

CEIEC reviews early childhood services for Uniting Care



Special Features:

- Training for Monash: who is George the Visiting Teddy?! (p2)
- Growing links with China: Inclusive Curriculum in Shanghai. (p4)
- Forging more links with New Zealand in parent study (p1)

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Uniting Care Victoria (UCV) has asked CEIEC to contribute to a strategic review its early childhood services & to recommend development options.

CEIEC Director, A/Prof. Glenda MacNaughton (gmmacn@unimelb.edu.au), is leading a Melbourne-based CEIEC Review Team, including CEIEC Research Associates Ms. Heather Lawrence and Ms. Kylie Smith. The review lasts from June to August 2002, with stakeholder consultations happening in June and July.

The Review Team is examining factors affecting

the sustainability of UCV's early childhood services - including staffing, finances, management and location - and will suggest how UCV could address them.

The CEIEC Review is part of a broad review by UCV of its services, asking whether and how to integrate child care and pre-school services into new learning & development centres; and how best to promote not just integrated learning and development. The broader review also covers UCV's early childhood development, intervention and prevention services, especially for disadvantaged children and their families.

Stakeholders in the Review include staff, committee members, parents, managers & all involved in early childhood services or with an interest in their future directions.

The Review has a page on the CEIEC web site, which informs stakeholders about the Review, invites them to contribute to it by, e.g., completing a questionnaire, attending a local consultation meeting or contacting the Team.

The Review's web site: (www.edfac.unimelb.edu.au/LED/CEIEC/unitingcare.html)

CEIEC collaborates with New Zealand Council of Education to study parent involvement

CEIEC Director A/Prof. Glenda MacNaughton and CEIEC Research Associate Dr. Patrick Hughes are collaborating with the New Zealand Council of Education Research to study parental involvement in children's learning at early childhood centres.

The joint project - "Parents' involvement in children's learning: a collaborative cross-cultural study - will

study what staff, parents and children understand by 'parent involvement in children's learning'; how parent involvement can benefit children, parents and early childhood staff; and the implications for centres' resources and for staff working conditions.

"Parents' involvement ..." has attracted funding from the University of Melbourne's International Collaborative

Research Program. It builds on Glenda's and Patrick's earlier research (2000 - 2001) on parent involvement, which was supported by the Australian Research Council.

Interested in the research? Interested in joining it? Contact A/Prof. Glenda MacNaughton (gmmacn@unimelb.edu.au) or Dr. Patrick Hughes (patrickh@deakin.edu.au).

Session 4: Honoring diversity and cultural differences in staff parent relations

- In this session you will have the opportunity to reflect on:

- your own issues, niggles, dilemmas in working with diversity and cultural difference
- what can be learnt from research on diversity and parent-staff relations in early childhood
- what might be applied within their own settings
- where to next?

CEIEC, The University of Melbourne

"I was inspired by attending the inaugural CEIEC conference to develop a program which could make a difference to the teachers."

The CEIEC recently designed and ran a very successful professional development program for Preschool Services in The City of Monash in Melbourne.

"Transforming relations with parents: an action learning program for early childhood" attracted 23 participants, each of whom attended four workshops over two months and received a custom-designed Action Learning Handbook, a CD-ROM, access to web-based resources and a formal Certificate of Attendance.

Ms. Sallyanne Kibble, Preschool Support Officer in the City of Monash, invited CEIEC to design and present the program. "I was inspired by attending the inaugural CEIEC conference to develop a program which could make a difference to the teachers.", she said. "I saw a need for high quality professional development that was relevant to teachers and would give them new ideas that they could implement in their programs. The overwhelming response was for ideas on explaining

early childhood programs to parents."

The program (previewed in the last CEIEC News) featured research-based insights and practical advice from practitioner-researchers who have reworked their relationships with parents.

Teachers at the CEIEC Monash program have said: "It inspired me to consider new approaches - which are WORKING!"; "I now have a lot of questions and it's great!"; "I have got some new ideas to think about and put into practice."

One teacher introduced the program's *Visiting Teddy* strategy and is very excited by it: "I can do this, it makes sense, it works and it's fun!"

Parents are enthusiastic, too: "Our teacher feels supported, challenged and encouraged"; "The journals are a wonderful record of the children's year at preschool."; "George the Teddy Bear has made a huge difference, he is part of the preschool"; "My children really missed George when he went to stay with someone else."

The City of Monash Council provided the program's venue, resources and food, which all contributed to its success. (One teacher liked, "The comfortable venue, the good food ... and the short sessions"!)

Teachers had asked Sallyanne Kibble for a continuing topic, not a one-off session and after the program they said that they had liked having time between sessions to try out some of the ideas and then report on their progress.

Other Melbourne councils have heard about the Monash program and have contacted CEIEC to discuss their training needs.

How can CEIEC meet your organisation's training needs? Contact A/Prof. Glenda MacNaughton (gmmacn@unimelb.edu.au)

Who is George the Visiting Teddy? Why is he so popular? Find out at the CEIEC conference in November, when Sallyanne Kibble talks about the Monash program!

"Promoting Resilience in Children"

The Australian Early Childhood Association (AECA) has just published "Promoting resilience in children" by CEIEC member Dr. Sharne Rolfe. The booklet explains why some children are better at

bouncing back from hard times with strength, optimism and self-assurance. Sharne draws on the latest research evidence to argue that we can help children to become resilient by forming secure & caring relationships with

them and by letting them take initiatives and become autonomous. "Promoting resilience in children" is the latest in AECA's Research In Practice Series (RIPS), available from AECA (publishing@aeca.org.au).

CEIEC research proposals attract new funds

Two CEIEC research proposals - each a first in Australia - recently won Competitive Research Grants from the University of Melbourne's Faculty of Education.

CEIEC Members Dr. Sharne Rolfe and Ms. Jane Page gained the first grant for their research into, "Early childhood professionals' understandings of attachment and empathy: practice implications". Sharne and Jane will investigate early childhood professionals' understandings of how young children develop attachment and empathy; how the two qualities are linked; and the

implications for early childhood practice. The study is the first of its kind in Australia and it is the first phase of a major 3-stage program of research. It will provide the larger research program with unique insights into how practitioners think about these issues.

Contact Dr. Sharne Rolfe (s.rolfe@edfac.unimelb.edu.au) or Ms Jane Page (j.page@edfac.unimelb.edu.au).

CEIEC Director A/Prof. Glenda MacNaughton gained the second grant for her research into, "Teaching about cultural and racial diversity in early childhood

programs". Unique in Australia, this project studies how early childhood practitioners understand cultural and 'racial' diversity and how they teach preschool children about it. Its guiding questions include, "What relationships exist between teachers' understandings of cultural and 'racial' diversity and their diversity pedagogies?"; "What cultural and 'racial' problems, dilemmas, tensions and myths do teachers experience in enacting their diversity pedagogies?"

Contact A/Prof. Glenda MacNaughton (gmmacn@unimelb.edu.au)

Research with a difference ... to make a difference!

Each edition of CEIEC News introduces the work of one of the CEIEC's postgraduate research students and this edition's research student is Ms. Priscilla Seyfort.

Priscilla started her PhD. in March 2002 at the University of Melbourne's Department of Learning and Educational Development, having won a Research Scholarship. She argues that current public discussion about children's services emphasises their benefits to women, and she will explore a new approach that acknowledges children's intrinsic worth and rights.

Priscilla has four children of

her own - twins aged 10 years, a 6 year old and a 2 year old. She gained a Diploma of Teaching from the Institute of Early Childhood Development in 1982, followed by a Bachelor of Education from the Melbourne College of Advanced Education and a Master of Education from La Trobe University.

Priscilla has worked as a teacher, as Director of Boroondara Kindergarten in Richmond, as Ethnic Services Development Officer for the City of Prahran, as a Commissioner of the Victorian Ethnic Affairs Commission (now the

Victorian Multicultural Commission), as a member of the Adult, Community and Further Education Board and, most recently, at Swinburne University of Technology's Child and Family Studies Department.

Priscilla's interest in ethnic, cultural & linguistic diversity stems from her time as Director of Boroondara Kindergarten. In 1987, she was a Visiting Fellow at the University of London's Centre for Multicultural Studies, investigating British multicultural early childhood programs through the Jean Adamson Memorial Award for postgraduate research.

"She argues that current public discussion about children's services emphasises their benefits to women."



"In the future it will be a different life for me. I'll be doing grown uppy things, not kid things. Maybe when I'm a grown up people will be going to Mars." (Laura Page)."

CEIEC presence in the future!

CEIEC member Ms. Jane Page presents the future in "Laying foundations for tolerance in the future: the role of early childhood education", a paper to the International Sociological Association (ISA) 15th World Congress of Sociology, *The Social World in the 21st Century: ambivalent legacies and rising challenges* in Brisbane in September 2002.

Jane will also chair a session

of the ISA Committee on Futures Research called "Towards a multicultural society: a challenge for sociologists".

Each activity continues Jane's work on future studies in early childhood education which, as she says, involves extending and encouraging young children's potential for growth and development, rather than making weighty pronouncements about life in the future.

Jane argues that Future

Studies seeks to develop qualities in people that are inherent in pre-school children. In her book on the subject, Jane says, "The challenge for early childhood professionals is thus to bring out and place value on the natural qualities of children." (Page, J. [2000] *Reframing the Early Childhood Curriculum: educational imperatives for the future*. London: Routledge Falmer. Available as an eBook on www.routledgefalmer.com)

"Our part in peace"

CEIEC members have collaborated to produce "Our part in peace", which examines children's teachers' and parents' understandings of peace and human rights.

The authors (Sheralyn Campbell, Tracy Castelino, Margaret Coady, Heather Lawrence, Glenda MacNaughton, Sharne Rolfe,

Kylie Smith, Jeni Totta) offer advice on promoting peace, justice and tranquility in child care centres (it's selling fast!) and at home. They say, "Maintaining a commitment to a peaceful and respectful community is not always easy. It is important to remember why teaching peace to children is important and to use the inspiring

moments of each day to transform some of the challenging moments."

"Our part in peace" is published by the Australian Early Childhood Association (AECA) in its Research in Practice Series (RIPS). It's available from AECA (publishing@aeca.org.au).

Stronger links with China Welfare Institute

CEIEC is strengthening its relationship with the China Welfare Institute (CWI).

Following the visit to the centre in November 2001 by a CWI delegation (see CEIEC News 1), CEIEC ran a 3 month course on Inclusive Curriculum in 2002 for staff from CWI children's centres in Shanghai. The course explored theoretical and practical issues of discrimination by race, gender, class and culture in

early childhood education.

CWI staff member Ms. Dong Yan said that participants were impressed by how well the course integrated theory and practice in its content and presentation.

Course participants also saw a little of life in Australia: "We know that three months is too short for us to discover all the treasures of Australia, but luckily we had an excellent beginning" said Dong Yan,

"We are sure that we will have better understanding of each other in this regard, given more academic exchanges between us in the future. We look forward to returning your hospitality."

In July, CEIEC Director Glenda MacNaughton met CWI officials in Shanghai, who said that eight CWI staff will attend the CEIEC conference in November and have submitted proposals for papers.

"We are sure that we will have better understanding of each other ... given more academic exchanges between us in the future."

“RISKING CHANGE” proves popular

Planning is well underway for the CEIEC's second annual conference, *Risking change to make a difference* (Melbourne, 7-9 November 2002).

Risking change ... looks set to repeat the success of the CEIEC inaugural conference in 2001. It will examine the challenges and rewards of creating greater equity in early childhood and of advancing children's rights by creating changes in theory, research, practice and policy.

Risking change ... will feature the mix of events that proved so popular last year, including keynote speeches, seminars, workshops, learning circles, networking, seminars, posters and multimedia exhibits.

The conference committee is reviewing proposals for sessions and activities from a wide range of people in a wide range of locations, including Australia, New Zealand, South Africa, the UK, the USA and China.

Keynote speakers

- Professor Judy Atkinson,

College of Indigenous Studies, Southern Cross University, Australia. “Rethinking research: the risks and rewards of research from an indigenous perspective that honors children”.

- Ms Elizabeth Dau, Early Childhood Consultant, South Australia. “There is nothing more unequal than the equal treatment of unequals’: talking to educators and children”.
- Professor Louise Derman-Sparks, Co-Director, the Early Childhood Equity Alliance, USA. (TBA)
- Associate Professor Glenda MacNaughton, Director, CEIEC. “Building new images of (e)quality: what do we need to risk?”
- Ms Rosslyn Noonan, New Zealand Chief Human Rights Commissioner. “Early childhood education: optional extra, privilege or right?”.
- Dr. Maria Pallotta-Chiarolli, School of

Health Sciences, Deakin University, Australia. “They're too young and innocent’: addressing sexual diversity with children.”

Registration

Registration (includes GST) covers the conference opening, all sessions, a book of abstract, teas and lunches. It does not include the cost of the conference dinner (\$55).

Full registration: \$300

‘Early birds’ and presenters: \$230

CEIEC members: \$230

Full-time students : \$150

Conference dinner: **\$55**

Contact Gayle Pung (g.pung@unimelb.edu.au).

Ask about shared registration for groups, centres and other organizations.

Key dates

1 October Final date for ‘early bird’ registration

1 November Final date for cancellation of registration

CEIEC Annual Conference

Honoring the child, honoring equity
2
Risking change to make a difference

7-9th Nov 2002
University of Melbourne

Risking change to make a difference

Special conference edition of CEIEC News

The October 2002 CEIEC News will be a bumper fun edition, previewing the conference and the CEIEC inaugural Professional Learning Institute (see p5). It will include illustrated profiles of major speakers,

background to selected sessions, an outline of the program and reports on activities arising from last year's conference, as well as regular CEIEC News features.

If you have initiated

something (e.g. changes in your program, a training or professional development program, a research group) as a result of attending last year's conference, please send a short report (by the end of August) to Patrick Hughes for the next edition:

patrickh@deakin.edu.au

Selected recent publications

CEIEC staff members and Research Associates have published booklets, articles and conference papers mentioned elsewhere in this edition of the Newsletter. They have also published the following:

Articles in refereed journals

Coady, M. (2002) The role of rights and interests in determining ethical policy for regulating families. Journal of Law and Medicine 9 (4).

Coady, M. & Petersen, K. (2002) Regulating reproductive technology. Journal of Law and Medicine 9 (4).

MacNaughton, G. & Hughes, P. (2002) Early childhood professionals learning to work with parents: the challenges of diversity and dissensus. Australian Journal of Early Childhood. 8 (28), 14-20.

Rolfe, S. A., Nyland, B. and Morda, R. (2002) Quality in infant care: observations on joint attention. Australian Research in Early Childhood Education. 9 (1) 86-96.

Conference papers and other public presentations

MacNaughton, G. (2002) Sustaining pedagogical innovation and critical reflection in early childhood services: doubt and passionate pedagogies. Paper to the AECA Early Childhood Forum, Adelaide. 25th May.

MacNaughton, G. (2002) Troubling our approaches to early childhood curriculum: daring to practice differently. Paper to the CEIEC research seminar series, Controversy and contemporary issues in the early childhood curriculum. University of Melbourne. 12th June.

MacNaughton, G. (2002). Using an Action Research Cycle to implement change in order to achieve and maintain the quality standards required for accreditation. Keynote address to the Townsville Annual Early Childhood Conference, 13th July, Townsville, Qld.

MacNaughton, G. (2002). What's immigration got to do with us? Social justice, 'whiteness' and the place of the 'Otherwise' in the early childhood curriculum. Opening address to the "Unpacking Play: Confronting assumptions. Perspectives from Australia, Reggio Emilia and America" conference, Macquarie University, Sydney, 3-4th August.

MacNaughton, G. (2002). Confronting play, confronting 'isms': the place of the 'critical' in our knowledge of play. Keynote address to the "Unpacking Play: Confronting assumptions. Perspectives from Australia, Reggio Emilia and America" conference, Macquarie University, Sydney, 3-4th August.

MacNaughton, G. (2002). Sustaining critical reflection in early childhood teaching & learning. Paper presented to Pacific Early Childhood Education Research Association Third Conference And Meeting: "Early Childhood Education In Cultural Contexts" East China Normal University, Shanghai, China, July 23-25

Hughes, P. & MacNaughton, G. (2002). Responding to the challenges of family diversity: how 'little narratives' can help. Paper presented to Pacific Early Childhood Education Research Association Third Conference And Meeting: "Early Childhood Education In Cultural Contexts" East China Normal University, Shanghai, China, July 23-25

Government reports, etc.

Coady, M., Curry, L. K., (2002) *Keith Horton Report and Draft Charter of Rights for Children and Young People in Out of Home Care*. Prepared for the N.S.W. Department of Community Services June.

Coady, M. (2002) *Annual Report of the Victorian Child Death Review*. Tabled in the Victorian Parliament in June.



CEIEC launches Professional Learning Institute

Visiting scholars ...
can make a
difference!

CEIEC continues to attract international researchers in children's rights, equity and social justice. This year, CEIEC has welcomed Dr. Jonathan Silin, from Bank Street College in New York, Ms. Anke van Keulen from DICET in the Netherlands and Dr. Mindy Oschner, from University of Texas in Austin, Texas.

In November, Dr. Louise Derman-Sparks from Pacific Oaks College, California, Professor Patricia Ramsey, Director Gorse Child Study Centre, USA and Ms. Linda Mitchell, Senior Researcher, New Zealand Council of Educational Research visits the CEIEC

On November 6-7 2002, CEIEC will run its inaugural Professional Learning Institute, *Leading for diversity and excellence in early childhood*.

Each Professional Learning Institute (PLI) is associated with the CEIEC's annual conference. Attendance is limited to ensure high quality, intensive, action-based and problem-oriented learning. Each PLI features leading trainers, policy-makers, researchers, advocates and writers, who will present case studies and exercises customized to participants' interests and problems.

PLI participants can refresh, rethink and redesign their current theories and practices and build their capacity to initiate change;

and they can gain credit in University of Melbourne postgraduate courses.

The 2002 PLI, *Leading for diversity and excellence in early childhood* (previewed in the last CEIEC News) explores ways to initiate change in the areas of diversity, equity and excellence. Participants will examine the arguments for and against such change, explore different approaches to diversity and excellence and learn how to assemble resources needed to lead change in these areas.

PLI 2002 facilitators include:

- Professor Louise Derman-Sparks. Co-director, Early Childhood Equity Alliance, USA. Co-author, "The Anti-bias Curriculum".

- Dr. Heather D'Cruz. Deakin University, Australia.

- Ms Elizabeth Dau. Editor, "The Anti-bias Approach in Early Childhood".

- A/Prof. Glenda MacNaughton, CEIEC Director.

- Yarn Strong Sister. Indigenous consultants on inclusive curriculum, Victoria, Australia.

The bumper fun October 2002 *CEIEC News* will preview the PLI 2002, profile the facilitators, introduce the topics and outline the program. For information about the PLI, contact A/Prof. Glenda MacNaughton (gmmacn@unimelb.edu.au) and/or visit CEIEC website (www.edfac.unimelb.edu.au/LED/CEIEC/welcome).

We're on the Web!

<http://www.edfac.unimelb.edu.au/LED/CEIEC>

It's as easy as ABCD

CEIEC Member Dr. Sharne Rolfe has established an Attachment, Bonding and Child Development (ABCD) Interest Group, which has members throughout metropolitan, regional and rural Australia as well as overseas. Sharne is currently planning the Interest Group's work and seeking funds for an ABCD web. Interested? Contact Dr. Sharne Rolfe (s.rolfe@edfac.unimelb.edu.au).

CEIEC/DARE twilight and champagne research seminar series 2002

CONTROVERSY AND CONTEMPORARY ISSUES IN THE EARLY CHILDHOOD CURRICULUM

The University of Melbourne, 234 Queensberry St, Carlton

Researchers from Australia & USA will speak at each seminar about how their current work challenges our thinking about early childhood curriculum. The seminars will be provocative and pertinent to current issues and concerns in the early childhood field faced by practitioners, pre-service trainers, researchers, students and policy makers about how best to imagine and practice early childhood curriculum in changing times.

SERIES 3 - two more sessions to go

6.00 - 7.30pm

g.pung@unimelb.edu.au for information or gayle on 03 83440958

DATE	PRESENTER	TITLE	
14 th Aug	Kylie Smith	• "Mirror mirror on the wall who's the fairest of them all? Decentering the observer's fairy tales of the child"	The University of Melbourne
11 th Sep	Sue Atkinson	• Early childhood services and Koorie communities in partnership, dialogue, discord and self-determination	The University of Melbourne & Yarn Strong Sista