25pm – 2:45pm
PLENARY CONF. ROOM

Keynote speaker: Abbie Raikes, Director of Global Early Childhood Development, Department of Health Promotion and Behaviour, University of Nebraska Medical Centre



<p>2:45pm – 3:40pm PLENARY CONF. ROOM</p>	<p>ARMCHAIR DISCUSSION #7</p> <p><u>Panel Speakers (30') followed by panel discussion (15'):</u></p> <ul style="list-style-type: none"> ▪ Christa Japel, Professor, Department of Special Education and Training, University of Québec ▪ Brenda Taggart, Research coordinator of the Effective Provision of Pre-School Education (EPPE) Project at the Institute of Education, University of London ▪ Henrik Daae Zachrisson, Professor, Centre for Educational Measurement, Faculty of Educational sciences, University of Oslo ▪ Nirmala Rao, Professor in Early Childhood Development and Education, University of Hong-Kong ▪ (to be confirmed) <p><u>Q&A with the audience (10')</u></p>
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CONCLUSARY SESSION

DEFINING “WHAT’S IN IT FOR ME” & COMMITTING TO A COMMON FRAMEWORK FOR ACTION

Facilitators: Jane Bertrand, Early Childhood Educator, Program director, Margaret & Wallace McCain Family Foundation & Nathalie Casso-Vicarini, President and founder, Ensemble for Early Childhood Education

<p>3:40pm – 3:55pm PLENARY CONF. ROOM</p>	<p><u>Expert Witness:</u> Alberto Lidji, Global CEO, Novak Djokovic Foundation</p>
<p>3:55pm – 4:30pm PLENARY CONF. ROOM</p>	<p>COMMITTING TO THE TRANSITION FROM ECCE TO SCHOOL</p> <ul style="list-style-type: none"> ▪ Summary of sessions/discussions and collective wrap-up of the international congress ▪ Illustration of next steps through animated summary ▪ Outline of a Common Framework for Action based on the Congress major points <p><u>Panel Facilitators (30') followed by panel discussion (15'):</u></p> <ul style="list-style-type: none"> ▪ Yuri Belfali, Head of Division, Early Childhood and Schools, OECD Directorate for Education and Skills ▪ Michel Boivin, Head of the Canada Research Chair on Child Social Development & Professor of Psychology, School of Psychology of Laval University ▪ Geneviève Bélisle, General Director, Association Québécoise des Centres de la Petite Enfance ▪ Rowena Phair, Consultant at OECD Centre for Educational Research and Innovation (CERI) ▪ Jean-Emmanuel Rodocanachi, Vice-President, Fédération Française des Entreprises de Crèches (FFEC) ▪ Kerry McCuaig, Fellow Early Childhood Policy, Ontario Institute for Studies in Education, University of Toronto 