

**TACTYC Conference 2017**

**Saturday 4th November 2017**

**International Convention Centre Birmingham**

**Broad Street | Birmingham | B1 2EA | UK**

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| **Research Briefing Proposal Form** |

**- NEW Submission Date for Proposal Form: 1.10.17 -**

**Research Briefings are a conference workshop item. Research Briefing slots are 15 minutes, with question time added at the end.** Research briefings offer an opportunity for research engaged colleagues to present their work focused on one of our conference themes:

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| **- 2017 TACTYC Conference Themes -**  **Young Children’s Worlds**  **Early Childhood Professionals for 21st Century Children**  **Challenges and Opportunities in Early Childhood** |

Research Briefings that are selected for presentation will be accompanied by **papers of 2000-3000 words** which must be submitted by e-mail to Dr. Jane Murray - [jane.murray@northampton.ac.uk](mailto:jane.murray@northampton.ac.uk) by **30th October 2017**

Conference research briefing papers will be published on the TACTYC website following the conference\*

**If you would like your Research Briefing to be considered, please submit an outline (150-300 words) using the ‘Research Briefing Form’ overleaf by e-mail to Dr. Jane Murray at** [jane.murray@northampton.ac.uk](mailto:jane.murray@northampton.ac.uk) **no later than September 17th 2017.** All submissions will receive a response.

Please note, it will be necessary to register for the conference no later than October 1st 2017.

\*subject to author consent

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**TACTYC Annual Conference 2017**

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| **Research Briefing Form**  (*150-300 words – expand boxes as required*) | | | | | | |
| **NOTE: Submit by 1st October, 2017 to: Dr. Jane Murray at** [jane.murray@northampton.ac.uk](mailto:jane.murray@northampton.ac.uk)  **All submissions will receive a response. Research Briefings that are selected for presentation will be accompanied by papers of 2000-3000 words which must be submitted by 30th October 2017 to** [jane.murray@northampton.ac.uk](mailto:jane.murray@northampton.ac.uk) | | | | | | |
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| Research Briefing Title | | Harry gets stuck – A child study to support Practitioners’ understanding of a Child’s world | | | | |
| Research questions | | Using analysis of observational data in relation to theoretical frameworks, can we more fully understand a child’s emotional world? Through close observation and parental partnership can we better understand the child’s context, experiences and the messages they are conveying through their play and use this to support their learning and development? | | | | |
| Methodology and Methods | | Interpretive, case study methodology, fully informed consent gained from parents of child and assent also gained from child. | | | | |
| Theoretical framework | | Drawing on companionship theory (Trevarthen 2001), companionable learning (Roberts 2011), schemas (Athey 1997), and schemas and emotions (Arnold 2010) | | | | |
| Summary of key findings/key implications | | Through the combination of close observation and meaningful partnership with parents, we found that:  In relation to schemas:   * Harry demonstrated a ‘cluster’ of schemas (Athey 2007) * Harry was interested in making physical and emotional ‘connections’ * Harry was interested in creating ‘boundaries’ * Harry may have been exercising some control in his environment   In relation to companionship:   * Harry was supported in the four strands of ‘companionable’ learning (Roberts 2011) * Harry was particularly interested in engaging with adults   This enables parents and practitioners to work together to support Harry through a significant transition within the early years setting. | | | | |
| Please note: We supply a data projector, screen and laptop. Please indicate below regarding your technology requirements. | | | | | | |
| I will require...  (*tick as applicable*) | | Data Projector | X |  | Screen | X |