

# Seeing and Being Seen: Reconceptualising parent support in early childhood education

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# Mapping Movements and Interactions

Interaction patterns depend very much on seeing and being seen. Often the need and motivation for informal and unplanned encounter arises only in the very moment of seeing someone. The more someone sees – and is seen – the larger the possibilities for interaction. (Sailer & Penn, 2007, p.10)

# Space Syntax

- Theory of architecture: the way which the parts are put together plays a crucial role in patterns of human movement and individual experience.
- Fischer: space a 'forgotten dimension'
- Peters – space was the most effective tool in bringing about social change and enhancing learning effort (Sailer & Penn, 2007)



# So – Active Adult Participation

- Consider how the spaces were occupied and their uses
- How “space” and “place” may promote or inhibit social interaction between adults
- Identify patterns of interactions within each space/place

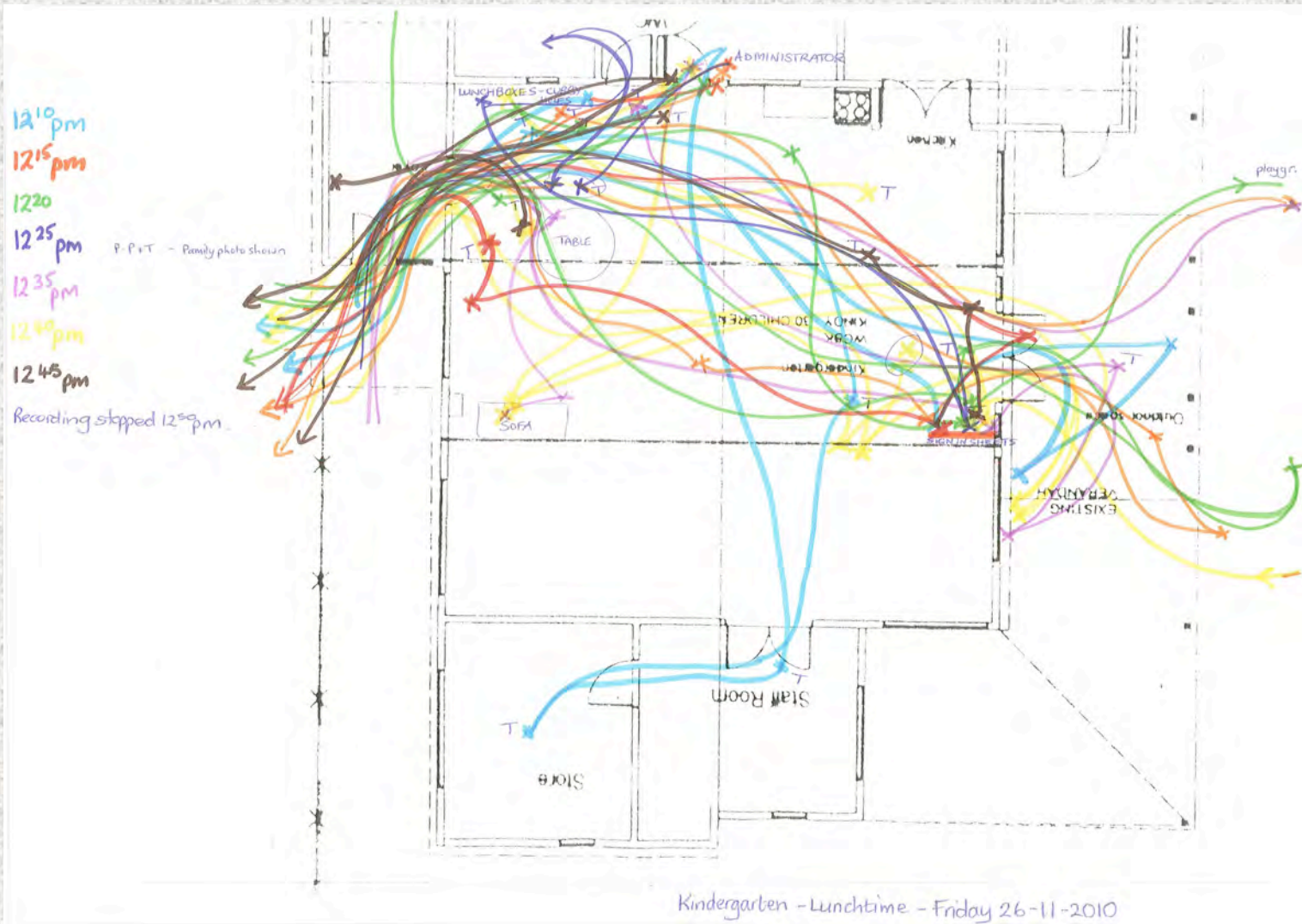
# Example: Kindergarten 3-4 year olds



# Spaghetti Junctions: Collecting Data in the Kindergarten

- What can they tell us?
- What can we learn from this data?
- What changes have resulted from them?





# They tell us:

- Patterns of adult movement
- Ways of interaction with the environment
- Where interactions were taking place
- Where adults linger



# How adults were currently using the space



# What can we learn from this data?

- If our aim is to support and facilitate active parent participation then:
  1. We need to look closely at how the environment affects the flow pattern
  2. Examine what helps or hinders interactions.

# What changes have resulted from our review of the data?

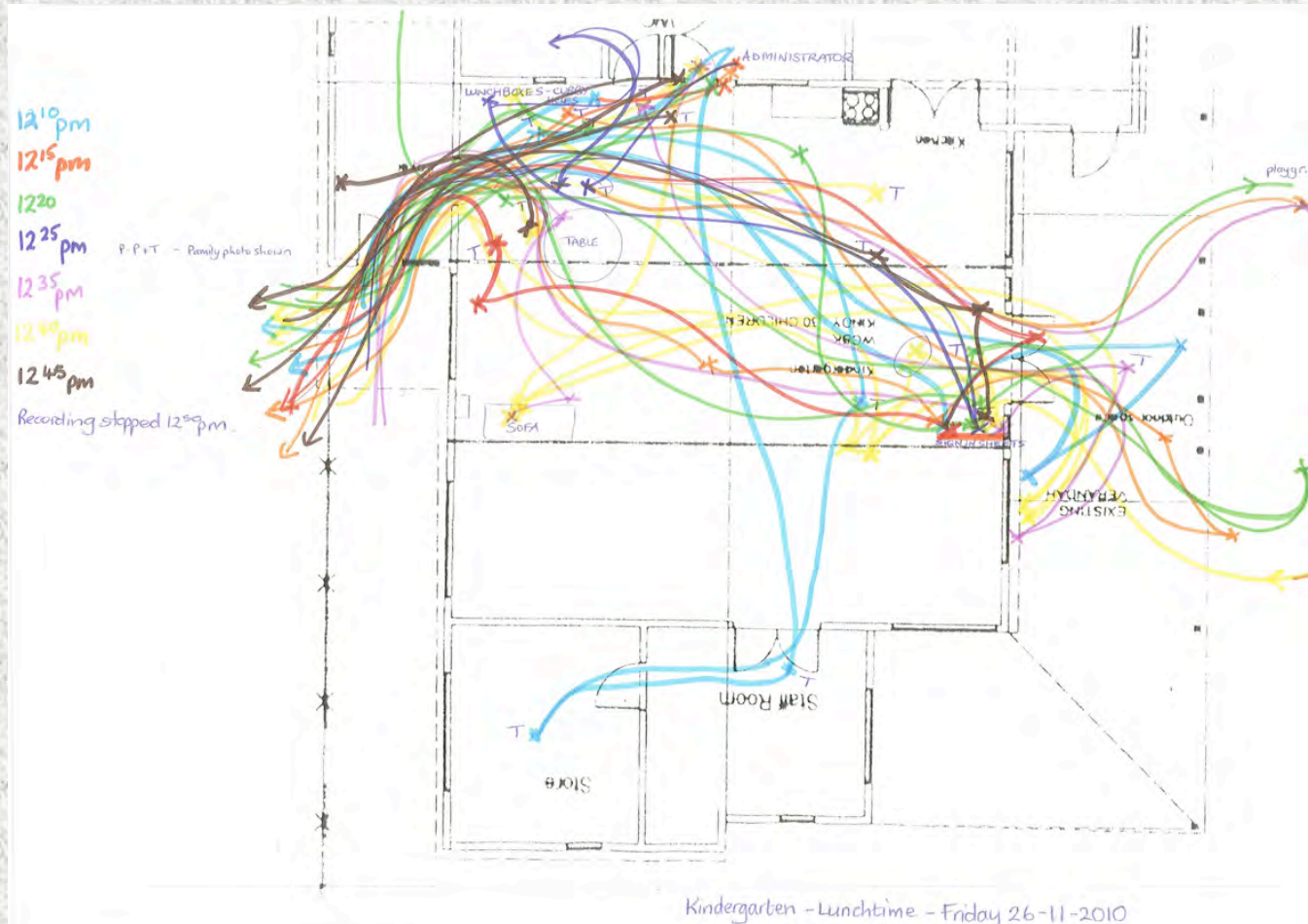
- Team sharing of the data
- Awareness of adult movements
- Centre layout and environment
- Awareness raised of teacher positioning in environment



# Changes – informed by data

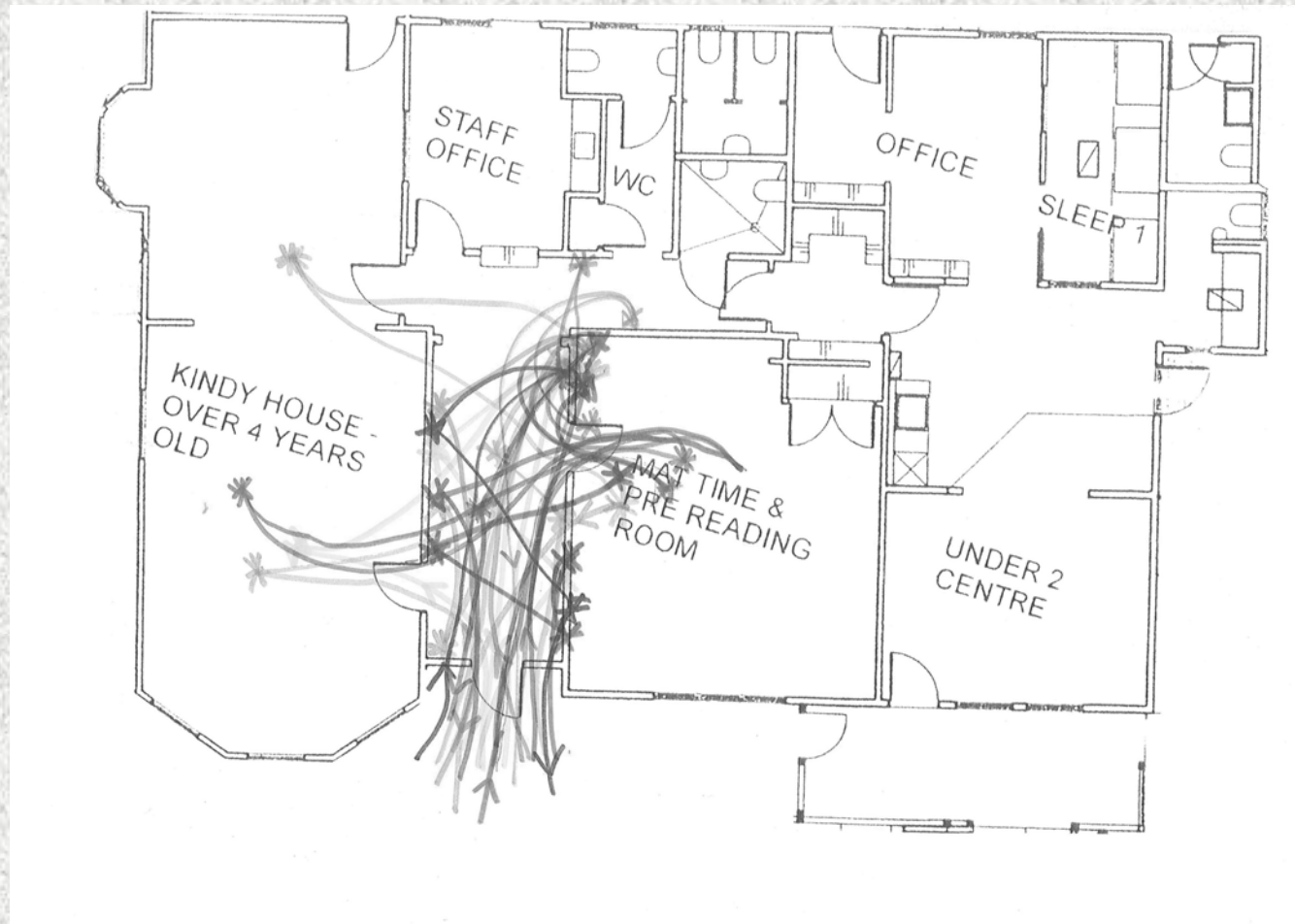


# Re-view after the changes





# Useful tool for both research and self-review





# Discussion

- How does our centre set-up support and encourage (or not) adult involvement?
- Is our centre ‘family friendly’?
- What are our patterns of interaction with adults as they arrive in our centre?

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

