

**Nau mai, haere mai**

**CBK .... 303 ....**

**THINKING OUTSIDE THE BOX!**

**RESEARCHING OUTSIDE THE COMFORT ZONE!**



# Ma tini ma mano ka rapa te whai

By many, by thousands, the work (project) will be accomplished; Many hands make light work; Unity is strength

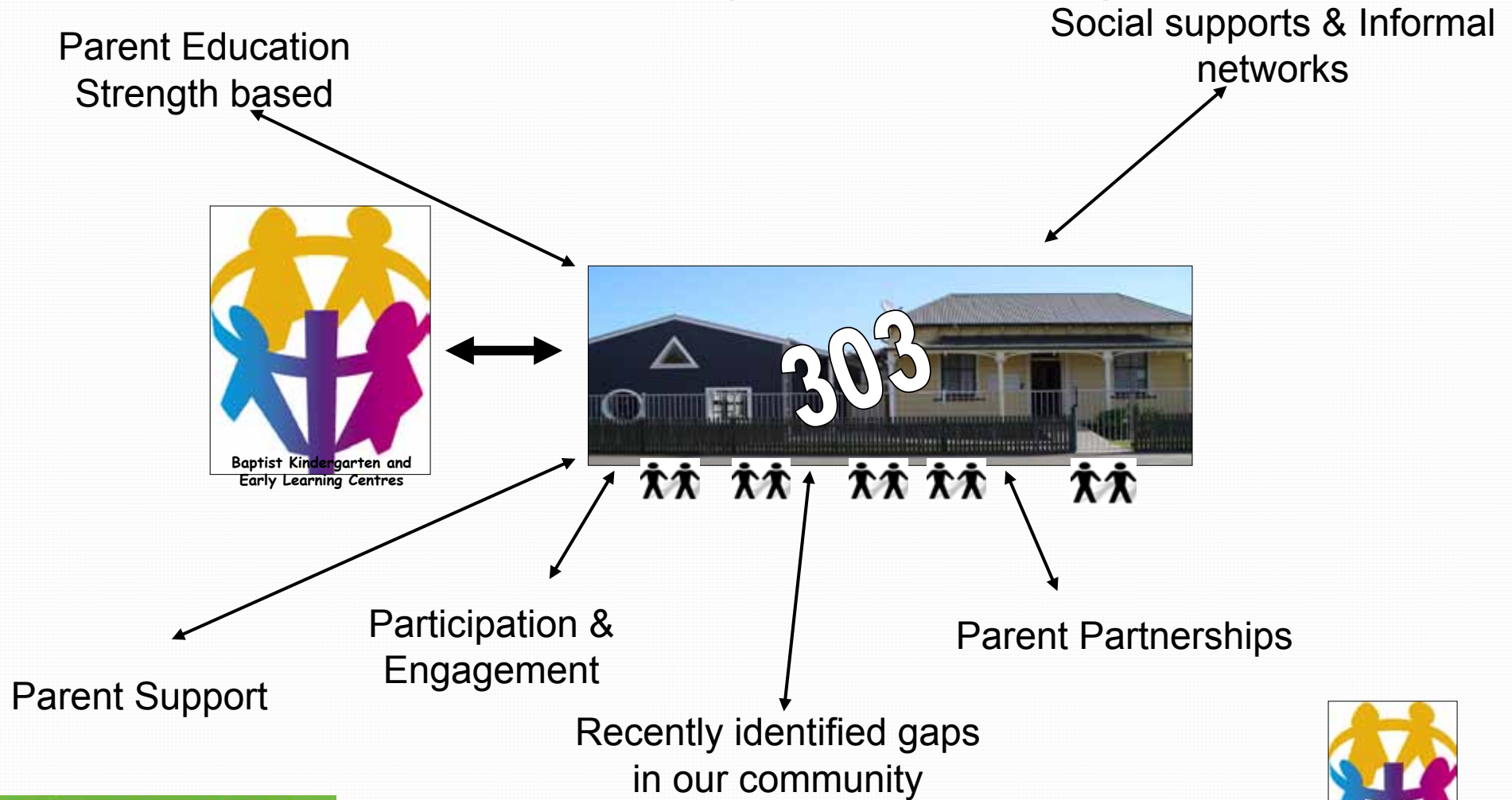


# Background

- Vision
- Identified gaps in our community
  - Responses
  - Partnering / Consultation
  - Evidence gathering
  - PSD Opportunity



# Emerging Parent Support & Development ~ a community of learning



# 303 & CBK

- Actively & intentionally involving ourselves in the community
- Active, intentional and ongoing relationship building with whānau
- Facilitating active and intentional linking: whānau to whānau; whānau with services



# Transforming

*“What would my life be like without 303? 303 has helped me to come out of a domestic power / control relationship. 303 broke my isolation; gave me support and a safe space. My self esteem has been built up. 303 provides a space that is free (I can just be!) and I can become normal” (Parent Nov 2011)*

*“It’s self worth!”*



# Buzz Time

- How would you, or do you, create an active and intentional relationship with whānau in your setting?
- How could you, or do you, facilitate active and intentional linking with whānau to whānau in your setting?



# SHARE YOUR EXAMPLES AND THOUGHTS





# 303...Thinking outside the box....

- Key personnel
- Structure
- Flexibility
- Responsive to need
- Listen and listen and listen
- Intentional



## Research: with Sarah Te One

2010-2012

### *Research question*

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



# Research Aim:

Develop innovative, appropriate and responsive ways to work with the community in ways that are sustainable in everyday ECE pedagogical practices



# Research

- Understandings of how active adult participation in ECE enhances child learning outcomes;
- Successful models of active adult participation in ECE for enhanced parenting;
- Evidence from adult participation in ECE (and its associated parent support activities) for enhanced community wellness





It's not about us!

We are only a small part of the child/whānau community!!!

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?



# 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’



# Research - Mapping

8-52-9-20  
8-56-9-15  
9-03-9-08  
9-18-9-32



# Connections – Seeing 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



# Out and About



# Buzz: Thinking outside the box

How have you heard the whānau voices in your setting?

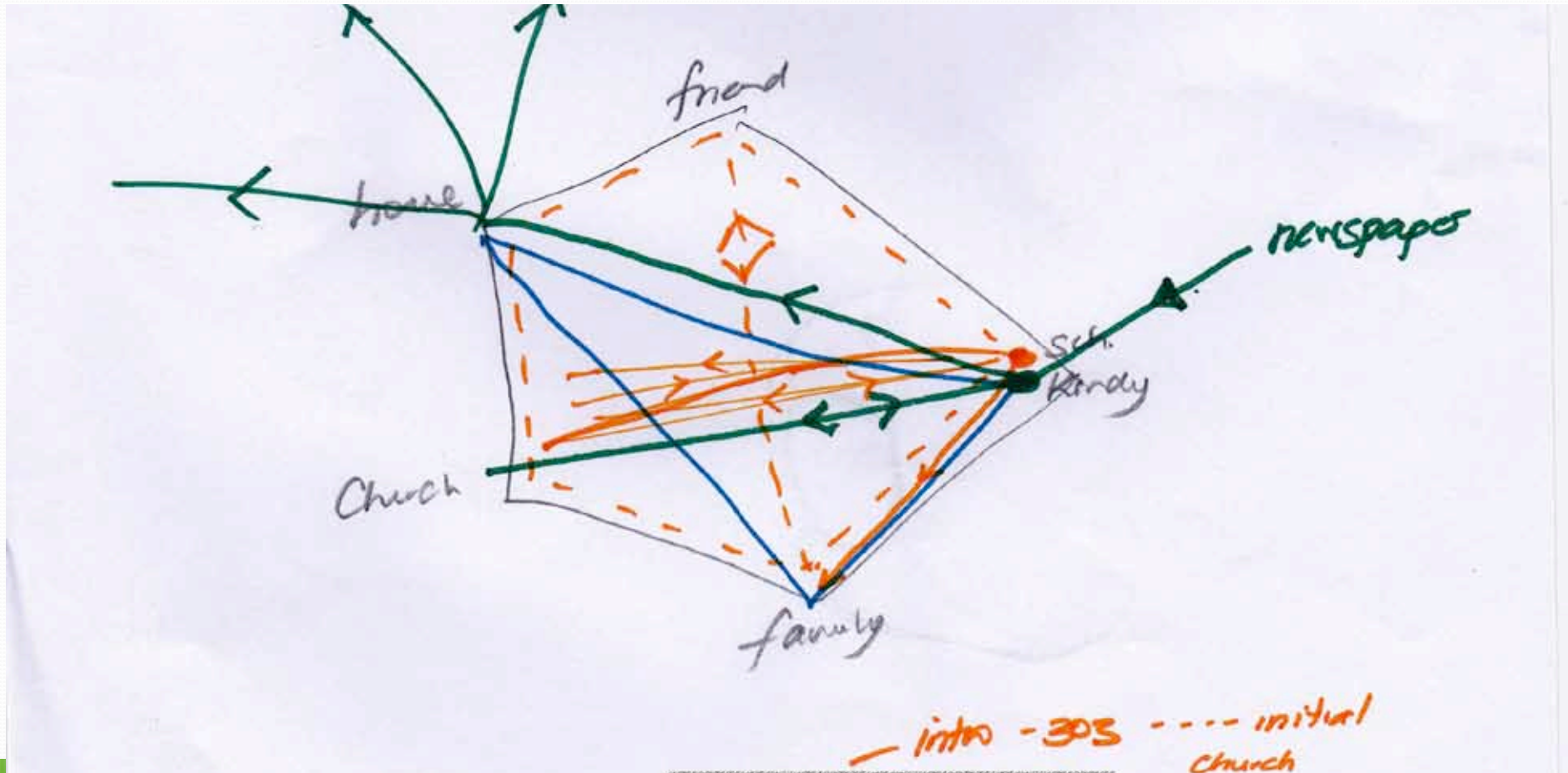
How can you involve whānau in your decision-making?

What would active whānau involvement in your setting look like?

How can you demonstrate responsive and reciprocal relationships with whānau?



# CBK as a “platform” for community wellness



# Inspiration along the way...

Thanks to

- Parents
- CBK Teachers
- Thelma Chapman & Awhi Whanau Centre
- Marg Whalley & Pen Green Team
- Dr Anne Meade
- Reggio Emilia
- Te Kopae
- Taitoko Kindergarten
- Raewyn Bary & Massey Child Care
- Sonia Ogier – evaluator PSD project

