

Associate Professor Judith Duncan

School of Māori, Social and Cultural Studies

University of Canterbury

Christchurch

New Zealand

*Building Communities – Begins in
the early years with early childhood
services and professional teachers*

Working alongside your community

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

Research and Experience examples

Drawing on five research projects that I have been involved with over the last ten years

AND

Experiencing society-transforming earthquakes in New Zealand (and Japan) since 2010....



...has provided me with the evidence that early childhood places and spaces can be re-understood as places for community wellness and family resilience

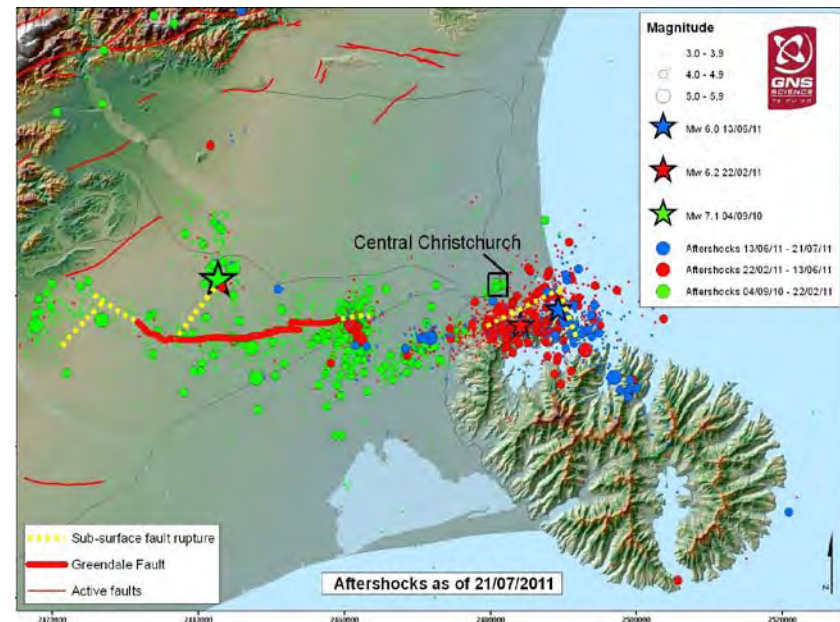
ECE and natural disasters: The NZ experience

Both NZ and Japan in 2011 experienced the power of earthquakes and water to transform all that we know, have felt safe and secure about, and to change our life experiences completely



The Christchurch Experience

- September 4th, 2010 - 7.1
- December 26th 2010- 5.5
- February 22nd, 2011- 6.3
- June 13th 2011, 5.7, 6.2
- December 23rd, 2011, 6
- + more than 10,000 other quakes to present day





Christchurch, New Zealand

- Loss of lives
- Liquifaction
- Destroyed homes
- Destroyed public facilities
- Ruined infrastructures
- Damaged and ruined educational facilities and buildings



New expression of community

Solnit (2009) –
'extraordinary communities
that arise in disaster':

people do not act as selfish
individuals, prone to violence,
mayhem, looting, as supposed,
but rather neighbours turn to one
another, strangers become
rescuers in the streets and the
buildings, and whole populations
turn their gaze to help stricken
areas



Prime Minister of NZ: John Key (18 March 2011)

We have learned the power not only of individuals who have done more than they ever dreamed they could have, but also the power of a community, whether it's a neighbourhood, a school, a nation or the international community. We have witnessed in these past three weeks the very best of the human spirit. We have seen the coming together of a city, and of a nation. We have learned a lot about our capacity to do good. There is much talk that ours is a selfish generation, focused only on money and individual gain. What I have seen in our country, and especially here in this city since February 22 puts the lie to that. I have seen people who are resilient, capable, practical and compassionate. New Zealanders have been generous and brave.

Solnit (2009):

Power usually held by the elite, is devolved to people 'on the ground', and that localised responses demonstrate how as people we 'desire' connection, participation, altruism, and purposefulness

The Rattly Rocks rockband
charity concert for Christchurch



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Disaster sometimes knocks down institutions and structures and suspends private lives, leaving a broader view of what lies beyond. The task before us is to recognise the possibilities visible through that gateway and endeavor to bring them into the realm of everyday. (Solnit, 2009, p. 313)



The role ECE services play in a community can be highlighted in times of emergency and disasters – but will families turn to their ECE centre or service if they are not familiar with the service playing this role?



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Earthquake - ECE

It's like you are grieving because I don't have the parent support now.... I like being with other mothers and being supported.

(Debbi Agnew, Dallington Playcentre)



Saddened: Chanelle, 4, is comforted by her parents, Peter and Debbie Agnew, about the closure of the Dallington Playcentre. Photo: JOSEPH MCLEAN

'Broken' centre shuts doors

A heavy sadness hangs in the air before even reaching the Dallington Playcentre.

Every second house looks empty, windows drip with condensation, the road is humpy and dusty, and portaloos line the footpath.

At the end of the ruined Halsbury St a brightly coloured wooden building beams like a shining light.

Until this month, children's laughter could be heard ringing from the outside playground, and families were still coming and going from the not-for-profit organisation.

Today, the building looks dejected, lonely. Debs stare wide-eyed towards the ceiling as they lie on top of toy beds. A Superman costume hangs at the end of a rack of dress-up clothes.

Playcentre mother and

A Christchurch playcentre in the red zone has shut its doors after 35 years. JO MCKENZIE-MCLEAN visited the once-thriving centre one last time with a devastated family.

said her 4-year-old daughter Chanelle had attended the playcentre for two years and they were devastated it had to close.

"Playcentre gives Chanelle a sense of belonging and she feels safe here. I am really upset about the whole thing. It has taken me a while to come right."

"It's like you are grieving because I don't have the parent support now. We are all broken up in different directions now the playcentre is gone."

"I like being with other mothers and being supported. I also like to contribute to things and when she comes here, Chanelle likes to bring books and something to share."

to go to another playcentre because hers is 'broken'."

Chanelle would, hopefully, be able to go to North Beach Playcentre, Agnew said.

Canterbury Playcentre Association chairwoman Laine Barker said the playcentre had been given nine months to close, but they decided to shut this month because numbers had dwindled, and parents did not feel safe.

Only six children were turning up to playcentre, compared with a pre-earthquake roll of more than 30, she said.

"The place is so isolated. The area is so hard to get to and there are lots of houses that are empty. Coming here,

just driving here, seeing the houses.

"When we lose a centre, it is huge. It impacts on the whole community. We feel gutted it's happened because we know how much it means to the families."

The fate of five other playcentres in the orange zone was unknown, Barker said.

The Ministry of Education said four other Canterbury early childhood centres had closed. They were Independent Fisheries, I Kids Moorhouse Juniors, Queen Elizabeth II Preschool and Bookworms.

There were 18 early childhood centres in the orange zone and 131 centres in the white zone, including



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My research over the last decade

Early Childhood Education and Care Services (ECEC) “natural places” for providing links between families within their communities

Challenge to traditional child-centred pedagogy

Strong communities, strong networks support, strong families

EC teachers, services, training providers rethinking how pedagogy, professionalism, and practices assist parents and communities



Studies within ECEC in NZ – supporting parents and community

- Duncan, J., Bowden, C., & Smith, A. B. (2005). *Early Childhood Centres and Family Resilience*. Report prepared for the Ministry of Social Development, December 2005.
<http://www.msd.govt.nz/about-msd-and-our-work/publications-resources/evaluation/early-childhood-centres-and-family-resilience/index.html>
- Duncan, J., Te One, S. with Central Baptist Kindergartens Whānganui (ongoing). *Active adult participation in ECE: Enhancing child learning and community wellness*.
- Duncan (2008). *New Zealand Kindergartens - Just another early childhood service or a distinctive part of New Zealand culture?*
- Citizens Preschool and Nursery Centre of Innovation. (2008). *Collaborations: Teachers and a Family Whānau Support Worker in an early childhood setting*. Final report for Centre of Innovation Research (2005-2007). Prepared for the Ministry of Education, April 2008.

ECE services

- Education and Care (Childcare)
- Kindergarten
- Te Kohanga Reo
- Playcentres
- Homebased
- Pasifika centres



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 Kgtn 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)

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- Professional Development
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- Health Sciences
- Postgraduate Programmes
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For

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Early Childhood Teacher Education

[Course Groups, Orientation and Timetables](#)

Working in Early Childhood education and care will offer you a challenging and rewarding career, enhancing the lives of infants, toddlers and young children, and providing their important task of parenting/caregiving.

If you hold a Diploma of Teaching (Early Childhood Education) and wish to upgrade to a Bachelor's Degree, see [Upgrade to Bachelor's Degree](#).

Why study Early Childhood at UC

- You get an internationally recognised Degree (not a diploma)
 - Degrees offer opportunities for a wide range of careers and further study
 - A UC qualification is recognised internationally
- University services and lifestyle
 - Halls or residence, orientation activities, student clubs and societies
 - A huge library and student support
- Friendly learning environment with small study groups
 - Get to know your classmates as you stay with them throughout your course



- 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.

See projects at www.tlri.org.nz

The screenshot shows the homepage of the Teaching & Learning Research Initiative (TLRI) website. The browser's address bar displays www.tlri.org.nz/home. The website has a green header with the TLRI logo and name, and a navigation menu with links to HOME, APPLY FOR FUNDING, TLRI RESEARCH, ABOUT TLRI, LINKS, and CONTACT US. The main content area features several sections: a 'TLRI RESEARCH' button, an 'APPLY FOR FUNDING' button, a 'Recently published reports' section listing two reports by Dr Chris Linsell and Professor Mike, a 'Featured news' section with a photo of a woman and the title 'Advice for TLRI funding applications', a 'Quick links' section listing NZCER, Ako Aotearoa, Te Kete Ipurangi (TKI), NZ Educational Theses Database, and SET, and a 'Recent news articles' section titled 'Website to spread ideas from TLRI project' which includes a URL. The footer contains logos for the Teaching & Learning Research Initiative, Baptist King's Garden and Early Learning Centres, and the University of Canterbury.

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TLRI RESEARCH

APPLY FOR FUNDING

Recently published reports

- Teaching Algebra Conceptually in Years 9 and 10
Dr Chris Linsell
- Mathematics undergraduate teaching: Perspectives and Interactions
Professor Mike

Teaching and Learning Research Initiative (TLRI)

The Teaching and Learning Research Initiative seeks to enhance the links between educational research and teaching practices to improve outcomes for learners. The fund was established by the government in 2003.

Recent news articles

Website to spread ideas from TLRI project

One TLRI project has created its own website to help spread its ideas about the teaching of algebra.

The website, "Teaching Algebra Conceptually", is at: <https://blogs.otago.ac.nz/tac/>

Featured news

Advice for TLRI funding applications

Quick links

- NZCER
- Ako Aotearoa
- Te Kete Ipurangi (TKI)
- NZ Educational Theses Database
- SET

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Whanganui Central Baptist Kindergarten and Preschool





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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

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

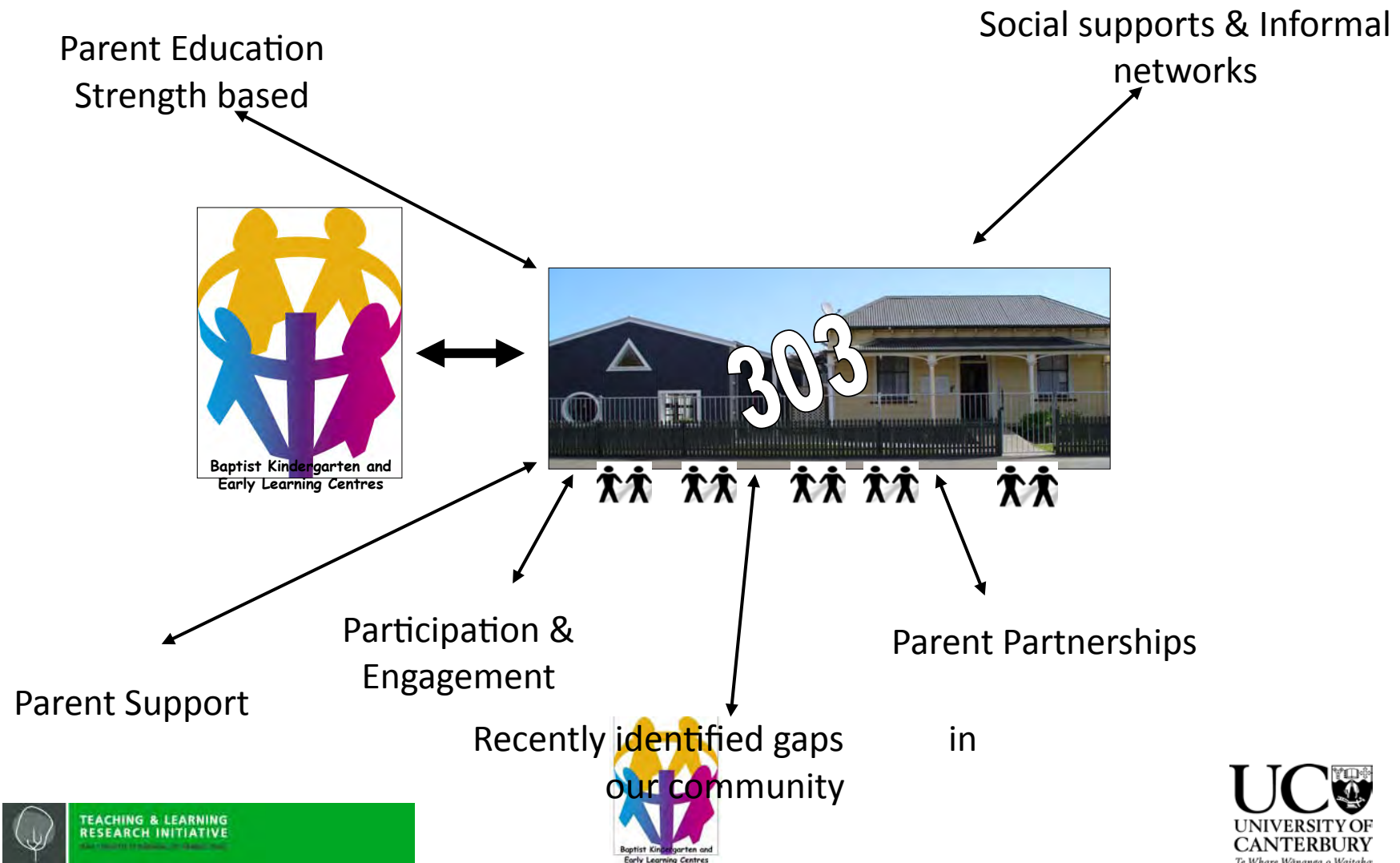


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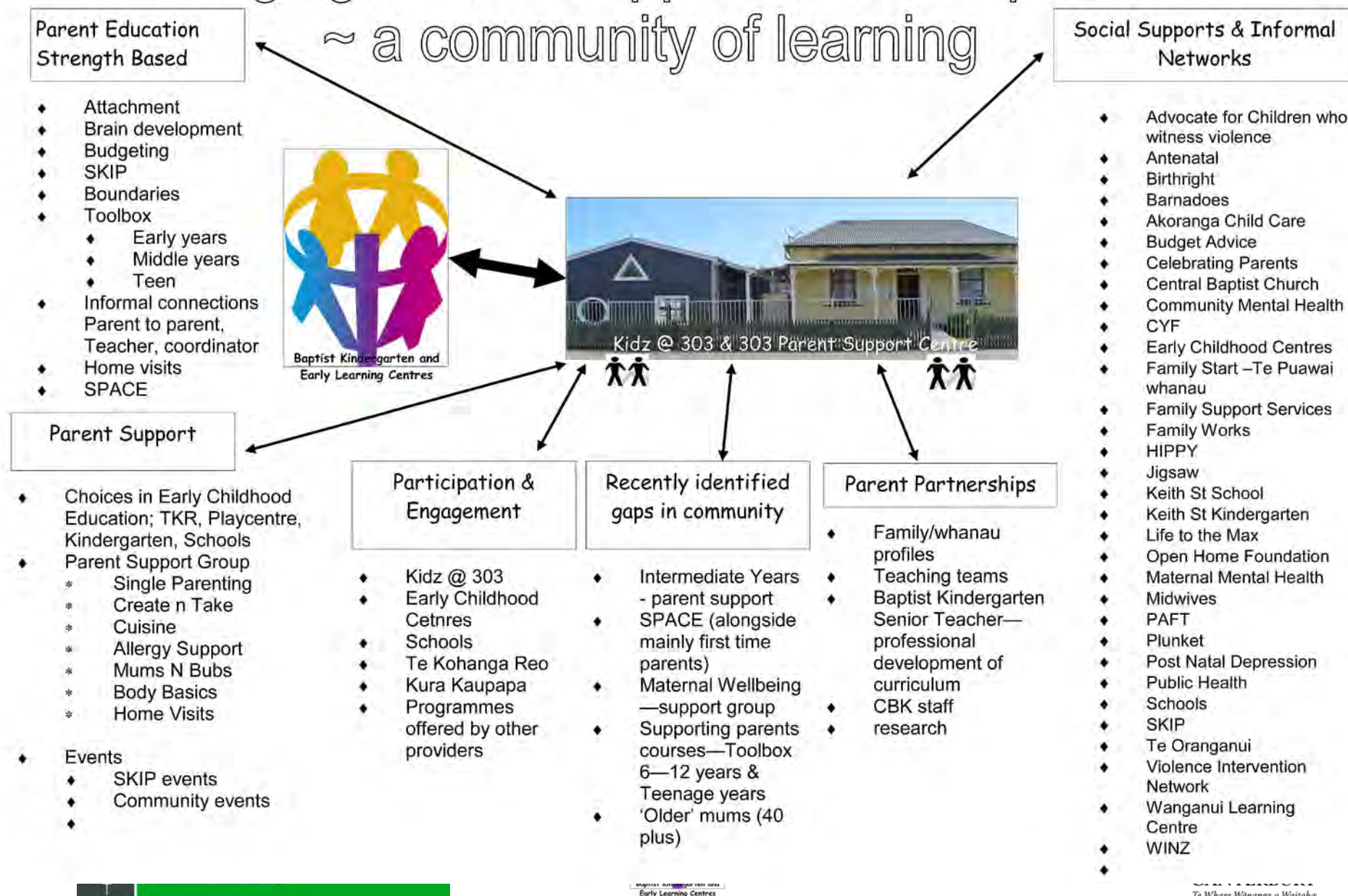
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Emerging Parent Support & Development

~ a community of learning



Research Aim:

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

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

Methods and tools

- Interviews
- Cameras
- Pedagogical documentation
- Mapping
- Event recording
- Journals
- LEARN site
- Teachers and researchers collaborative action
- Jointly decided approaches trialled
- Cyclical approach across all four centres

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'

Who does what?

- How are families involved in your centre/ service?
- What do members of the family do?
- Who decides?
- Who initiates?



Mapping parents' movements and interaction: education



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Mapping Movements and Interactions

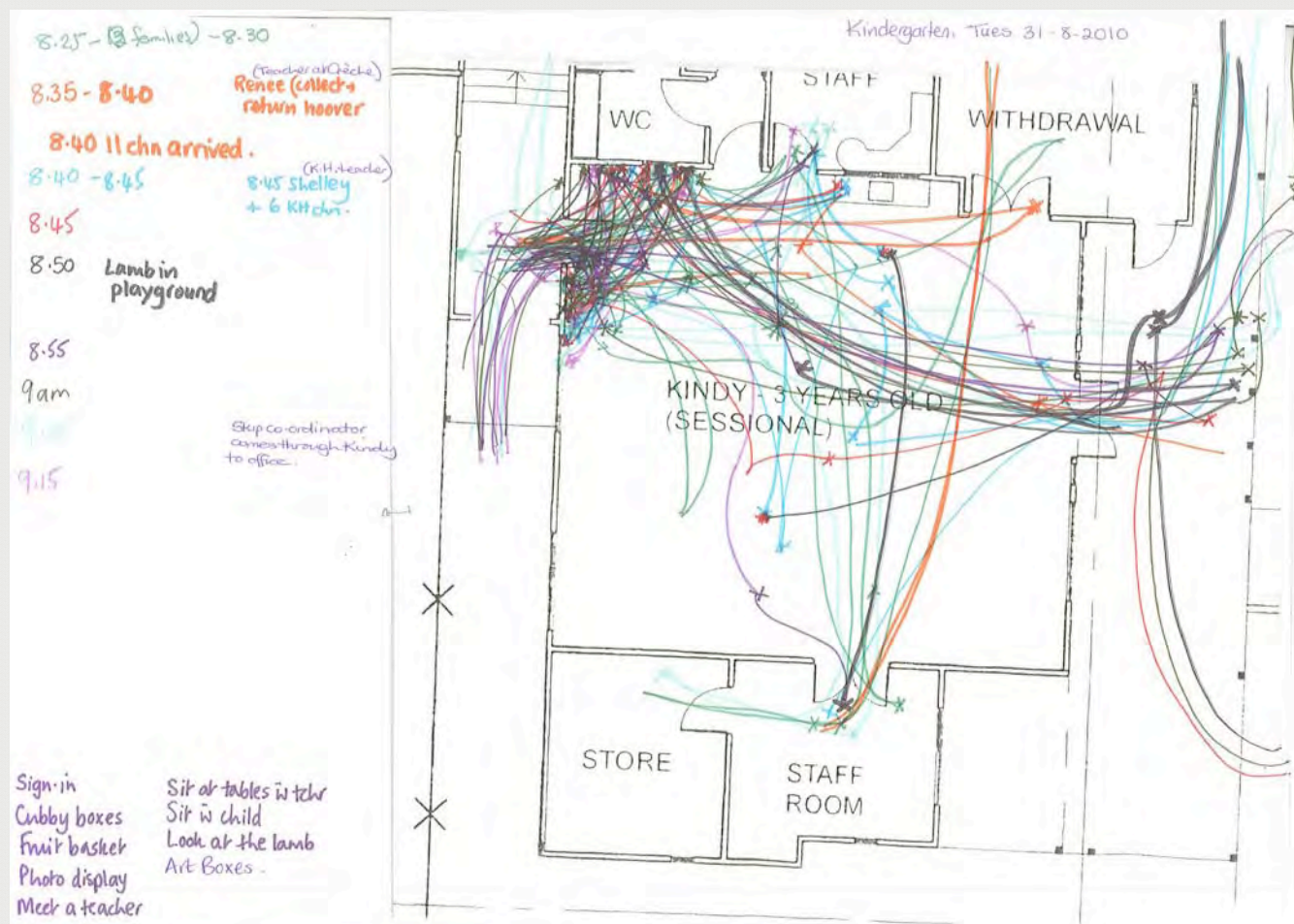
Interaction patterns depend very much on seeing and being seen. Often the need and motivation for informal and unplanned encounter arises only in the very moment of seeing someone. The more someone sees – and is seen – the larger the possibilities for interaction. (Sailer & Penn, 2007, p.10)

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



How adults were currently using the space



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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



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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



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Connections – Seeing and Being Seen



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Focus – Parent to Parent connections



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I have made friends who I wouldn't have met under any other conditions except from the [centre]. And because they live locally, it's very easy to have a true friendship. You start out just chatting and walking together ... and go to their houses, and they come to my house, and it's the children that know each other. It's something that I always thought was important. That you attend the facilities in your neighbourhood. That you don't live here and go to school across town. And it's for those very reasons, it creates, I don't know, a feeling of community, that you count, that you belong, that people notice you, that you notice them. (Parent #18) – Family resilience study

Participation as access to community

- Spending time at the centre:
- Increased friendships
- Links with others in the community
- Friendships for the children and play opportunities outside of centre



Structural opportunities



- Dropping and collecting time
- Participation in the programme
- Attending social events
- Becoming a committee member

Dropping off and collection times

- Clusters of parents arriving and leaving at the same time
- Active interactions and links being facilitated by the staff
- Shared transporting



Urban Parent: I think there's a re – like there's the sense of community not just – just being part of a family, which I thinks important, but the fact that you're networking, you might just walk home with another group of kids, you know, the same direction or ...you might meet up at the park and the kids – kids just feel like they – they know other people. And I mean my childcare, because I don't have family here, are usually my Kindy friends, you know, whereas I didn't even know any of the parents at the childcare centre.

Participation

- Spending time at the centre:
 - Increased friendships
 - Links with others in the community
 - Friendships for the children and play opportunities outside of centre



Discussion

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

Parent Participation and Children's Learning Outcomes

THE GOLDEN THREAD

Robyn Lawrence

(Adelaide September 2002)



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THE GOLDEN THREAD: Active parent participation

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

Looked for this THREAD through all the
children's learning stories

Learning Story Example

Saving "Goodbye"

A Learning Story for Rory
By Julianne
June 15, 2010

This morning Rory was playing with the shape sorter when Kim left. Normally we would take Rory to the windows to wave to his Mum (part of his settling-in routine) but today he seemed quite settled so we left him playing. However a short while later Rory was unsettled and not easily consoled. I wondered if it was because we hadn't followed his morning routine and when the blocks and the toy animals didn't calm him, I took him in my arms and went to the window that gives a view of the rest of CBK and the gate that Kim always pauses at to give a last wave to Rory (even though by this time he's usually more interested in the cars and trucks coming down the street—*sorry Kim!*).

As we looked out the window this morning we saw a bus coming. "Look, there's a bus," I pointed out to Rory. He replied although I couldn't understand what he was saying.

Then we saw a car. "Can you see the car?" I asked.

"Yes," Rory replied.

We watched the cars and even a motorbike before we saw Tasha coming down the street. We waved to Tasha and watched her come into Kidz. By this time Rory was once again settled and happy to go off and play.

A little later in the morning Rory brought his profile book to me and we looked at it together. He pointed to the picture of him and Shane and said, "Dad." Then we turned the page and saw the photos of the trucks.

"We looked out the window this morning and saw the bus and the cars and a motor bike, didn't we?"

Rory nodded emphatically before closing his book and moving on to a new activity.

Routines and maintaining routines (particularly routines from home) are a very important part of the philosophy of Kidz@303 but this *Learning Story* shows how important a routine that had its beginnings in the centre is for Rory. Even though he was settled and happy for Mum to go, a short while later it seemed obvious that he missed that routine where he waves to Mum and watches the traffic down the street. I wasn't sure if taking him to the window was a good idea (as he wasn't going to see Kim) but just seeing the bus and cars settled him in a way that other attempts to console him had not.

Rory has been far more settled ever since that day where Shane spent some time with him in the centre but it also seems that Rory draws comfort from a familiar and predictable routine. Since Rory has also shown an interest in trucks and since he settled today when he was only able to see the traffic and not his Mum, I suspect that watching the cars is an important part of this routine.

Now that we've once again realized just how important this routine is for Rory we won't be skipping it again!



I took two children who are almost 2 years old, for a visit to the crèche (2–3 year old area) in order to familiarize them with the environment and the teachers before they move here.

Several of the children at crèche recognized me from the time they had spent at KIDZ.

One of them got their portfolio book and brought it over to show me, pointing to the different photos and talking about what was happening. As I sat 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) even took pictures off the wall to show me.

- The children are recognising 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 this with me.
- Communication is 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.

Robyne Huthnance



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Out and About



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



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Understandings of Adult Participation and Children's Learning Outcomes

- The more confident the parents and whānau were in the centres with the teachers and other parents, the more settled and socially confident their children were.
- Children shared the interests and topic/activity passions of the parents and whānau, and when parents shared these with the teachers this engaged other children's interests and learning.

- Connecting parents with other parents within the centres enabled new friendships to be developed, both between the parents and between their children. These friendships built confidence for the children and their parents to participate more in the centres and the centres' activities.
- As the parents became aware of their child's learning progress and friendships within the centres they become more interested in attending and participating in the centre and the wider activities and support opportunities CBK afforded.



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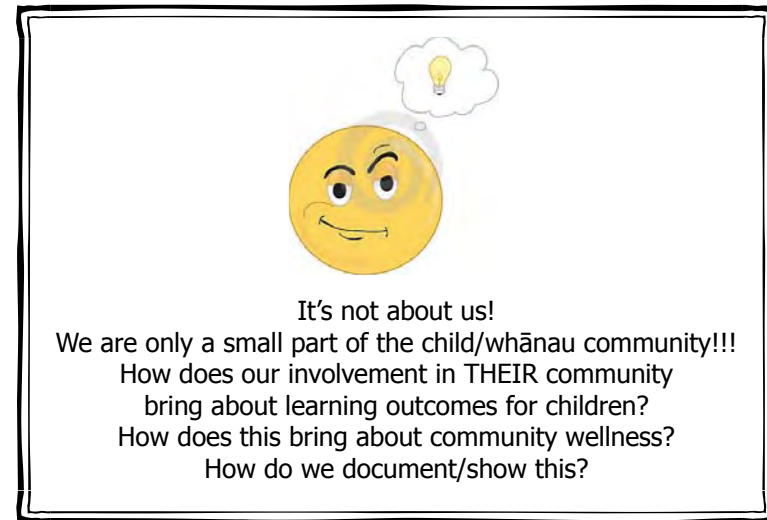
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The children's dispositional learning, tracked over time (2-3 years), demonstrated consistency and increasing competence in favoured areas of learning, and a range of strategies in less favoured areas of learning. Connections between the children's less favoured areas of learning at CBK and their interests at home and community improved their confidence and skills over all areas of their learning at CBK.

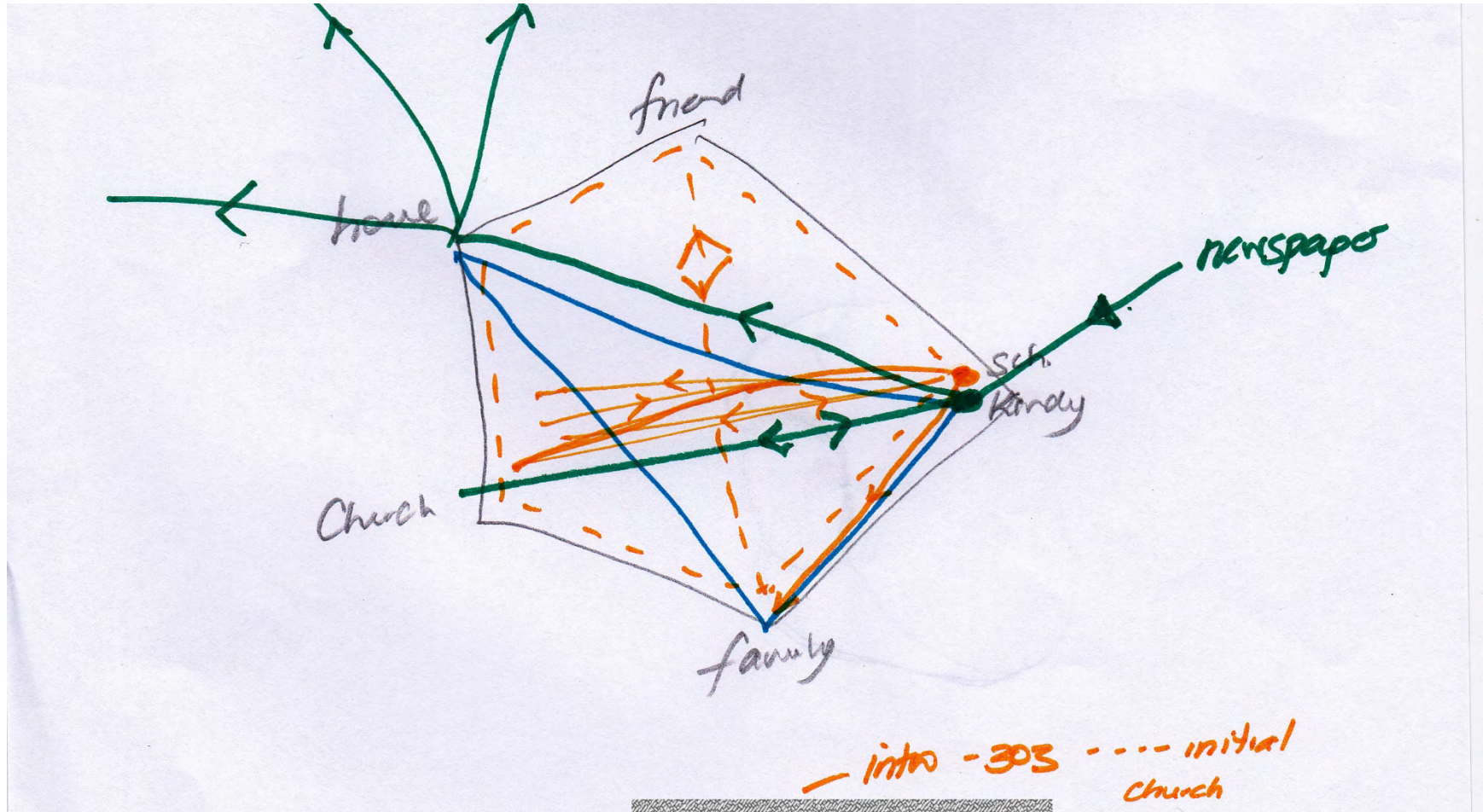
- Becoming connected with the ‘people, places and things’ in the community within which CBK is positioned;
- Seeing ‘advocacy work’ as a part of the teaching and learning programme – for the children, whānau, CBK, and the community;

Being 'alongside' families – not the 'experts', not the 'helpers', not the 'saviours', but building, maintaining and promoting responsive and respectful relationships with families, connecting, networking, and supportive. The new positioning 'alongside' and 'with' families meant focusing on their goals and aspirations for their children and their families and whānau;

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



CBK as a “platform” for community wellness



Discussion

- Do ***families*** know your ECCE service? What would they say about it?
- Do your ***communities*** know your ECCE service? What would they say?
- What connections do you have with whānau in the community?
- What connections do you think whānau make between ECCE and community?

Acknowledgments

- Acknowledgment to all those who have lost loved ones in 2011 disasters
- Thanks to the children of the Dunedin Hospital Childcare and Kindergarten Association for the use of their photos



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

