



Christchurch, New Zealand


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



University of Canterbury logo and 'New expression of community' logo at the bottom.

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




University of Canterbury logo and 'New expression of community' logo at the bottom.

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.


University of Canterbury logo and 'New expression of community' logo at the bottom.

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?



University of Canterbury logo and 'New expression of community' logo at the bottom.

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)

**'Broken' centre shuts doors**  
A Dallington playcentre in the north-east has shut its doors after 10 years. The centre was one of the worst damaged in the city after the earthquake. The centre was one of the worst damaged in the city after the earthquake.

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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 Whānau (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



- ECE educators are called Teachers
- 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
- 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



### Whanganui Central Baptist Kindergarten and Early Learning Centres



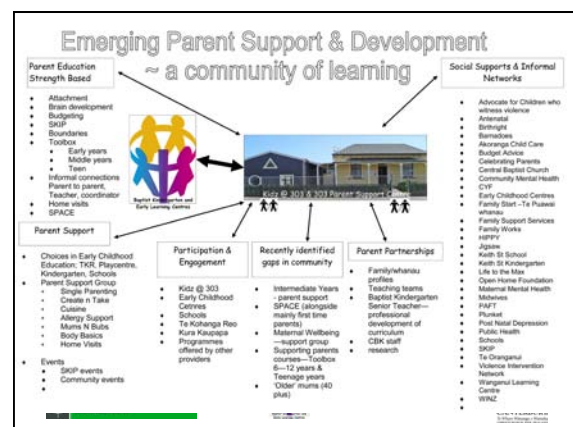
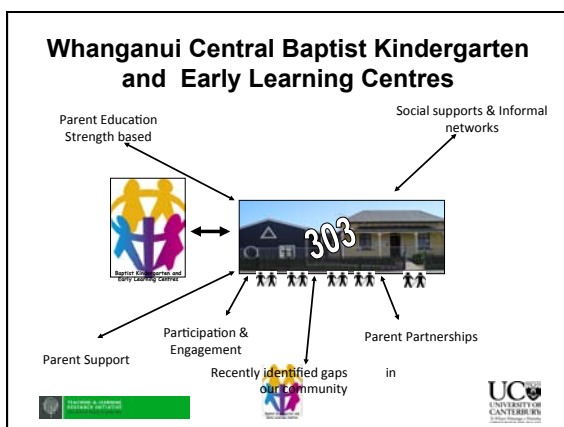


**Population: 42,639 (2006)**

- 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/2006CensusHomePages/QuickStats/About>)

UC UNIVERSITY OF CANTERBURY



### Research question

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

## 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'



## 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)

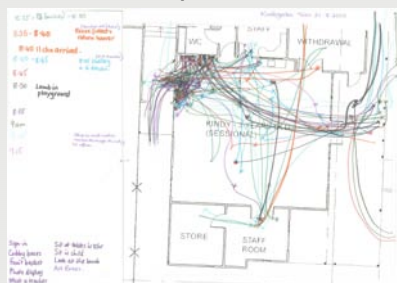


## So – Active Adult Participation

- 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



## 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

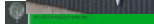
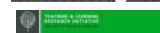




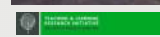
## Re-view after the changes



## Connections – Seeing and Being Seen



## Whanganui Central Baptist Kindergarten and Early Learning Centres



## Focus – Parent to Parent connections



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



*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 think is 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.



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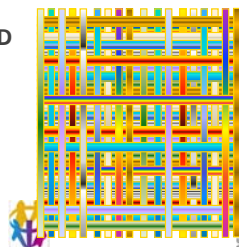


## Parent Participation and Children's Learning Outcomes

### THE GOLDEN THREAD

Robyn Lawrence

(Adelaide September 2002)



## THE GOLDEN THREAD: Active parent participation

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

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



## 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.



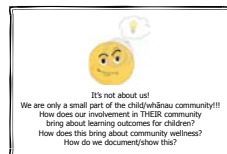
The children's dispositional learning, tracked over time (2-3 years), demonstrated consistency and increasing competence in favoured areas of learning, and a range of strategies in less favoured areas of learning. Connections between the children's less favoured areas of learning at CBK and their interests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



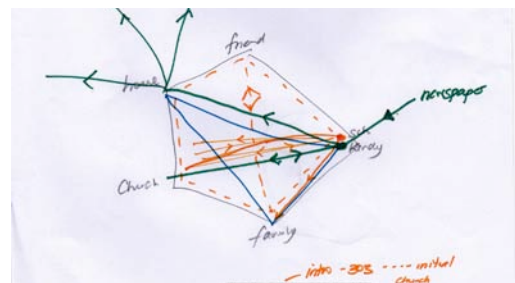
Being 'alongside' families – not the 'experts', not the 'helpers', not the 'saviours', but building, maintaining and promoting responsive and respectful relationships with families, connecting, networking, and supportive. The new positioning 'alongside' and 'with' families meant focusing on their goals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





## 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.

