

Biographies

Valerie Bauters has a Masters' degree in Social Work and is a doctoral student at the Department of Social Work and Social Pedagogy of Ghent University, Belgium. Her research interests range from professionalisation in Early Childhood Education and Care – and particularly in family day care – to the professionalisation of care for senior citizens in situations of welfare dependency. She is particularly interested in qualitative research.

Martha Buell has been in the field of early care and education for 30 years. Currently, she is a Professor in the Department of Human Development and Family Studies at the University of Delaware, and the director of the Delaware Institute for Excellence in Early Childhood (DIEEC). Martha is a former director of an Early Head Start program and a co-director of three Early Reading First projects. Martha's research focuses on improving early care and education programs in an effort to support positive outcomes for all children, especially those placed at risk due to poverty, language minority or disability. Currently her research focuses on measuring environmental quality of programs involved in Quality Rating and Improvement Systems with a special focus on settings that serve infants and toddlers.

Rachel Chazan-Cohen is an Associate Professor of Early Education and Care in the College of Education and Human Development at the University of Massachusetts Boston. Her research focuses on the biological, relational, and environmental factors that place children at risk, and most especially, on the creation, evaluation, and refinement of intervention programs for families with infants and toddlers. She is interested in the competencies necessary for success in working with families with infants and toddlers, both in child care and home visiting work, and on how to build competencies through pre- and in-service professional development.

Carmen Dalli is Professor of Early Childhood Education, Director of the Institute for Early Childhood Studies, and Associate Dean (Research) at the Faculty of

Education at Victoria University of Wellington. Her research combines an interest in developmental issues in the early years with a focus on early childhood policy and pedagogy. She has published widely in the field of early childhood teacher professionalism and has a particular interest in group-based early childhood education and care settings for children aged under 3 years. She regularly publishes commentaries on early childhood education policy in New Zealand.

Sheila Degotardi is an Associate Professor in early childhood education at the Institute of Early Childhood, Macquarie University, where she teaches infant – toddler pedagogy and curriculum at undergraduate and postgraduate levels. Much of her research focuses on the nature and implications of interpersonal relationships in infant-toddler early childhood settings, culminating in the recent publication of ‘The relationship worlds of infants and toddlers’ with co-researcher and friend, Emma Pearson. Sheila’s work demonstrates how theoretical and practice-based perspectives can combine to create a rich understanding of how our youngest children grow and learn through their interactions with others.

Jonathan Delafield-Butt is a Senior Lecturer at the University of Strathclyde. He began research with his doctoral work in Developmental Neurobiology at the University of Edinburgh before extending basic principles of developmental biology into Developmental Psychology through postdoctoral work at the Universities of Edinburgh and Copenhagen. He has held scholarships at Harvard University and the Institute for Advanced Studies in the Humanities at the University of Edinburgh for science-philosophy bridgework examining basic psychobiological principles of development, for health and learning. Delafield-Butt trained pre-clinically in Psychoanalytic Psychotherapy at the Scottish Institute for Human Relations – the Scottish Tavistock Clinic. He is a member of the World Association for Infant Mental Health and the International Society for Autism Research. His work examines the origins of human experience and the embodied and emotional foundations of psychological development, with particular focus on infancy and autism. His current work examines agency in movement, its development in infancy and in social engagement, and its disruption in autism spectrum disorder, with applied aspects in early years care and education, and clinical and professional support for children and families.

Alma Fleet is an Honorary Associate Professor at the Institute of Early Childhood, Macquarie University, Sydney. Alma works with doctoral students and educational consultancies as well as pursuing issues associated with early childhood pedagogies and transition to school. Tensions between constraints and opportunities in educational settings underlie her interest in practitioner inquiry (see *Engaging with educational change*, 2016) and in influences of educators in Reggio Emilia, Italy (see *Conversations*, 2012; and *Pedagogical documentation*, in press). Journal publications build on earlier books concerning goals and realities of teachers’ work across diverse age groups and settings. She has taught children in Scotland and America

and worked for children's services in Australia as well as constantly learning from and enjoying work with Aboriginal and Torres Strait Islander peoples.

Andrew Gibbons is an early childhood teacher educator and Associate Professor at the School of Education, Auckland University of Technology. His research focuses on the construction and experience of the early childhood teaching profession drawing upon the philosophy of early childhood education and the philosophy of technology. His book *The Matrix Ate My Baby* (Sense Publishers) critiques the role of new media in early childhood education. In *Education, Ethics and Existence: Camus and the Human Condition* (Routledge, co-authored with Peter Roberts and Richard Heraud), he explores the contribution of Albert Camus for the critique of schooling. Andrew is Co-Editor of *E-Learning and Digital Media* and Associate Editor of the *Encyclopaedia of Educational Philosophy and Theory* and of *Educational Philosophy and Theory*.

Kathy Gooch is Professor of Early Education in the Research Centre for Children, Families and Communities at Canterbury Christ Church University. Her career has involved teaching, researching and writing about babies and young children, their literacy and learning, and the people who care for them and help them to learn. Her research and publications are particularly focused on communication and interactions, and her current research projects are seeking to understand the nature of the transactional space between adults and babies in baby rooms in nurseries.

Maritta Hännikäinen is Professor in Early Childhood Education in the Faculty of Education, University of Jyväskylä, Finland. Her research includes a focus on children's learning and development in early childhood settings, in particular from cultural-historical and activity theory perspectives. She has participated in several cross-European research projects regarding, among others, relational approaches in early childhood education, development of learners' communities, children's play, quality issues in early childhood education and children under three in day care centres. Her current projects focus on issues of emotional wellbeing of the younger children in day care groups, especially from the viewpoints of participation, social relationships and teachers' role in joint activities. Maritta has wide international networks, including being a long-time local coordinator for EECERA (European Early Childhood Education and Research Association), a member of the board of ICCP (International Council for Children's Play), and an editor of the Nordic Early Childhood Education Research (Nordisk Barnehageforskning) journal.

Tamesha Harewood is a Postdoctoral Researcher in the Human Development and Family Studies department at Michigan State University. Her research focuses on two main areas in early childhood development: the development of children's early social-emotional skills, and the professional development of the early care and education workforce. She is particularly interested in the competencies needed by the early care workforce to support children's learning and development, and the relationships among pre-service professionals' education and experiences and their

knowledge, dispositions, and practices specifically related to supporting children's social-emotional development.

Mihaela Ionescu is the Program Director of ISSA (the International Step by Step Association), a membership association that connects professionals and organizations working in the field of early childhood development (www.issa.nl). She is an early childhood education expert has been working for the last 20 years as a researcher in the education field, an education policy developer, trainer, leader of programs and projects aiming to improve the quality of early childhood education and care services. As the ISSA Program Director she has been deeply involved in program strategic planning and in implementing programs and resources aiming at providing equitable and high quality early childhood services in countries from ISSA regions, by strengthening and supporting ISSA members' capacity to work with professionals, parents, administrators and policy makers. Over the years she has worked as international consultant for UNICEF and World Bank projects in countries of the CEE/CIS region. She is the editor of ISSA's recent publication, *A Quality Framework for Early Childhood Practice in Services for Children Under Three Years of Age*.

Helen Marwick is a developmental psychologist, and Senior Lecturer at the School of Education, Faculty of Humanities and Social Sciences at the University of Strathclyde, Scotland. She lectures on child development and on autism, and has researched extensively on social interactions, communicative development and interpersonal understanding. She is currently involved in research on intersubjectivity, conceptual development and relational identity, for both typically developing children and children with autism spectrum disorders, and has developed the Joint-Play Intersubjectivity Assessment Method (JPIAM), also known as 'Playboxes', which promotes and assesses active interpersonal engagement and communication, and which is being used widely in school settings. Helen is a member of international research groups investigating neurodevelopmental disorders and social communication.

Susanna Mayer is a developmental psychologist and researcher at the Institute of Cognitive Sciences and Technologies, National Research Council of Italy. She conducts research in the field of cognitive development and socialization processes in early childhood. In particular, she has studied interactions between young children during pretend play, their exploration of the physical properties of objects, and communication between children and adults in ECEC contexts. She has investigated the role and functions of the coordinators of early childhood education and care services in Italy. She has participated in several studies on the needs of migrant families with young children.

Suallyn Mitchelmore is a PhD candidate at The Institute of Early Childhood, Macquarie University Sydney. Her research focus is on dignity and the ethics of encounter. Suallyn has a particular interest in arts-informed approaches to qualita-

tive research design, pedagogical documentation, and interpreting the lived experience of policy and pedagogy. Her postgraduate research utilises pedagogical documentation as a methodology that facilitates an inclusive and collaborative platform for the voices of children and adults. Suallyn has embraced a range of experiences in both leadership and teaching positions, working as a consultant, early childhood educator, university lecturer, and mentor in an isolated Indigenous community.

Tullia Musatti is an Associate Researcher at the Institute of Cognitive Sciences and Technologies, National Research Council of Italy of which she was the Research Director until 2012. She coordinates the Human Development and Society Group and conducts research on young children's socialization and learning processes in the early years. Her main research topics are: peer interaction between young children; object exploration and pretend play; young children's daily life in early childhood education and care centres and at home; and parents' perspectives on young children's care and education. She is the author of several books and articles in the field of early childhood development and education. She has participated in numerous working committees and projects to re-organize social and educational services in collaboration with Italian public administrations.

Jools Page researches attachment-based relationships between adults and children under three years in group day care provision. Currently based at the University of Sheffield (UK), Jools has previously worked in both policy and practice roles with young children and their families. Her PhD life history study examining mothers' views on returning to work when their baby was under a year old has led her to explore complex issues of 'love' and 'care' in day care provision and her conceptualisation of 'Professional Love'. Jools is the lead author of the second edition of the popular Sage book: *Working with Babies and Children: From Birth to Three (2013)*, assistant editor for the Sage *Journal of Early Childhood Research* and a member of the *Love Research Network* which brings together international scholars who are interested in collaborative and contemporary representations of love. Jools is the Director of the part time distance learning MA in Early Childhood Education at the University of Sheffield, taught both in the UK and in Malta.

Paola Pettenati is a psychologist and psychotherapist who has worked at the Department of Neuroscience of the University of Parma conducting cross-cultural studies on the linguistic and communicative development in monolingual and bilingual children, with typical and atypical conditions (language disorders). She has published numerous research papers on these topics in national and international journals. From 2009 she has been actively involved in the activities of the Academy of Developmental Neuropsychology in Parma as an assistant teacher and also conducting clinical activities with children with neuropsychological disorders.

Mariacristina Picchio is a researcher at the Institute for Cognitive Sciences and Technologies, National Research Council of Italy. She carries out research in the

fields of socialisation processes in early childhood, evaluation of ECEC services, initial training of ECEC professionals and continuous professional development, relationships between ECEC professionals and families with young children with a specific focus on migrant parents and children. She contributed in the design of a system of participatory evaluation of ECEC quality based on pedagogical documentation and participated in several action research projects in cooperation with Italian local governments. She is involved as a teacher and supervisor in several initiatives of continuing professional development of ECEC practitioners and coordinators in many Italian regions and cities. She is country coordinator for the European Early Childhood Education Research Association (EECERA).

Sacha Powell is Director of the Research Centre for Children, Families and Communities and Professor of Early Childhood Care and Education at Canterbury Christ Church University in England. Sacha has spent many years working as a researcher, being involved in numerous funded studies that have explored the intersections of policy and practice in education, particularly for young children. She is interested in children's rights, the ethics of care and the tensions that may occur between these theoretical perspectives. Latterly her work has focused on the provision of out-of-home care and education for children from birth to two years.

Niina Rutanen is an Associate Professor in Early Childhood Education in the Faculty of Education, University of Jyväskylä, Finland. She is a member of the board for the Ethics Committee for Youth and Childhood Studies in Finland, a vice-member of the board for the Finnish Society for Childhood Studies and a member of various scientific associations. She is a reviewer for various scientific journals and an editorial board member for the *Journal of Early Childhood Education Research*. Her main research interests focus on zero to three-year-old children in early childhood education from socio-cultural and comparative perspectives, and application of spatial approaches in research on early childhood institutions. Her research projects include collaboration with Centro de Investigação sobre Desenvolvimento e Educação Infantil, at the University of São Paulo, Brazil.

Robert Stratford is a doctoral student at the University of Waikato. His research focuses on developing an ecological policy framework for tertiary education in New Zealand, and draw on the fields of sustainability, well-being and ecological economics. Robert has been a secondary school teacher, including at a school for teenage parents in Porirua, Wellington. He subsequently worked for New Zealand's Ministry of Māori development – Te Puni Kōkiri – and as a Senior Evaluator at the Education Review Office (ERO), New Zealand's government agency evaluating the quality of schooling and early childhood education. At ERO Robert was a major contributor to the draft indicators on student wellbeing, *Wellbeing for Success*.

Jennifer Sumsion PhD is Foundation Professor of early Childhood Education at Charles Sturt University, Australia, and Director of CSU's Research Institute for Professional Practice, Learning and Education. She was also co-Director of the

Australian Government-funded Excellence in Research in Early Years Education Collaborative Research Network (2011–2015) led by CSU in partnership with Queensland University of Technology and Monash University. She has led two Australian Research Council-funded studies focusing on infants: the *Infants' Live in Child Care* project (with Partner Organisations, KU Children's Services and Family Day Care Australia) and the *Babies and Belonging* project (with Partner Organisation, Centre Support).

Dawn Tankersley has worked as an early childhood education consultant and program specialist for Open Society Foundations/Institute (OSF/OSI) and the International Step by Step Association (ISSA) since 2000 as a trainer, program advisor, and materials developer in Central/Eastern Europe, Central Asia, and South America. She is the lead author on many of ISSA's materials pertaining to the *ISSA Principles of Quality Pedagogy* as well as ISSA's recent publication, *A Quality Framework for Early Childhood Practice in Services for Children Under Three Years of Age*.

Colwyn Trevarthen is Emeritus Professor of Child Psychology and Psychobiology at The University of Edinburgh. Following degrees in Botany and Zoology from the Universities of Auckland and Otago, he gained his doctorate at the California Institute of Technology with Roger Sperry, studying the visuo-motor functions of the cerebral hemispheres of monkeys. In 1967 he transferred his interest from neuropsychology to the study of infant development in Post-Doctoral research at the Harvard Center for Cognitive Studies with Jerome Bruner. Since taking up his post at the University of Edinburgh in 1971, he has directed studies in infant development and how young children move, communicate happiness, and maintain well-being in creative play and shared learning. He is interested in how we share emotions with the rhythms of dance and music and how the arts motivate learning of language and other cultural skills, and can help overcome developmental disorders or neglect. He has Honorary Doctorates from the University of Crete, the University of East London, and Queen Margaret University in Edinburgh. He is a Fellow of the Royal Society of Edinburgh, a Member of the Norwegian Academy of Sciences and Letters, and a Vice-President of the British Association for Early Childhood Education, and has received a Lifetime Achievement Award from the British Psychological Society. At the University of Edinburgh he is a member of the Perception Movement Action Research Consortium, and of the Institute for Music in Human and Social Development.

Claire Vallotton is Associate Professor of Human Development and Family Studies at Michigan State University in the United States. Her research centers on development of social-emotional and communication skills in infancy and toddlerhood, and the relationships and contexts that support this development. She integrates her research and teaching by studying the development of university students' competencies for working with infants and toddlers as they matriculate through their courses on child development and education. She leads the Collaborative for

Understanding the Pedagogy of Infant/toddler Development (CUPID), a network of 50 scholars in 25 universities which aims to improve early development and school readiness for all children by preparing the infant/toddler workforce to provide high quality environments and experiences to the youngest learners.

Michel Vandebroek is Professor and Head of the Department of Social Work and Social Pedagogy of Ghent University, Belgium. His research interests are in policy and practice of early childhood care and education and parent support. He has a special interest in issues of in- and exclusion in contexts of growing diversity. He has also worked as a consultant for several policy institutions, including the European Commission Directorate-General Education and Culture and Kind & Gezin (Child & Family), the governmental agency of child care in the Flemish Community of Belgium.

E. Jayne White has a long-standing interest in education, with particular emphasis on early years pedagogy, spanning over thirty years as a teacher and researcher. As Associate Director for the WMIER Visual Lab and Centre for Global Studies at University of Waikato, NZ, Jayne's work focuses on the complex processes and practices of meaning-making. At the heart of her practice lies a strong emphasis on dialogic pedagogy, and the ways in which teachers can best engage within complex learning relationships - with an emphasis in the earliest years for infant learners. Jayne has written extensively in the field, including her recent sole-authored book *Introducing dialogic pedagogy: Provocations for the early years* with Routledge, and a Springer publication with Eva Johansson titled *Educational research with our youngest: Voices of infants and toddlers* (2011) where an infant research agenda was first posed. She is Co-Editor of Springer's recently launched *Video Journal of Education*, Associate Editor of *International Journal of Early Childhood* and edits for a number of additional international journals.