

<p>Session 3</p> <p>1.35-2.05pm</p>	<p>‘Triangle Land’: Understanding early childhood centres as dynamic systems <i>Dr Janis Carroll- Lind, Dr Kate Ord & Lesley Robinson</i></p> <p>Teachers’ ethical responses to children’s re-enactment of group time <i>Lia De Vocht</i></p> <p>“I know heaps!”: Using a storybook process to explore young children’s understandings of illness <i>Dr Caroline McIntosh</i></p>	<p>Room T1.01</p> <p>Room T1.03</p> <p>Room T1.06</p>
<p>Session 4</p> <p>2.10-2.40pm</p>	<p>“It made me argue more confidently and I can stand by my words”: Beginning teachers’ stories about mentoring and goal setting through the teacher registration process <i>Dr Caterina Murphy & Jenny Butcher</i></p> <p>“I can feel it”: The perception of practicum success of an Asian early childhood teaching student <i>Sara Murray</i></p> <p>Collaborative assessment in early childhood settings <i>Anna Niles</i></p>	<p>Room T1.01</p> <p>Room T1.03</p> <p>Room T1.06</p>
<p>2.50-3.00pm</p>	<p>Book Launch - <i>Anne Smith</i></p>	<p>Room TG.07</p>

Keynote Speaker

Anne Smith is a Professor Emeritus at the University of Otago. She was Director of the Children’s Issues Centre, a research, education and advocacy centre for children’s rights, from 1995 to 2006. Anne has been involved in teaching, research, policy development and advocacy about children and childhood since the 1970s. Books she has written or edited (with colleagues) include *Children’s Voices*, *Children as Citizens*, *Learning in the Making* and *Global Pathways to Abolishing Physical Punishment* and most recently *Understanding Children and Childhood*. Anne has been awarded an honorary doctorate by the University of Oulu in Finland, convened the Marsden Social Science panel, received the NZAR McKenzie award, and been an International Visiting Fellow at the University of Chicago. She has also been a part of many early childhood policy working parties and committees in New Zealand - most recently in 2011, on the Ministry of Education Early Childhood Taskforce. In 2007 she was awarded a Companion of the New Zealand Order of Merit (CNZM), and in 2009 received the Marion Langer award from the American Orthopsychiatric Association for her “research and advocacy to ensure that the voices of children are heard.” Most recently in 2013 she was the New Zealand-United Kingdom Link Foundation Visiting Fellow in London, and gave a series of public lectures on children’s rights, research and policy.



Topic

What kind of theory and research is relevant to the well-being and rights of children?

Abstract

Connections and smooth pathways between research, policy and practice are essential to ensure that researchers can play a part in achieving social justice and making a difference to children's lives. This presentation draws on children's rights and childhood studies theory to suggest that children should be treated as active citizens and participants in research rather than passive subjects, and that research should be focused on promoting changes which promote children's rights. While there are widespread demands for evidence-based policies, the translation of research into practice and policy is often haphazard, due to competing paradigms and varying political agendas. I will argue that an emphasis on "evidence-based practice" is justifiable, but that this should not be narrowly interpreted.

Group Facilitators' Biographies

Dr Ruth Gasson

Ruth has four children and 6 grandchildren. She has taught mainly Year One children in primary schools, and worked as a preschool community worker and family day care coordinator in Aranui, Christchurch.

Her Masters and PhD are in the general area of philosophy of education with a particular focus on notions of rights, equity, choice, and on social/educational policy. Her postgraduate teaching is in the area of equality and equity, and qualitative research methods. She is passionate about children's rights, especially their participation rights, and their well-being, and in her most recent research, she has been wrestling with ways of listening to children who communicate in ways that are often ignored.

Dr Sue Cherrington

Sue is the Associate Dean (ECE) at Victoria University of Wellington. Her research interests are broadly focused on professional practice in ECE - current projects include an exploratory study into professional learning communities in ECE, and the development of critically reflective practice amongst Graduate Diploma of Teaching (ECE) students. Recent projects have focused on EC teachers' thinking and reflection about their interactions with children and diversity within ECE services.

Dr Linda Mitchell

Linda works as an Associate Professor in the Faculty of Education at the University of Waikato. She has led a number of national evaluation projects and researches, supervises and teaches in early childhood education with particular interests in early childhood policy, parent, whānau and community and cultural diversity. Linda is the editor of *Early Childhood Folio* and on the panel; she will be talking about publishing in this journal.

Dr Vicki Carpenter

Vicki is a Senior Lecturer at the University of Auckland where she lectures in the sociology and politics of education. Her research interests centre on education for children in low SES communities. For many years Vicki led the university's EdD programme and she is now mainly involved in Doctoral supervisions. Vicki referees for a range of journals, and she is currently Joint Editor (with Dr Iris Duhn) of the *New Zealand Journal of Educational Studies (NZJES)*, the journal of NZARE.

Dr Alex Gunn

Alex works in initial teacher education and general education studies at the University of Otago. She researches, supervises, and teaches in early childhood education, inclusion, gender studies and assessment. She sits on the board of several journals and referee's for publication regularly. On the panel, Alex will be talking about publishing in *Australasian Journal of Early Childhood*.

SESSION 1 ABSTRACTS

Dr Ruth Gasson

Qualitative research workshop: Methodology, design and ethical issues

Dr Sue Cherrington

Current research and developments (Roundtable discussion)

Suzanne Manning

The University of Auckland

Promoting Playcentre to the public through posters (Exhibition)

Playcentre has a tradition of promoting awareness of itself through a bi-yearly 'Playcentre Week'. The posters produced as resources for centres to use during this week constitute rich research material, as they represent the official view that Playcentre had of itself at a given point of time and the values that it wished to portray to a wider audience, both those inside and outside the early childhood sector. This exhibition will consist of a set of five printed tea towels reminiscent of the fundraisers common in early childhood centres, arranged in the form of an art exhibit such as would be found in an art gallery or museum. Three of the printed tea towels will briefly analyse a different Playcentre Week poster from selected years since 1990, one tea towel will present a conclusion drawn from the comparison of the three posters, and the final tea towel will comment on the value of using visual materials in research. The exhibition is designed to discuss, model and provoke discussion surrounding the creative use of visual materials in analysis and dissemination of research.

SESSION 2 ABSTRACTS

Dr Margaret Brennan

Open Polytechnic of New Zealand

Perezhivanie: What might we have missed about infant care?

We are living in a time with new possibilities for childcare but also ambivalence about how to care for young children. The care of infants in particular remains "a complex and emotionally charged" task (Bowlby, 2007, p. 309). Sociocultural theory continues to guide early childhood thinking supporting a shift from a deficit to credit based approach to learning and development. However, in spite of theoretical shifts regarding the nature of development and on-going reflection on childrearing practices, "It remains a mystery why, in such a small, green country, so many of our children suffer abuse" (Doyle, 2012, p. 129). Bozovich (2009) suggests that understanding development is about asking, "What needs will go unmet?" (p. 71). Using terms such as 'needs' let alone equating need with development trouble an early childhood discourse as we have fought hard to ensure that the child is seen as competent and capable rather than 'in need'. Yet, along with the undisputed gains in employing credit based approaches to learning and development arrives a quiet unease about how to frame and understand 'need' within sociocultural thinking and contemporary child development frameworks. This presentation makes the argument that Vygotsky's lesser known concept perezhivanie promises new insights into infant care through providing a unit of analysis that allows us to examine the caregiving adult's 'needs' in order to ensure that the infant's 'needs' are met.

Dr Beverley Clark & Nicky de Lautour

UNITEC & AUT University

A mirror of the many 'languages' of children in and through their expressions, particularly the visual arts

This research has at its heart a deep respect for children and their artistic, non-verbal, and linguistic expression. The research explored the moments we as researchers were privileged to observe and share through children's experiences with the visual arts. We recognised the potential of the visual arts as a place where children express their feelings, aspirations and dreams, and make sense of their

ever changing world Gibson & Ewing (2011). This research revealed (and made more explicit), children's sense of identity, (as distinct from otherness) and community, (connection with others). Trevarthen (1995) considered the potential of 'tuning into' children's artist expressions to deepen the 'revealing' and it was this 'tuning in' that took the researchers beyond the mere task of looking for 'meaning and reason' to becoming a part of this context (Wright,2010). The researchers acknowledge that children's artistic expressions stands on its own as a powerful representation of their world view and way of communicating. The small qualitative research based study involved two researchers spending time over the period of a week in two early childhood centres to observe and identify 'instances' of significance in regard to children's artistic expressions. This involved the researchers being participant researchers, who connected with the communities and communicated with the children when invited during the time spent in the centres. It was the communications and engagements between researchers and children that became the most revealing and illuminating. The analysis of children's artistic expressions was done with children as the researchers sought to find meanings and themes through a hermeneutic lens

Fiona McAlevey Open Polytechnic of New Zealand
Do you dance at work mummy? An ethnographic exploration of the meanings young children place on work

Good fortune and generosity have seen me welcomed into early childhood education [ECE] settings as an emerging EdD researcher. It has been an awesome, awe-inspiring experience as I have learned the unique steps of each ECE dance-floor. Dancing does not come naturally to me but I have had wonderful support from each ECE team who are new themselves, to research.

Together we have choreographed what young children think about work. We have asked questions, captured images, and explored ideas in a to-and-fro sharing of dance moves. I have learned to become more supple, to bend when needed, and on occasion-to pick up my two left feet.

This presentation, on behalf of my dance partners, is aimed at sharing some of our time together. I will share images and stories that show how we have gathered data, the tools we have used and what we have learned together, thus far.

We would love to hear your feedback as we refine and polish our dance steps

SESSION 3 ABSTRACTS

Dr Janis Carroll-Lind Te Tari Puna Ora O Aotearoa / NZ Childcare Association
'Triangle Land': Understanding early childhood centres as dynamic systems

Pedagogical leadership is an emerging discourse in early childhood. This paper introduces activity theory ('triangle land') as an innovative tool for pedagogical leadership whereby the early childhood centre is understood as a system that uses elements (people and artefacts) to focus on and achieve collective tasks and outcomes.

The paper draws on findings from a recent research and development project, Te Whakapakari Kaiārahi Ahuatanga Ako Kōhungahunga: Developing Pedagogical Leadership in Early Childhood Education, undertaken by Te Tari Puna Ora o Aotearoa/NZ Childcare Association. This project explored the use of expansive learning theory (incorporating third generation activity theory) with pedagogical leaders as a methodology for change in their leadership practice. It also explored ways in which kaupapa Māori aligns with expansive learning theory.

Using a map of 'triangle land' to reframe approaches to centre processes of decision-making and goal setting this presentation will explore specific examples that achieve shared pedagogical goals.

Lia De Vocht

University of Canterbury

Teachers' ethical responses to children's re-enactment of group time

Findings are presented from a doctoral study in progress, which uses Bakhtinian theory to provide the means to open up thinking about teacher-child dialogue as a topic and also an approach, informing and guiding the methodology of the research project.

Recent studies highlight the importance of teacher-child dialogue in early childhood teaching and many of these investigate teacher-child dialogue, in order to improve cognitive and language outcomes for children (for example: Carr, 2011). Teacher-child dialogues often illustrate a far from equitable relationship (Siraj- Blatchford & Manni, 2008). Bakhtin (1986) emphasises an open-endedness and un-finishedness of dialogue; he not only allows, but demands an active, ethical response to children's utterances. It is argued that dialogic research (White, 2009) may provide a way forward as a critical analysis with participants, leading to an active response of teachers.

Within the study, a series of teacher-child dialogues were video recorded for four weeks. Each of these weeks was followed by a meeting with the two participating teachers, where the teachers and myself as the researcher each selected one of the video- recorded events to critically analyse. Selected transcripts of dialogues in the teacher meetings are used to illustrate how the teachers question authoritative discourses in their teaching practice. As a result of the project teachers changed many of their teaching practices, including the way they interacted with children.

Dr Caroline McIntosh

Massey University

"I know heaps!" Using a storybook process to explore young children's understandings of illness

Appreciation of the role that families play in young children's meaning-making about the cause of illness could assist educators and healthcare practitioners to provide more effective support for young children and their families. However, researchers have largely focused on determining children's understanding at various stages of cognitive development rather than exploring how children might acquire, process, and share their knowledge within particular social contexts.

Adopting a socioconstructivist perspective of children's learning and development, and using a narrative methodology, I sought to identify the ways in which young children's illness causality concepts are embedded in the sociocultural context of the family. In-depth interviews were undertaken with five four-year-old children, their parents/guardians, sibling/s aged five to nine years and two other family members. Participants reflected a diversity of cultural communities, spiritual orientations, and family structure. To aid the elicitation of young children's narrative accounts of illness causality, children were invited to create a storybook about 'getting sick' utilising art materials and photographs of children experiencing illness. A social interactional approach was then employed to interpret participants' narratives. Findings suggest that young children's illness causality constructions are significantly influenced by the particular illness experiences, illness prevention messages and behavioural rules within the family.

In this presentation I highlight the significance of researching children's views, describe the storybook process utilised to help explore young children's meanings regarding the cause of illness, and outline the social interactional approach to the analysis of children's narratives that led to enhanced understanding and interpretation of children's meaning-making.

SESSION 4 ABSTRACTS

Dr Caterina Murphy & Jenny Butcher

Te Tari Puna Ora O Aotearoa / NZ Childcare Association

"It made me argue more confidently and I can stand by my words": Beginning teachers' stories about mentoring and goal setting through the teacher registration process

This qualitative multi-year study focuses on the stories early childhood teachers tell us about their teaching practice experiences. The research commenced in 2008 when eleven student teachers were interviewed near the end of the first year of their initial teacher education field-based programme (Murphy & Butcher, 2009; 2011). The researchers returned to interview them again in 2010 as they neared the end of their early childhood teaching studies and again in 2013 whilst working as beginning, registered teachers in the sector. This paper reports on some of the key emerging themes concerning the effectiveness of mentoring teachers in enabling the strengthening of teaching practice, the building of relationships with mentors and the perceptions teachers have of themselves as emerging leaders within this field of education.

Sara Murray

New Zealand College of Early Childhood Education

"I can feel it": The perception of practicum success of an Asian early childhood teaching student

A key aspect of early childhood teacher education programmes in New Zealand is the practicum component. Students are assessed using standardised, institutionally-defined assessment criteria that do not tend to take into account the widely diverse life experiences of students or accommodate those students who are new to the New Zealand education system. Practicum becomes a site where unconsciously-held cultural expectations are encountered and challenged.

This doctoral research examines the notion of success within practicum of a number of immigrant student teachers of Asian origin and their associate teachers. There are often issues around practicum success for this group of students because of the significant cultural differences in child-rearing practices, understanding of the nature of teaching, the view held of the mentor/student relationship, and expectations of children in an educational setting.

I engage with ethnographic methods and symbolic interactionist thinking to study the phenomenon of success. As part of this I have had to respond creatively to the demands and sensitivities of the research. This presentation introduces one case, examining the creative means by which her personal notion of success is studied over the span of one practicum experience.

Anna Niles

New Zealand Tertiary College

Collaborative assessment in early childhood settings

The qualitative nature of socio-cultural forms of assessment means that multiple perspectives are an important part of the process and making the voices of children, parents, families and whānau visible helps to ensure trustworthiness. Without these perspectives assessments could lack credibility and teachers are likely to be missing valuable insights children, parents, families and whānau associate to learning. Authentic assessments are strength based, purposeful, happen in the context of everyday experiences, and involve multiple perspectives. All members of the learning community need to work together to determine what is meaningful in their context, using information gained to inform future learning. Developing genuine open collaborative assessment practices needs to be planned as a central part of the assessment process.

The demands on teachers time means the frequency and quality of collaborative discussions with all members of the learning community is likely to be variable. Children and parents may not always be invited to participate in helping to interpret assessment data or involved in developing pathways for future learning. Sending completed assessments home, which already include the authors' interpretation, may also mean that some parents could be reluctant or not confident disagreeing with the interpretation or offering alternative perspectives.

As an emerging researcher I wish to take a closer look at teachers' understandings, interpretation and enactment of assessment within early childhood settings. Investigating the questions: What are early childhood teachers' understandings of authentic assessment? How are teachers authentically assessing children's learning in early childhood settings?