



## 'Scrapbooking' research data – CEIEC moves to advanced computing



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This year a team from the CEIEC (Glenda MacNaughton, Karina Davis, Patrick Hughes and Kate Alexander) were successful in obtaining funding from VPAC (Victorian Partnership for Advanced Computing) for the continued development of *Scrapbook*, (a research data filing system that was developed in 2005) and to explore the development of an early childhood Research Digital Object Management System (ECR-DOMS).

The project will research processes and protocols to develop and establish a digital object management system to store and manage qualitative, mixed-media data (video, audio, text & image) from early childhood research projects (an ECR-DOMS). We will also upgrade existing specialist software developed by the CEIEC (the *Scrapbook* multi-media management program) and explore how it can support research collaboration between researchers in early childhood education nationally and internationally. Specifically, the project will research the ethical, methodological and technological issues associated with storing and managing qualitative research data in digital form.

This project is significant for the early childhood field on two counts.

**First, it will increase and enhance research output** by creating and disseminating ethical, methodological, technological and management protocols to promote and support collaborative qualitative research producing data in diverse formats across diverse sites.

**Second, it will promote and support inter- and intra-sectoral research.** We hope that the project will make a significant contribution to collaborative research because combining the upgraded *Scrapbook* and the ECR-DOMS into a decentralised, online 'virtual qualitative research laboratory' accessible from many locations makes it easier for researchers within and across sectors to collect and analyse data (their own and each others') collaboratively.

The CEIEC team will produce an upgraded version of the *Scrapbook* program and develop a set of ethical, methodological, technological and management protocols to promote and support collaborative qualitative research across diverse sites.

For more information about the project contact Glenda ([gmmacn@unimelb.edu.au](mailto:gmmacn@unimelb.edu.au)) or Karina ([daviskm@unimelb.edu.au](mailto:daviskm@unimelb.edu.au))



## CEIEC publications and presentations – sharing research outcomes



### Publications

- DAVIS, K. MACNAUGHTON, G. & SMITH, K. - Researching with children: The challenges and possibilities for building 'child friendly' research. A. Hatch (Ed.). Handbook on Qualitative Research in Early Childhood. USA. 2007
- DAVIS, K., GUNN, A.C., PURDUE, K. & SMITH, K. - Forging ahead: moving towards inclusive and anti-discriminatory education within Australian and New Zealand early childhood contexts. In . L. Keesing-Styles & H. Hedges (Eds.) Critical Issues in Early Childhood Education in Australia and New Zealand. Pademelon Press, Sydney. 2007
- MACNAUGHTON, G. & GUNN, A. - Gender issues in early childhood education. In . L. Keesing-Styles & H. Hedges (Eds.) Critical Issues in Early Childhood Education in Australia and New Zealand. Pademelon Press, Sydney. 2007
- McKay-Brown, L., Borland, R., Balmford, J., Segan, C.J., Andrews, C., Tasker, C. & Piterman, L. (2007). The challenges of recruiting and retaining GPs in research: findings from a smoking cessation project. *Australian Journal of Primary Health*. 13 (1) 61-67.

### Presentations

- HART, C. **The Smarties model for electric circuits** STAV/AIPEdComm Physics Teachers Conference Monash University Melbourne, 9 February 2007.
- HART, C. **Reviewing the participation of girls in Physics** STAV/AIPEdComm Physics Teachers Conference Monash University Melbourne, 9 February 2007.

## RESPECT goes live

**A new CEIEC research website archiving Phase 1 of the RESPECT (*Researching Equitable Staff Parent Relations in Early Childhood Today*) project goes live.**

The RESPECT project is now in its second phase. Participants across 3 states have been involved in research interviews and conferencing to explore issues and possibilities in creating more respectful staff-parent relationships. A new web-based resource has been developed:

- share news about the project
- describe the RESPECT project's creation (Phase 1 and Phase 2)
- present four RESPECT Case Studies from Phase 1 project data
- explore the Phase 1 project's lessons for other staff, centres and services seeking to re-think staff-parent relationships
- provide further reading and resources
- link people to publications associated with the project.



Visit the RESPECT site at:  
<http://www.geocities.com/glendamcnaughton/RESPECT/indexrespect.html>



## Research with a difference .... to make a difference



Pat Jewell

*'My general research question: "Is there a connection between how early childhood professionals and parents see (have images of) each other and how they relate to each other?."*

Each edition of *Centre News* introduces the work of one of the CEIEC's postgraduate students. This edition's research student is **Pat Jewell**.

My Masters project is part of a larger research project "Researching Equitable Staff Parent Engagement in Children's Services Today" (RESPECT). Within the RESPECT project I am conducting a smaller project about how parents and early childhood professionals see each other and whether this affects how they relate to each other.

The RESPECT project is being conducted in childcare centres in Victoria, New South Wales and South Australia engaging twenty early childhood professionals and twenty parents from each state. For my masters research project I will be involving ten early childhood professionals and ten parents in three childcare centres.

Early childhood staff and parents who are participating in the RESPECT project are being asked to participate in:

- Three face-to-face or telephone semi structured interviews 6 months apart.
- Two "Participant Little Narrative Conferences"
- Keep a journal of issues that arise between staff and parents.

For my Masters project I will be collecting data from only one face-to-face semi structured interview, one "Participant Little Narrative Conference" and one reading of the journals.

Often the journey of a master's study can be a lonely one but I feel I am in a very privileged position. I have the support of my supervisors for my study and am part of a team working on the RESPECT project which is providing me with extra invaluable knowledge and support.

### Administrative staff

#### Contact details:

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Anna Ng

## ... and staff changes in the CEIEC for 2007

### 2007 sees changes in CEIEC administrative staff and their roles and responsibilities.

Dominique Azzopardi & Anna Ng job share the position of CEIEC Cluster/Centre Administrator.

Dominique can assist with queries related to:

- CEIEC annual conference, CD ROM: Equity adventures and Cultural Diversity, INSPIRE, Diversity Dolls, CEIEC memberships, IJEIEC subscriptions, CEIEC newsletter and members brief, CEIEC web, Study tours, Undergraduate and postgraduate studies, Visiting scholars.

Anna can assist with queries related to:

- CEIEC staff appointments, CEIEC financial matters excluding CEIEC conference, CD ROM, memberships and study tour-related accounts, Special projects: FACSIA, RESPECT, Undergraduate and postgraduate studies

Karthi Subramanniam will take over Anna's role when Anna is on leave.



## CEIEC's 'Children's Voices' work continues...

### *Children as citizens in the City of Port Phillip: Round Two*

*The work with the City of Port Phillip is but one of several CEIEC research projects concerning the place of children's voices in government decision-making. For more information on this program of research, contact Dr. Kylie Smith:*

[kylieas@unimelb.edu.au](mailto:kylieas@unimelb.edu.au)

Direct children's services providers, policy makers and even the mayor of the City of Port Phillip have signed on to become action researchers in the second round of the CEIEC's *Respecting children as citizens in local government: participation in policies and services* project. **The CEIEC's Sherie McClam reports.**

On February 21<sup>st</sup> Kylie Smith and Sherie McClam kicked off the first, second round, of five 3-hour workshops in which Mayor Janet Bolitho and 16 of her colleagues from the City of Port Phillip grappled with challenging questions about their conceptions participation, the nature of knowledge and who's knowledge counts. After a brief introduction to the history and goals of this innovative project, participants engaged in a number of small group activities and whole group discussions designed to stimulate thinking about children as active, knowing participants in their communities. Before wrapping up the session, Kylie Smith shared some initial findings from the action research projects completed in 2006, helping this year's participants begin to see possibilities for their own research projects.

In November 2006, enthusiastic action researchers from the first round joined the CEIEC team in presenting findings from their research in a symposium *Children's Participation and Citizenship in Policy and Curriculum: Exploring the Possibilities through Research* at the CEIEC's international conference – *Honoring the Child, Honoring Equity 6: 2006* at the University of Melbourne 16–18 November 2006.

*To learn more about membership of the CEIEC, contact Ms Merlyne Cruz:*

[merlynec@unimelb.edu.au](mailto:merlynec@unimelb.edu.au)

### *'Children changing bullying in their world: A critical reflection through art project' begins & website launched*

Dr. Kylie Smith is leading a project on rethinking bullying through children's voices. This is a collaborative action learning research project in collaboration with Melbourne City Council to refresh and re-excite participants in their work with children on issues of bullying.



### *Thesis on children's voices gains honors*

**Millie Olcay, a CEIEC postgraduate student was awarded a first class honors for her Masters thesis titled: *Exploring the challenges and possibilities for educators in honoring children's voices in early childhood curricula.***

As Millie writes:

'In this thesis, the two key research areas that are addressed are i) the ways educators include children's voices in early childhood curricula and ii) the challenges and possibilities they report in attempting to increase children's participation in decision-making. Within this framework, children's voices are examined in the light of policy and research, early childhood curricula and children's participation.'





QuickTime™ and a  
TIFF (LZW) decompressor  
are needed to see this picture.

## CONFERENCE CALL

*Conference Call* appears in each edition of *Centre News*.

The conference website has more up-to-date information and news about the conference, including backgrounds of keynote speakers and news about the sessions. The website address is at the bottom of this page.

You can make your own *Conference Call*. You can use this space to, e.g.,

- contact people with shared interests;
- announce a Special Interest Group;
- invite collaboration.

To make your 'Conference Call', contact Patrick Hughes: [patrickh@deakin.edu.au](mailto:patrickh@deakin.edu.au)

VISIT OUR NEW LOOK WEBSITE for more information about website, the Call for Papers and other the conference more generally.

### IMPORTANT DATES

- **30th JUNE** - Close for Proposal Submissions
- **15th AUGUST** - Close for Early Bird Registration
- **15th - 17th NOVEMBER**, Conference

The CEIEC will run its sixth annual conference between Thursday 15 and Saturday 17 November 2007 in Melbourne. The conference title is 'Transforming connections: local and global possibilities – Honoring the Child, Honoring Equity 7.'



#### Themes and Aims

*Issues and questions to be explored will include, but, not be limited to the following:*

- How are the possibilities for citizenship, civic engagement and partnerships with children being imagined and practiced in diverse contexts?
- How can we transform relationships with children to create greater reciprocity and respect?
- What are the local and global possibilities for enacting ethical processes and practices with young children?
- What local and global linkages can inspire new possibilities for children's rights?
- How do issues of diversity, difference and identity intersect with the possibilities for honouring the child, honouring equity?

*We invite seminars, colloquia, workshops, learning circles and posters that explore the issues and questions that address the broad conference themes.*

**SUBMIT ABSTRACTS ON-LINE**

### 2007 Keynote speaker Dr. Gloria Swindler Boutte



Dr. Gloria Swindler Boutte is the author of *Multicultural Education: Raising Consciousness & Resounding Voices: School Experiences of People From Diverse Ethnic Backgrounds*. She has published numerous publications of journal articles. Additionally, she has presented nationally and internationally on curriculum, instruction, and diversity issues. She has taught at the South Carolina State University, the University of South Carolina (received early tenure), and at the University of North Carolina at Greensboro (tenured). She is currently a full professor at Benedict College and is the principal investigator for the statewide Center of Excellence for the Education and Equity of African American Students (CEEEAAS).

The CEIEC is delighted Gloria will be a keynote speaker at the 2007 conference.

The CEIEC Conference website is:  
<http://www.geocities.com/glendamacnaughton/conf2007/index>.



## Special Edition of IJEIEC

### *EOI Call for Contributions to Special Edition on Queer Theory in Early Childhood*

We are now calling for abstracts for papers that address the broad question: What does Queer Theory have to offer the Early Childhood field?

Queer Theory is a relatively new theoretical frontier in early childhood and a decidedly innovative approach. There are many exciting and challenging deployments to explore. This special issue will follow up the interest shown in working with Queer Theory at last December's 'International Reconceptualising Childhood' Conference in Roturua, NZ.

Potential contributors should address the broad question 'What does Queer Theory have to offer the Early Childhood field?' through using related questions such as:

- What is different about deploying queer theory in teaching/researching gender in Early Childhood?
- How does queer theory build on or differ from existing equity and social justice approaches?
- How might queer theory contribute to early childhood teaching, teacher education, researching, or policy?
- What are some of the possibilities and limitations of this approach in teaching, researching, or policy analysis?
- How might we use queer theory in combination with other poststructuralist approaches?

We welcome papers that address the question/s above by illustrating how you have deployed queer theory:

- within empirical research or teaching practices and contexts,
- to analyse policy issues and areas
- in conjunction with popular culture or other representational contexts
- in cross-disciplinary projects
- in any other interesting ways.

Abstracts should be approximately 300 words and are due by 1, May 2007. Full papers will be submitted for peer review by 1, August 2007.

### ***About the Journal***

The International Journal of Equity and Innovation in Early Childhood (IJEIEC) aims to explore and advance early childhood education and thinking about childhood by publishing work that illustrates, extends, inspires and provokes innovative approaches. More information about the journal, making submissions, and the review process can be found at:

<http://www.edfac.unimelb.edu.au/ceiec/members/IJEIEC/index.html>

### ***For any further enquiries please contact the Queer Theory in Early Childhood Special Edition editors:***

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