





Joining the Tots:

Visual research tools connect families, whānau, and community in early childhood education
Judith Duncan, Sarah Te One and Team of Whanganui Central Baptist Kindergarten and Early Learning Centres.

Research





- Two-year project
- Partnership between teachers and professional researchers: Judith Duncan and Sarah Te One
- Built on 20 years of community involvement by the Whanganui Central Baptist Kindergarten and Early Learning Centres (CBK)


New Zealand






Whanganui Central Baptist Kindergarten and Early Learning Centres

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>)

Research question

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

Research

- Teacher – Parent interactions, Parent to Parent interactions: Mapping
- Building connections: Seeing and Being Seen
- Children’s learning: Golden Thread, Teachers conferencing
- Community wellness: CBK as a ‘platform’

KEY: Teacher-friendly methods





Mapping interactions and movements

Increasing SEEING and BEING seen

(Sailer and Penn, 2006)



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How adults were currently using the space

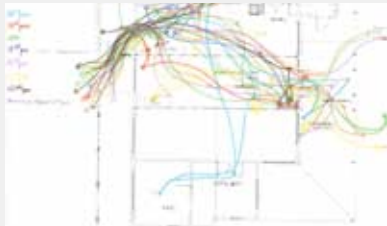




What changes have resulted from teacher review of the data?

- Team sharing of the data
- Awareness of adult movements
- Centre layout and environment
- Awareness raised of teacher positioning in environment
- Patterns of adult movement
- Ways of interaction with the environment
- Where interactions were taking place
- Where adults linger

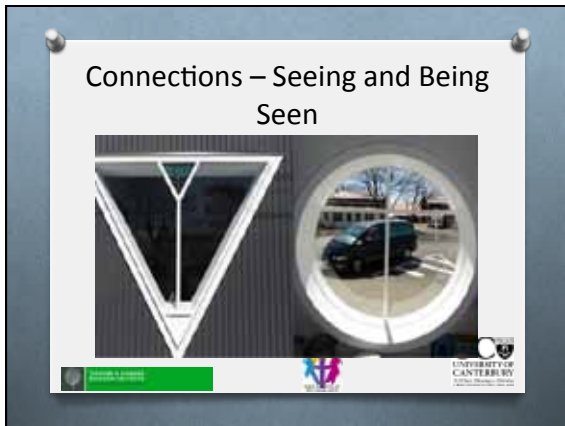
Re-view after the changes

Active Adult Participation

- Welcome
- Belonging
- Engagement with teachers, engagement with other adults
- Teachers: Seeing other adults and being seen by other adults
- Parents: Seeing other parents and being seen




Teacher conferencing

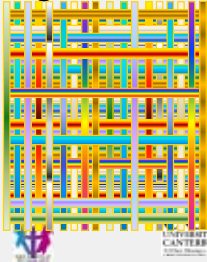

Case study children (19 children)
Learning stories and wider knowledge of the children and their whānau with "Out and About Photos":

1. Golden thread of learning (dispositional, schema)
2. Participation of whānau – in and out
3. Interactions from the 'out and about' photos



Parent Participation and Children's Learning Outcomes

THE GOLDEN THREAD
Robyn Lawrence
(Adelaide September 2002)

Saving "Goodbye"

... ..



I took two children who are about 3 years old, for a test to the outside CD-19 year old used in order to facilitate their self the environmental and the teachers before they were here.

Instead of the children of outside recognized me from the time they had spent at school.

One of them got their particles back and brought it over to show me, pointing to the different photos and talking about what was happening. She took on the floor and showed an interest in this. I was very quickly surrounded by about 4 more children all wanting to show me their books.

One young man (who I know well) went back pictures off the wall to show me.

- The children are recognizing someone who is interested in them and are welcoming me to their space.
- They know that this is a place where they belong and feel comfortable and secure enough to share the work out.
- Conversations to developing the reciprocal interactions that occur between several people.


Adult Participation:

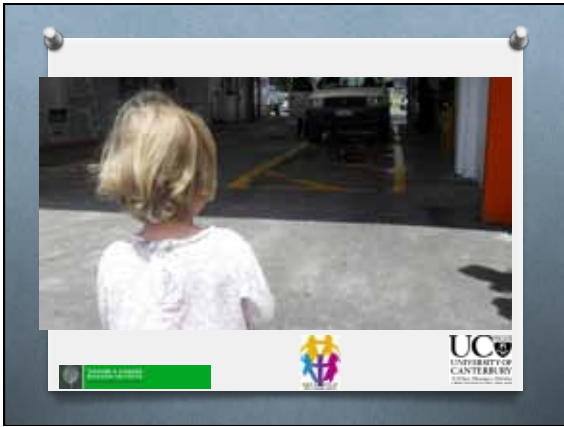
- I showed the children I was interested in them by being at their level, listening to them, looking at their pictures and talking to them. This was all it took to engage them.

Positive Child Outcomes:

- They know they are valued and important.

Robyn Lawrence



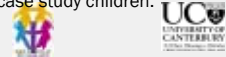


Teacher Conferencing

•All the teachers across the four centres:

What came from the Family to the Centre?
 What went with the family from the Centre?
 What were the learning dispositions that were gained across time for each child ?


Gathered examples 19 case study children.



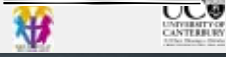
CBK as a “platform” for community wellness




Being embedded in the community not just physically present in the community – shifting the gaze from ‘inside CBK’ to ‘outside CBK’. Different connections and positions became part of the everyday work of teaching and learning



It's not about us!
 How does our involvement in THEIR community bring about learning outcomes for children?
 How does this bring about community wellness?
 How do we document/show this?



For more information

•See websites:

www.tlri.org.nz

www.centralbaptistkindergarten.org.nz

Or email: judith.duncan@canterbury.ac.nz

