

Child learning outcomes and adult participation: What is the golden thread?

Judith Duncan,
University of Canterbury
Sandy Eaton
Whanganui Central Baptist Kindergarten and Early Learning Centres





New Zealand and Canada





Google

NZ ECE




Points of difference from Canadian ECE



1. ECE educators are called Teachers
2. ECE Teachers must have a three-year degree in Teaching (either ECE, or Primary teaching since 2011), share the same Union, and Kgtm teachers have pay parity with Public school teachers
3. Kindergarten is for 2-5 year olds; children begin school at 5 years of age (on their birthday)

NZ ECE (2)





- ECE students are taught in Universities, or in Private Training Establishments who have been credited with being able to offer degrees
- All ECE centres share the same legislated curriculum: Te Whāriki;
- Teacher-led services: share the same regulations and funding
- Parent-led services: have different regulations and funding from teacher led.



NZ ECE (3)

- Teacher Registration is *optional* in most ECE centres but *compulsory* in kindergartens (Registration is an additional 2 years supervised teaching after degree is completed, and teachers must renew every 5 years. Registered teachers can teach at any age level in education).
- All ECE is under the Ministry of Education for administrative, funding, and legislative purposes (including homebased (family day care) and parent-led services).


ECE in NZ

Service type	2011	Difference 2007-11	
		Number	%
Education and care	113,878	22,143	24.1
Kindergarten	36,967	-8,728	-15.4
Home-based	17,955	6,882	62.2
Playcentre	15,112	448	3.1
Kōhanga reo	9,631	395	4.3
Correspondence-School	560	-177	-24.0
Total	194,101	22,963	13.4
Annual change (no.)	5,177		
Annual change (%)	2.7%		


ECE NZ

- Enrolments in education and care services now make up 59% of all enrolments, up from 54% in 2007. The share of enrolments in kindergartens has dropped from 26% to 19% over the same period.
- The number of all-day services has increased continuously, by 5.7% since July 2010 and 53% since July 2007. All-day services now form 85% of all licensed ECE services.
- The number of private services grew by 6.2% (or 112) between July 2010 and July 2011 and by 48% since 2007. The number of community-based services increased by 2.8% over the same period.




More facts and figures

- In the year ended June 2011, 94.7% of first year school children had previously participated in ECE, up 0.3 of a percentage point from the previous year.
- Prior ECE participation rates have been increasing across all ethnic groups, but remain lower for Māori (90.0%) and Pasifika (85.9%) children.
- 18% were age one or below, 19% were age two, and 63% were three years or over.



Enrolments by Age

Age	2011	Difference 2007-11	
		Number	%
Under 1 year	8,779	976	12.5
1 year	25,415	3,632	16.7
2 years	37,188	4,148	12.6
3 years	58,906	6,988	13.5
4 years	61,819	6,762	12.3
5 years	1,994	457	29.7
Total	194,101	22,963	13.4



Teaching and Learning Research Initiative

New Zealand government funding scheme aims to:

- build a cumulative body of knowledge linking teaching and learning
- enhance the links between educational research and teaching practices—and researchers and teachers—across early childhood, school, and tertiary sectors
- grow research capability and capacity in the areas of teaching and learning




Research with Sarah Te One, and all the teachers and parent facilitators at Whanganui Central Baptist Kindergarten and Early Learning Centres

2010-2012


Research question

How does active adult participation in early childhood education enhance positive outcomes for children and their whānau?



Research aims and question

- Develop innovative, appropriate and responsive ways to work with the community in ways that are sustainable in everyday ECE pedagogical practices
- How does active adult participation in early childhood education enhance positive outcomes for children and their whānau?




Propose a new discourse

- Reconceptualising ECE centres as places for
 - adult participation
 - active teacher-whānau partnerships
 - positive holistic outcomes for children
 - Enhancing community wellness.
- ECE centres and services building community connectedness – enhancing learning outcomes









New Zealand

Background to Whanganui Central Baptist Kindergarten and Preschool










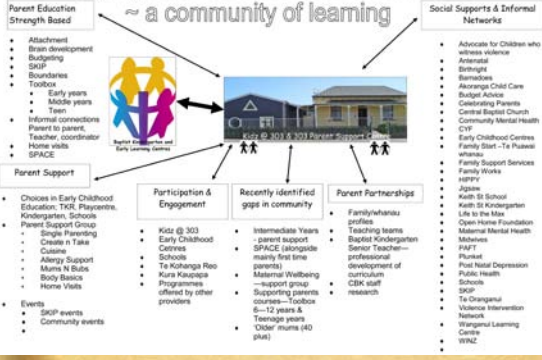
Population: 42,639 (2006)

- 22 percent of the population identify as Māori
- Lower post-school and school qualifications than rest of NZ (with higher % of Māori in this category than rest of NZ)
- Higher number of single parent families than national average
- Lower incomes than national average

(<http://www.stats.govt.nz/Census/2006CensusHomePage/QuickStats/AboutAPlace/>)

Emerging Parent Support & Development a community of learning



Parent Education Strength Based

- Attachment
- Brain development
- Budgeting
- SKIP
- Boundaries
- Toolbox
- Early years
- Middle years
- Teen
- Informal connections
- Parent to parent
- Teacher, coordinator
- Home visits
- SPACE

Parent Support

- Choices in Early Childhood Education, TKR, Playcentres, Kindergartens, Schools
- Parent Support Group
- Single Parenting
- Create n Take
- Cousins
- Allergy Support
- Mums N Bubs
- Body Basics
- Home Visits
- Events
- SKIP events
- Community events

Social Supports & Informal Networks

- Advocate for Children who witness violence
- Antenatal
- Bereavement
- Bereavement
- Akarana Child Care
- Budget Advice
- Celebrating Parents
- Central Baptist Church
- Community Mental Health
- CIV
- Early Childhood Centres
- Family Start – Te Puawai whānau
- Family Support Services
- Family Troops
- HIPPY
- Jigsaw
- Keith St School
- Keith St Kindergarten
- Life in the Mile
- Opan Home Foundation
- Life in the Mile
- Māhines
- Māhines
- PANT
- Plunket
- Post Natal Depression
- Public Health
- Schools
- SKIP
- Te Oranga
- Violence Intervention Network
- Whanganui Learning Centre
- WINZ



Building on this model



- 4 ECE Centres
- 1 Parent Resource Centre
- 1 HIPPY programme
- 1 SKIP programme
- 1 SPACE programme
- Church activities








Current parent participation in Aotearoa New Zealand

- Parent as helper (in the centre, washing at home etc.)
- Parent as supporter (Fundraising, Working Bees)
- Parent as partner (for management and interactions in the centre)

Te Whāriki

- Discusses the important of family and community partnership for children's learning:

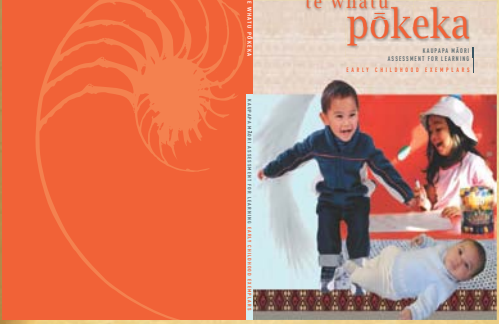




Current parent participation in Aotearoa New Zealand

- parent as collaborator (working together for children's learning outcomes)




KEI TUA O TE PAE -








Impact of parent participation


- Mitchell and Cubey (2003), argued for strong links between ECE teachers and centres with families because this:
- makes a key contribution to children's learning and wellbeing (p. vii);
- challenges teachers/educators beliefs and assumptions and acknowledges the knowledge and skills of families and children (p. vii);
- assists in creating coherence and continuity in children's lives (p.x);

- changes parents perceptions of their roles with their children, and creates greater understanding of their children's interests and experiences (p. x);
- supports an approach to education where teachers, children and their whanau co-construct learning together (p. 8);
- provides opportunities of home and early childhood settings to reinforce one another (p. 79). (Mitchell & Cubey, 2003)

Playcentre study



The effect of adult Playcentre participation on the creation of social capital in communities found that parents identified increased confidence in their parenting, personal confidence, sense of involvement and belonging in the community, and in later employment opportunities. (Powell et al., 2005)

Parent Participation and Children's Learning Outcomes

THE GOLDEN THREAD

Robyn Lawrence

(Adelaide September 2002)



THE GOLDEN THREAD: Active parent participation

How does active parent participation enhance children's learning outcomes?





Two case study examples, Mildred and Howard

18 case study children and 21 case study families in our two year research

Data gathered:

1. Learning stories (profiles)
2. Photos – centre and from home and the community
3. Teacher conferencing – over time, across centres
4. Interviews and discussions with parents

THE GOLDEN THREAD: Active parent participation

Mildred and her family

One of three children (middle child)

Reconstituted family

Progression in parenting confidence across time

Attended CBK for three years (beginning when she was 2)

She attended Creche, Kindy, Kindy House.




THE GOLDEN THREAD: Mildred's Learning Outcomes

- ✦ Growth in confidence and belief in herself
- ✦ Developed positive relationships with other children and social responsibility
- ✦ Inclusive of other children (particularly those where extra effort was needed)
- ✦ Ability to concentrate and persevere (transferrable dispositions that she used as she moved from her interest in arts at Creche to literacy at Kindy House)




THE GOLDEN THREAD: Mildred - Mum

Mum's parenting confidence:

- ✦ joined in parent support activities and parenting groups at CBK,
- ✦ HIPPY, and
- ✦ led to part-time employment in ECE
- ✦ more involved in learning, talking with teachers, asking questions, sharing what's happening at home (interests, experiences)




THE GOLDEN THREAD: Active parent participation

Howard and his family

One of two children (eldest)

Rural family (with Mum and Dad) - 25 km from town



Attended CBK for three years (Creche, Kindy and Kindy house)

Confident and involved family from the beginning




THE GOLDEN THREAD: Howard's learning outcomes

- ✦ Brought confidence with him from home, which led to great involvement and participation in centres
- ✦ Moved from being a constant mover to perseverance and seeing things through – using the home-centre link as the scaffold
- ✦ Thinker and contributor – confidence in self enabled Howard to be a constant contributor (link to home conversations)
- ✦ Strong general knowledge and supported his thinking and contributions.

THE GOLDEN THREAD: Howard's Mum

- Sharing employment interests with artefacts with the centre children linking to pedagogical focus in the centres
- Availability to support CBK operations
- Attended all centre events as a family
- Preparation at home for the events (dressups, conversations etc)
- Mum would encourage Howard to reflect and discuss his day



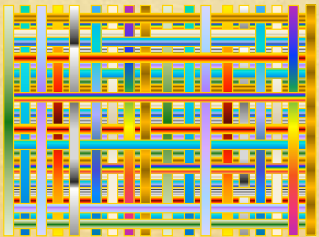

THE GOLDEN THREAD: Mildred and Howard

✦ **Confidence – Parent:Child**

- ✦ Feeling self worth and having something to offer
- ✦ Confidence turned into learning from both Mum and child
- ✦ Importance of relationships with children and teachers
- ✦ Engagement with pedagogy for the children




The Parable of the Golden Thread



For further information about this research see

Teaching and Learning Research Initiative:
www.tlri.org.nz

<http://www.tlri.org.nz/tlri-research/research-progress/ece-sector/active-adult-participation-ece-enhancing-learning-and>

(TLRI website: Research in progress: Judith Duncan)



Duncan, J., & Te One, S. (Eds.) (2012). *Comparative early childhood education services: International perspectives (Critical Cultural Studies of Childhood)*. New York: Palgrave McMillan.

