

Mapping parents' movements and interaction: Reconceptualising parent support in early childhood education

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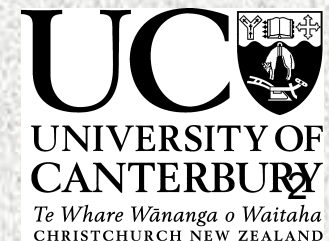
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Background to the research

- Limited New Zealand research base
- Parent Support and Development Pilot project
- Joined-up services; Service-hubs; One-stop shop; Wrap-around services



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 aims and question

- Develop innovative, appropriate and responsive ways to work with the community in ways that are sustainable in everyday ECE pedagogical practices
- How does active adult participation in early childhood education enhance positive outcomes for children and their whānau?

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

Theoretical lenses

- Three planes of analysis
 - Personal plane of analysis
 - Interpersonal plane of analysis
 - Community/ institutional plane of analysis
- Prism model
 - Learning Traditions
 - Social Organisation
 - Communication
 - Assessment
 - Purpose
 - Means of learning



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Multiple data sources: robustness

- Teachers' autobiographies as learners (reflective journals and self-study);
- Their learners' (children) eyes (mosaic of methods to capture children's experiences);
- Collegial perceptions (cluster discussions, peer review of video data; critical friend questioning, etc);
- Theoretical, philosophical lens, informed by the research literature (supported by the university researchers and woven through the first three lenses).

Mapping Movements and Interactions

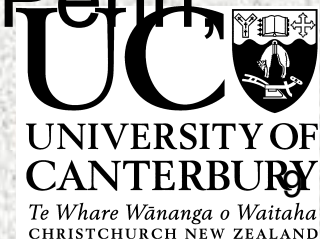
Interaction patterns depend very much on seeing and being seen. Often the need and motivation for informal and unplanned encounter arises only in the very moment of seeing someone. The more someone sees – and is seen – the larger the possibilities for interaction. (Sailer & Penn, 2007, p.10)

Space Syntax

- Theory of architecture: the way which the parts are put together plays a crucial role in patterns of human movement and individual experience.
- Fischer: space a 'forgotten dimension'
- Peters – space was the most effective tool in bringing about social change and enhancing learning effort (Sailer & Penn, 2007)



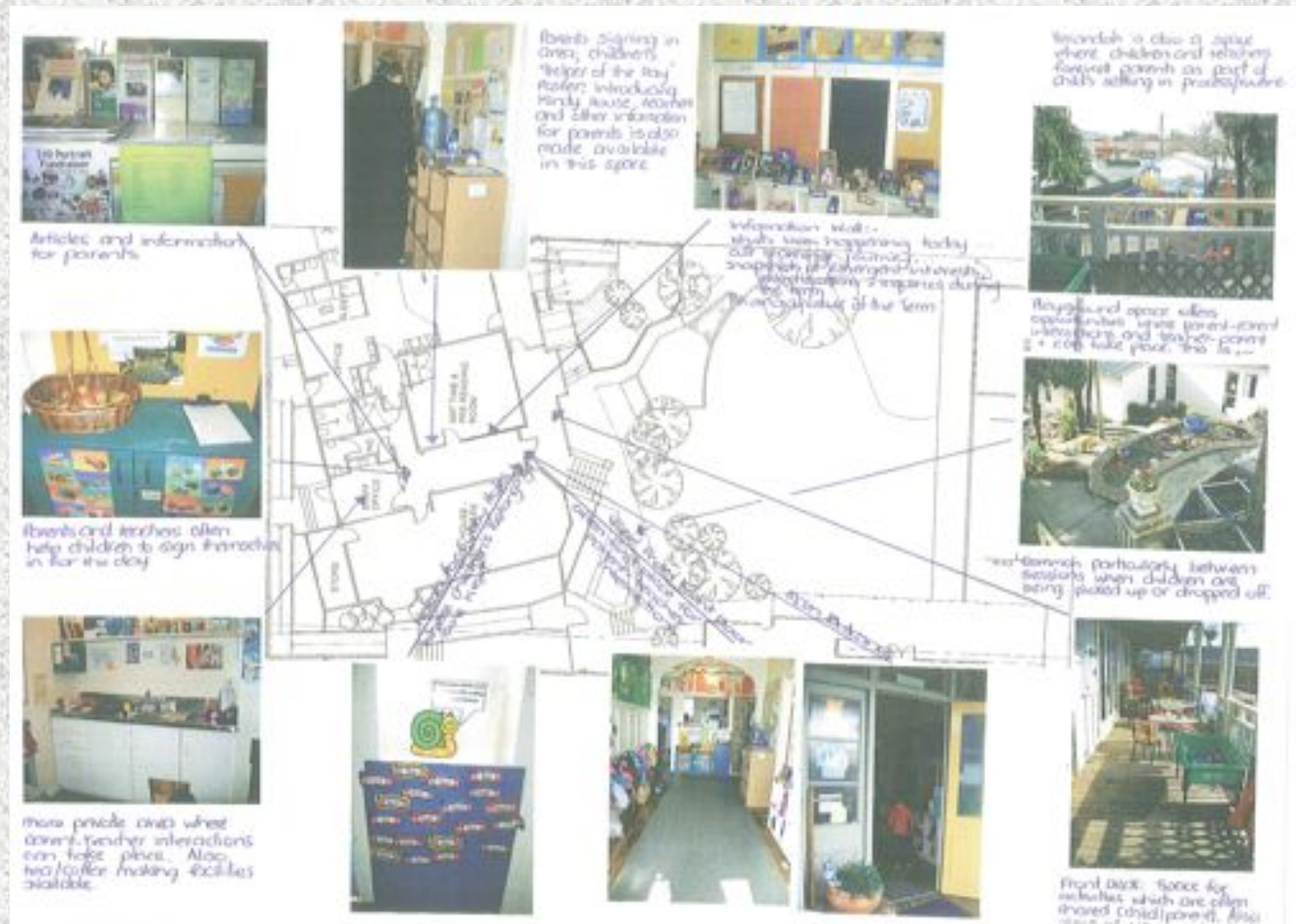
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So – Active Adult Participation

- 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

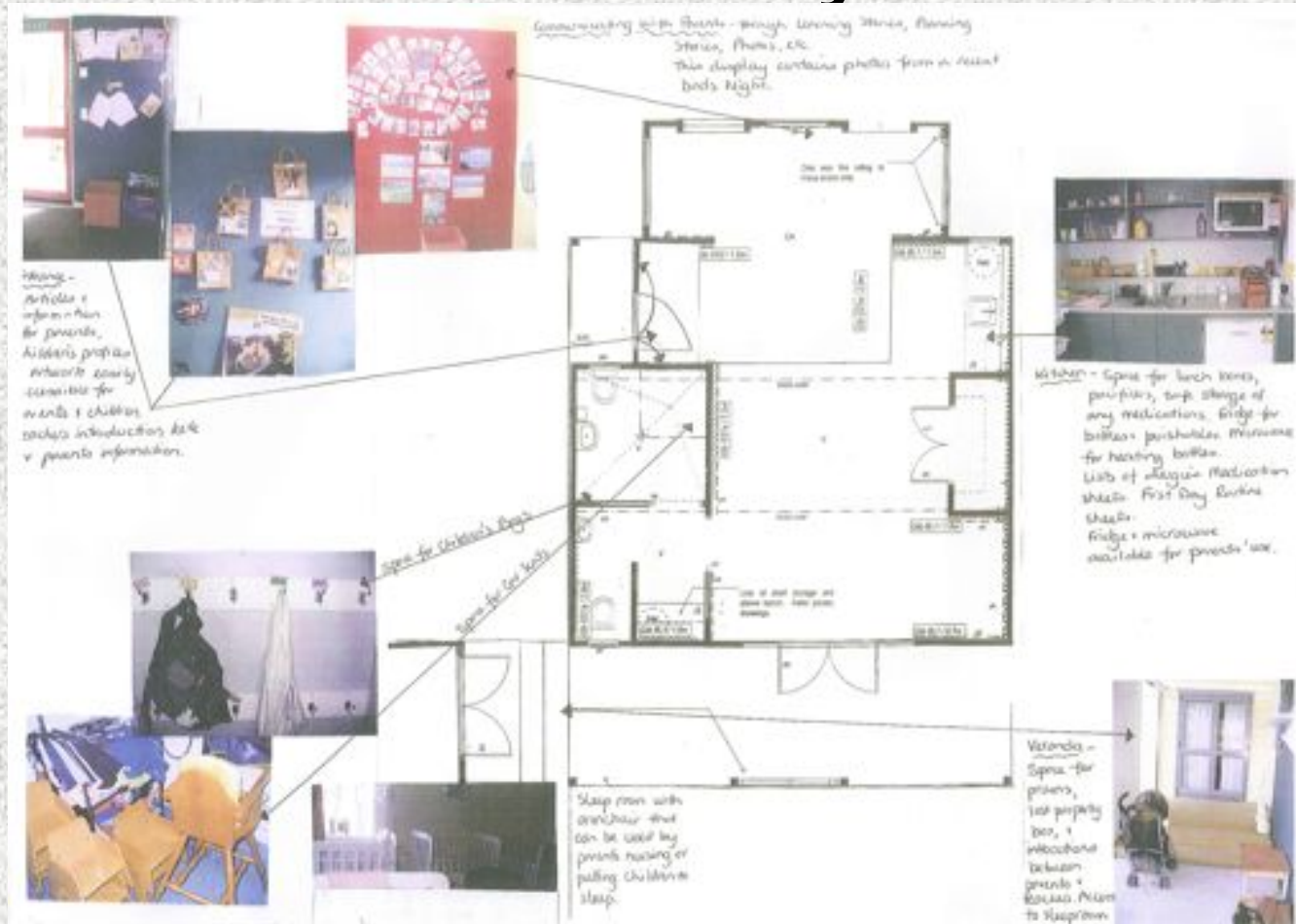
Kindergarten House – 4-5 year olds



3-12 - 3-27
 3-18 - 3-24
 3-19 - 3-14
 3-19 - 3-28
 3-21 - 3-25
 3-21 - 3-22
 3-29 - 3-31
 3-32 - 3-35



Kidz – under 2 year olds



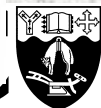
3:08 - 3:22
 3:19 - 3:21
 2:55 - 3:08
 3:23 - 3:25
 3:25 - 3:36
 3:36 - 3:50.
 3:30 (cleaner)
 3:32 - 3:36 Jenny
 3:38 - 3:40

Pick up time 2:55
 1st June 2010.



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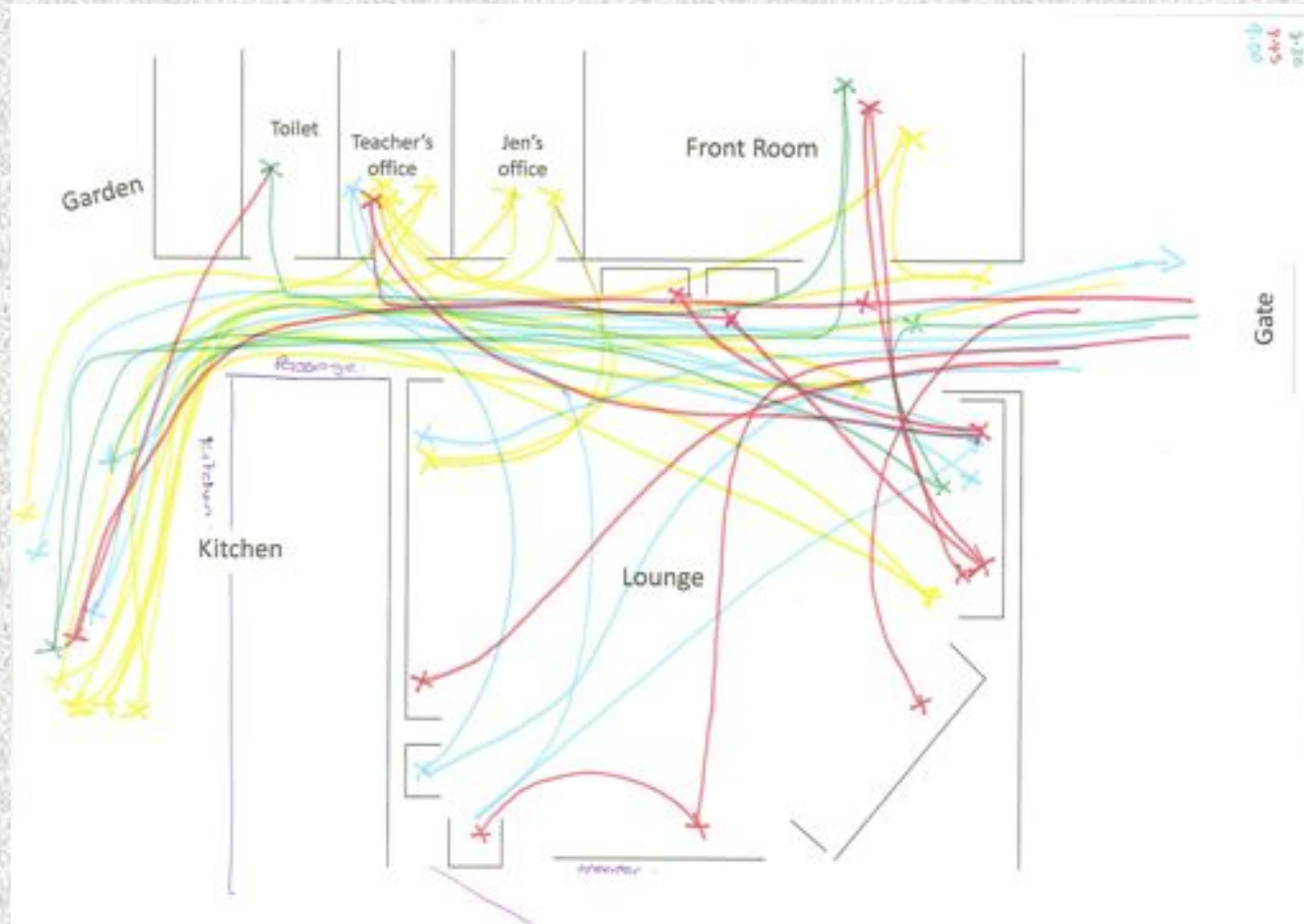


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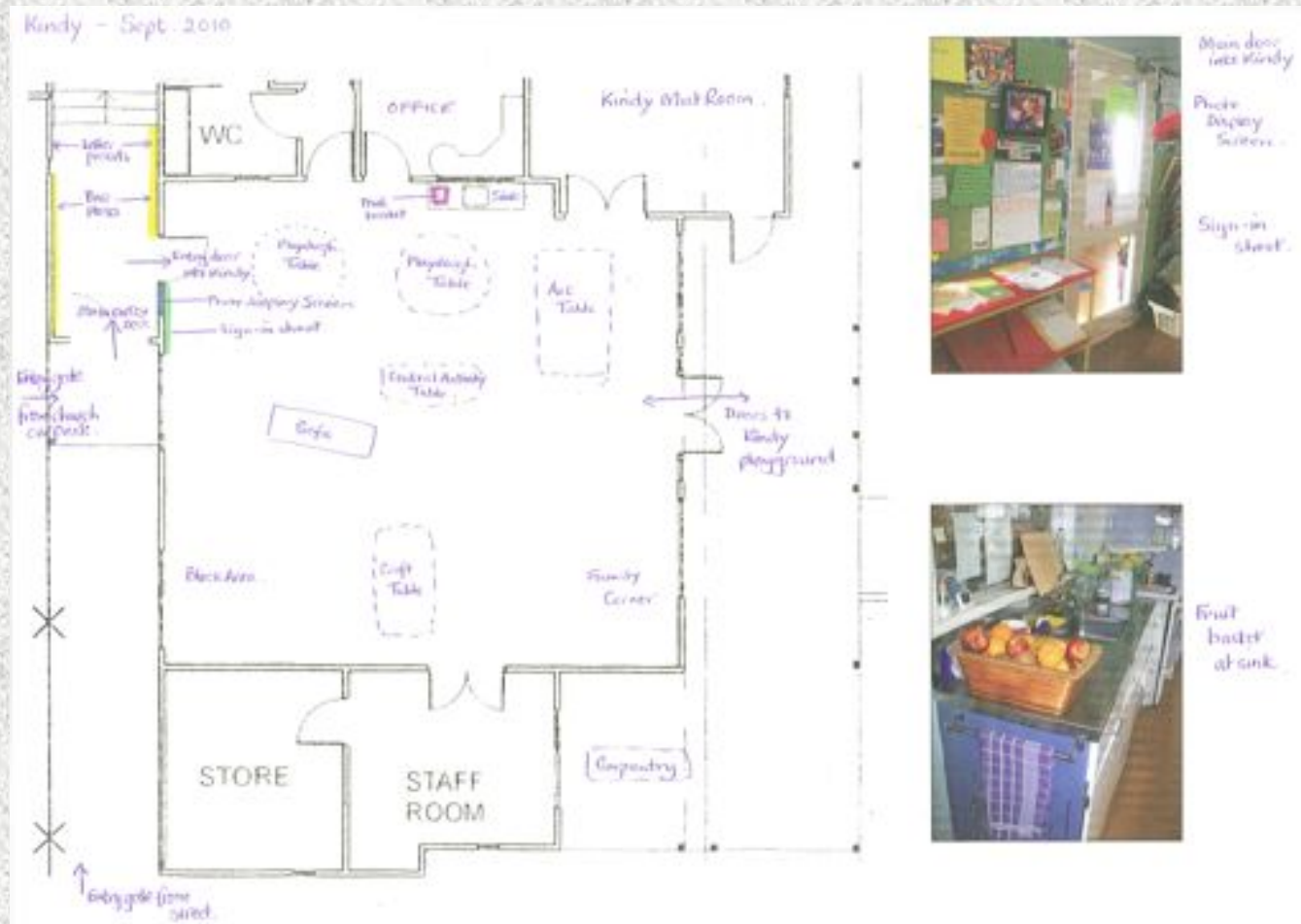
Parenting Centre



Parenting Centre

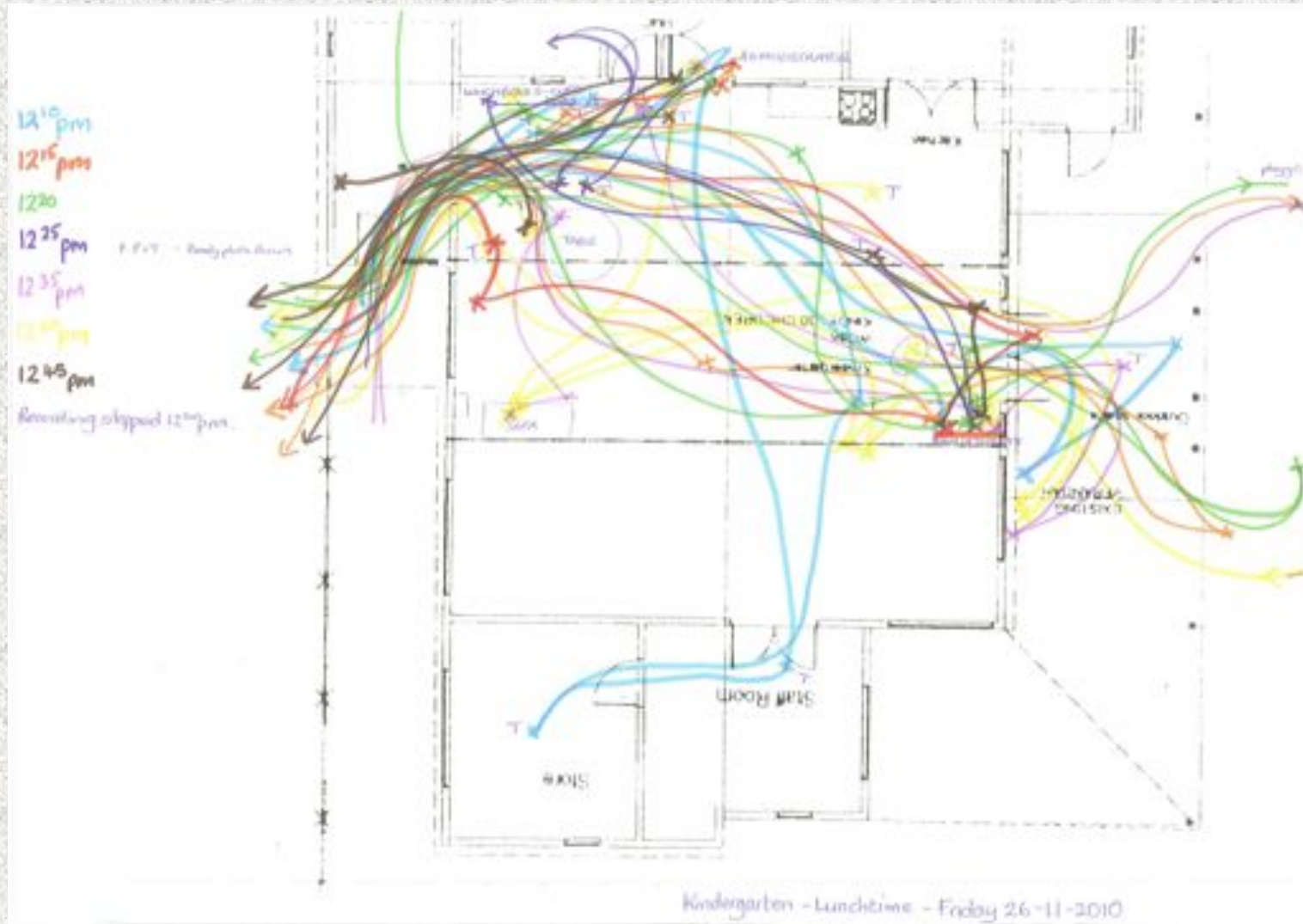


Example: Kindergarten 3-4 year olds



Spaghetti Junctions: Collecting Data in the Kindergarten

- What can they tell us?
- What can we learn from this data?
- What changes have resulted from them?



They tell us:

- Patterns of adult movement
- Ways of interaction with the environment
- Where interactions were taking place
- Where adults linger

How adults were currently using the space



Teacher Team Discussion

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

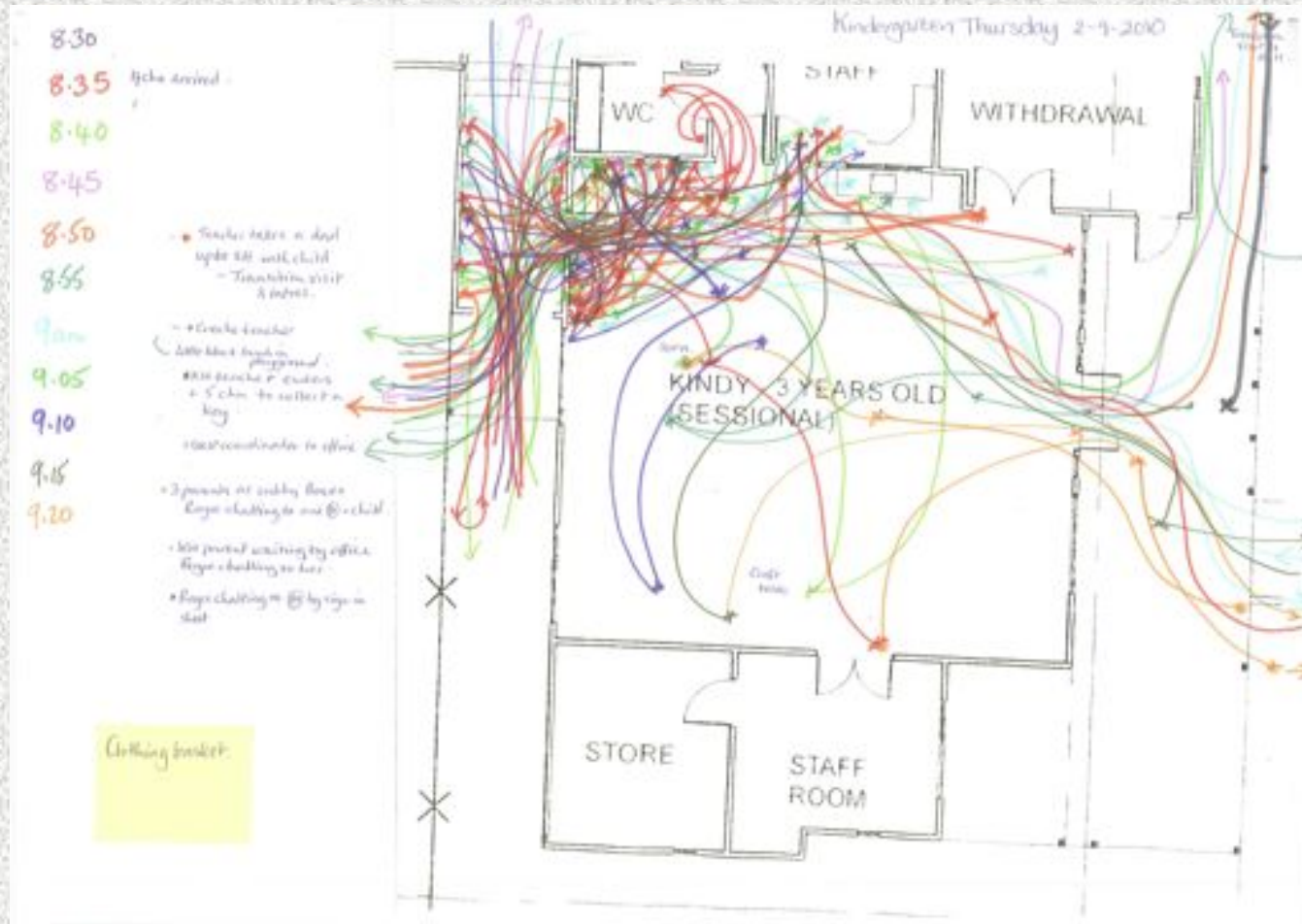
What can we learn from this data?

- If our aim is to support and facilitate active parent participation then:
 1. We need to look closely at how the environment affects the flow pattern
 2. Examine what helps or hinders interactions.

What changes have resulted from our review of the data?

- Team sharing of the data
- Awareness of adult movements
- Centre layout and environment
- Awareness raised of teacher positioning in environment

Changes – informed by data



Re-view after the changes



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Focus now – Parent to Parent connections



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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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Useful tool for both research and self-review

