



Active adult participation in ECE: Enhancing child learning and community wellness

TLRI grant holders: Judith Duncan (University of Canterbury), Sarah Te One (Victoria University of Wellington). Partnership with Royce Dewe, (Whanganui Central Baptist Kindergarten and Crèche Trust)

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Why is this research important?

Aotearoa New Zealand early childhood education (ECE) has an international reputation for its quality services and its accessibility for children and families. However, there is very little research from Aotearoa New Zealand settings which focus on early childhood centres as a place for meaningful participation and engagement with whānau. While earlier research has set a foundation for inquiry, this project is investigating and gathering evidence on what difference active adult participation does makes for children, whānau and communities. Our investigations will generate new models of possibility for everyday pedagogy within early childhood education settings.

What we plan to do

DATA

Multiple sources of data will be generated from a variety of situations and contexts. Across the four ECE centres we will be gathering: observational data; interactional (adult to adult, adult to child, child to adult) data; case studies with whānau, interviews with groups of whānau, community representatives, and teaching and management staff; conversations with children; collations of documentations and picture journals. In addition we will be recording and observing the work of 303 (the Parent Support Centre) through a range of methods designed to track the effectiveness of the activities but also maintain the confidentiality of the work for whānau and the Family Support Workers.

ANALYSIS

Our analysis draws on sociocultural theory and two models of theory from Barbara Rogoff (1995, 2007), both of which will enable us to compare all our sources of data against the outcomes for children and whānau. Rogoff's three 'three-planes of analysis'. This model encompasses the context for learning and teaching more fully, and moves away from traditional child development positions, which have often focused on the "isolated child"

1. The Personal lens of analysis → Understandings of how active adult participation in ECE enhances child learning outcomes.
2. The Interpersonal lens of analysis → Successful models of active adult participation in ECE for enhanced parenting.
3. The Community/Institutional lens of analysis → Evidence from adult participation in ECE (and its associated parent support activities) for enhanced community wellness.

Rogoff et al.'s (2007) proposed model of a prism (described as a "works-in-progress") to capture more fully the integrated facets of participation in community contexts. This model centres on learning traditions and incorporates five discrete, yet connected components: the social organisation in which they take place is defined, the purpose is clear and shared, the assessment processes are coherent; communication processes are inclusive, and the means of learning is ongoing and sustainable. Together these frameworks for analysis will support our three-fold outcomes for this project.

Our Partners

Our partners are staff and management from the Whanganui Central Baptist Kindergarten and Crèche Trust: Royce Dewe, (Manager), Lynley Shaw (Senior Teacher), Jenny Te Punga-Jurgens, Family Support Co-ordinator. Each ECE centre has a Research Team Leader: Sandra Eaton, Maureen Thomas, Gillian Sewell, Julianne Jones and Amanda Poynter – Hylton.

The teachers at the four centres are: Natasha Bonica, Emma Bunn, Kim Balsom, Tanya Cogan, Lorraine Dixon, Elyse Gebert, Kerry Gillam, Robyne Huthnance, Shelley Kyle, Aimee Lundall, Jennifer Mancer, Renee Rogers, Lynne Watson.

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