Joining the Tots:
Visual research tools connect families, whānau, and community in early childhood education
Judith Duncan, Sarah Te One and team of Whanganui Central Baptist Kindergarten and Early Learning Centres.

Research
- Two-year project
- Partnership between teachers and professional researchers: Judith Duncan and Sarah Te One
- Built on 20 years of community involvement by the Whanganui Central Baptist Kindergarten and Early Learning Centres (CBK)

- 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

New Zealand

Whanganui Central Baptist Kindergarten and Early Learning 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’

KEY: Teacher-friendly methods

Mapping interactions and movements
Increasing SEEING and BEING seen
(Sailer and Penn, 2006)

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

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
**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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**Teacher conferencing**

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**Parent Participation and Children’s Learning Outcomes**

THE GOLDEN THREAD

Robyn Lawrence

(Adelaide September 2002)
Teacher Conferencing

All the teachers across the four centres:

What came from the Family to the Centre?
What went with the family from the Centre?
What were the learning dispositions that were gained across time for each child?

Gathered examples 19 case study children.

CBK as a “platform” for community wellness

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.

For more information

See websites:

www.tri.org.nz
www.centralbaptistkindergarten.org.nz

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