



JESSIE HETHERINGTON CENTRE FOR EDUCATIONAL RESEARCH

Te Puna Rangahau ki Ako Pai

Autumn Research Seminar:

Living and learning in a multi-modal world: Expanding the range of literacy possibilities for young children

Saturday 26 May 2012

Papers/Workshops programme

We are delighted with the wide range of topics that will be covered by our presenters and are sure that you will find the sessions of great interest.

On the following pages, you will find a full list of the papers and workshops, together with a short abstract and biographical notes to assist you in deciding on which sessions to attend.

Complete the registration form (this can be done by a whole centre group), and then complete the papers/workshops sign-up sheet (one per person). Email this information to foe-enquiries@vuw.ac.nz by **18 May 2012**. Early registrations will receive preference for first choice workshops.

We look forward to seeing you all.

Lisa Terreni

Convenor ECE Autumn Research Seminar organising committee



Faculty of Education

Session One: 10.10am—Topic and presenter

“Becoming literate in a digital age: Preliminary analyses of kindergarten children’s opportunities for engagement with multiliteracies”.

Associate Professor Claire McLauchlan

Recent research suggests that many children have multiple opportunities for engagement with digital forms of literacy in the home environment (Hill, 2010; Marsh, 2007) and that there can be a mismatch between the experiences that the home and the early childhood setting provide. The purpose of this presentation is twofold. First, it will examine recent research and theorising on the role of multiliteracies in children’s learning. Second, it will discuss some preliminary results from research with four Ruahine kindergartens and, in particular, data from parents concerning the multiliteracies experiences that children have in the home environment. This data will be compared and contrasted with data from teachers about their perceptions of multiliteracies opportunities in the kindergarten. The implications of these preliminary findings for early childhood curriculum, pedagogy and policy will be explored.

Young Children’s Modes of Expression using the Language of the Body

Dr Adrienne Sansom

Within the context of early childhood education it is important to support and pay attention to young children’s modes of expression using the language of the body, which can then contribute to their own unique creation of dance and act as another form of literacy. The body is elemental to teaching and learning in dance, as well as in other areas of learning in early childhood. The kinesthetic sense brings about a heightened awareness of what the body is saying, doing, and feeling. Hence movement or the language of the body can act as the genesis for deepening understanding of self and others. In this presentation I address the construction of self through the language of the body. By focusing on the material language of the body, e.g. creative movement and dance, I take into account how meaning is constructed and communicated through other avenues beyond the verbal or written word. If the moving language of dance is overlooked, so too, is the young child.

Scientific literacy: What is it and why do I need it?

Kayte Edwards

Growing up to be an active member in society requires children to develop scientific literacy i.e. an understanding of the everyday nature of science, and to be able to confidently engage in debate and informed decision-making. This requires teachers to also have a degree of scientific literacy and, while scientific literacy is something that many teachers already have, it is not always reflected in a centre’s philosophy, policies or practices. This workshop encourages teachers to consider the way they view science, what their scientific values and opinions are, and how this influences their teaching.

Are you excited when children make stuff? Technological literacy: Supporting young children’s projects through ‘know how, know why and know that’.

Anita Mortlock

‘Technological literacy’ is what we use when we decide to solve problems, make something, or when we evaluate the designed world around us. This can be known as process technology and differs from ICT. Notions of process ‘technology literacy’ in Aotearoa is seen to comprise of three core strands: technological practice (designing, doing and evaluating), the nature of technology (understanding technology as an intervening force in the world) and technological knowledge. These three strands can also be described as ‘know how, know why and know that’ (Ministry of Education, 2007). This session will briefly examine what these three strands mean in relation to ‘noticing, recognizing and responding’ (Cowie, 2000) to the things that young children make and do. Case studies of children’s technological work will be used by way of illustration. The intent of this workshop is that participants will develop a framework for deepening responses to children’s technological literacy, including the stuff that children make and do.

Beyond the melting pot: Cultural and ethnic literacy: A transforming process

Ali Glasgow

Developing cultural understandings as well as examining and reflecting on our own worldviews and cultural backgrounds enhances our appreciation of our own and other cultures. Cultural literacy can be viewed as gaining the knowledge and understandings of language, values and practices which enable members to participate fully within the cultural group. This discussion will explore the discourse around multiculturalism and proposes ways in which to increase our cultural understandings.

Making e-books

Lisa Terreni

Young children are increasingly exposed to communication tools and situations that include traditional forms of print and numbers, but also hypertext, symbols, photographs, animations, movies, DVDs, video, CD ROMs and website environments. E-books (electronic books) can be an opportunity to utilize children’s knowledge and experience of technology and help create new literacy possibilities for them by drawing on their interests. This workshop will help participants develop new skills with basic PowerPoint software so they can create interesting e-books with children.

Beyond blocks/Spain inspires

Ann Pairman

This session discusses Aubert Childcare Centre's creation of a block area inspired by Spanish architecture, and the complex work that resulted. Using a data projector, children discuss their collaborative works, which are rich with pattern and story. The session will provide insights and provocations for anyone interested in children's learning in a multi-modal world.

Session Two: 11.40am—Topic and presenter

The private and public worlds of children's spontaneous art

Rosemary Richards

In order to co-construct a better understanding of the nature of children's art experiences at home, and in early childhood and school settings, over one year I interacted with four young children who photographed and discussed their art experiences. As a result of these doctoral research processes, and considering Dewey's perspectives on Art as Experience (1934/2005), I also developed a clearer view of how these children experienced spontaneous art. In this presentation I will discuss Dewey's ideas on artistic expression and spontaneous art and then share some aspects of the children's art experiences and consider what insights these offer us in terms of understanding and fostering children's spontaneous art. This presentation will conclude with some discussion about these insights in children's spontaneous art and the implications these have for art educators and parents.

Exploring the impact of music education on children

Helen Willberg

In a multi-modal world, music has a powerful role to play. Research is very clear on the beneficial effects of music in infant and child development, and the ways in which making music helps all human beings in their mental and physical being, their self-perception, social interactions and state of mind. Why are some musicians able to keep working into their extreme old age? Why can those who study the posthumous human brain know when one belongs to a musician when they cannot tell what has been the occupation of any other brain? How does working with music help other kinds of learning? Participants will both make and receive music in considering these questions, exploring sounds, singing and playing, listening to a range of recorded music.

Doing justice to worlds that 'can't be put into words': Where multimodality meets the conundrum of assessment

Maggie Haggerty

This session will draw on multimodal examples to explore the tensions early childhood educators may face when endeavouring to foster the rich and diverse modes children use to explore and experience the world. It also suggests ways to meet growing demands for assessment.

Clay and Drawing/Pattern making workshop

Jane Winnie

Clay – Simple clay modelling techniques will be used to explore the elements, air, water, earth or fire in our multicultural Wellington world. The workshop will model ways to manage a clay modelling experience for children.

Pattern making – The conventions of traditional Pacifica patterns will provide teachers with a context to explore a range of drawing media and mixed media techniques.

Children's literacy in a multimodal world: The impact of popular culture

Dr John Dickie and Dr Mary Jane Shuker

Modern interpretations of literacy have an increasingly multi-modal approach. This is seen in the shift from the dominance of written words to a greater emphasis on the image. Another change has been a move from traditional books to the variety of digital technologies that children engage with on the screen. This has implications for teachers of young children. The session discusses the results of a study that explored how early childhood and primary teachers and children make literacy links to popular culture. In particular, to what extent teachers have acknowledged and incorporated children's own understandings of multiliteracies into their programmes is examined.

The wild baby circus

Stuart Guyton

You are invited to enter the sensory and movement world of Mr Dapples' amazing wild baby circus. Stuart Guyton, a recipient of the Margaret May Blackwell Bequest, was one of New Zealand's first early childhood educators to become an experienced RIE (Resources for Infant Educators) practitioner, having been a student at the Pickler Centre in Hungary. Stuart has worked for ECD and the Ministry of Education as professional development coordinator, specialising in infant and toddler education.

First Exhibition: the stimulus for intentional teaching in the creative arts

Dr Anne Meade and Brigitte Ofrasio, Daisies Early Education & Care Centre, Johnsonville, with Colleen McCaul and Deirdre van Duyl

Just when teachers at Daisies thought the project exploring insects and arachnids was drawing to a close, a teacher suggested 3-D visual art experiences to create creatures for an exhibition for parents and ~~awa~~ ^{awa}. The new media re-ignited interest and teaching became more intentional. The exhibition evening attracted a record turnout.

Session Three: 1.20pm—Topic and presenter

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A smorgasbord of student action research projects

Dr Alison Stephenson and final year ECE teacher education students

Final year ECE teacher education students have the opportunity to plan and implement their own small-scale action research project in a centre setting. While the focus is always on their own practices, students choose to focus on an extraordinarily wide variety of topics, and investigate these in very different ways. Come and hear about some of the most recent action research projects that are just being completed.

Imagination, Integration and IT....plus free online resources

Noeline Anderson

Digital technology is here. What is the best way to use IT? This workshop will examine the place of digital technology in ECE settings - the hardware (PC, Macs, IWBs, tablets, big screens, tablets) and the software. It will look at what works well, what doesn't and why...and what's free. The session will also look at why and how to integrate IT into an education programme, and how to make IT a meaningful part of the programme. How teachers can ensure an easy and constant flow from the IT world in to the world of dress-ups, water play and blocks is suggested so that a child's imagination is kept alive in an online world controlled by developers.

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Biographical notes

Noeline Anderson

Noeline is Director of Pixelhouse and has been involved in Education since 1974 as a teacher, specialist teacher, Assistant Principal, Lecturer and Art Adviser. She has taught at all levels from ECE to Tertiary. In 2008 she founded Pixelhouse Ltd., a digital and print publishing company and Noeline continues to work as the Managing Director of Pixelhouse. Pixelhouse's focus is the "Art of Learning" and they make education resources with a focus on art and imagination as the key tools of learning.

Dr John Dickie

John was formerly a primary teacher and particularly enjoyed teaching reading and writing to 5 to 7 year olds. His research interest is in literacy as social and cultural practice, and he currently lectures in pre-service, graduate and postgraduate English literacy courses for teachers at Victoria University.

Kayte Edwards

Kayte Edwards is a lecturer in early childhood education at Victoria University of Wellington. Kayte's interest in children's scientific learning began during her years teaching in early childhood services, and later developed into a Master's research project focused on teachers' perspectives of the way they support children's scientific learning.

Ali Glasgow

Ali is a lecturer in early childhood education at Victoria University. She has research interests in Pacific Early Childhood Education within Aotearoa New Zealand, as well as the wider Pacific. She is currently conducting doctoral research on Pacific language nests, examining the role of family and community in partnership with teachers, in order to create a 'village gathering place' for Pacific peoples in New Zealand.

Stuart Guyton

Stuart Guyton is a professional development facilitator with the New Zealand Childcare Association. Amongst the many facets of Stuart's ongoing, practice-based inquiries is a particular commitment to finding ways to connect with the worlds of infants and toddlers.

Maggie Haggerty

Maggie Haggerty is a lecturer in early childhood education at Victoria University. She has teaching and research interests in the area of assessment, and a personal interest in and respect for the multimodal avenues children and adults use to experience and learn about the world.

Associate Professor Claire McLachlan

Claire McLachlan is Associate Professor, Early Years Education at Massey University College of Education. Claire has long standing interests in literacy, teachers' beliefs and practices, early childhood curriculum and physical activity. Claire had edited and written many books relevant to the early childhood sector. She is also co-editor of the journal, *Early Education*. Claire's current research interests involve a collaborative study with four Ruahine Kindergartens on literacy and numeracy and an HRC funded project on "Healthy Homework" in primary schools with researchers at AUT and Otago.

Dr Anne Meade

Dr Anne Meade is a co-owner of Daisies. As well as a registered teacher, she is also an education consultant specialising in policy, writing and research in early childhood education. She was the director of the NZ Council for Educational Research, Chair of the Special Education Board, research leader for early childhood Education Centres of Innovation and a member of several Ministerial working groups.

Anita Mortlock

Anita is currently a lecturer in early childhood education at Victoria University. Her PhD research examining mat time and has previously been involved in research about assessment, technology education and teacher professional development networks. She balances her research with family, pets, gardening and bongo playing.

Brigitte Ofrasio

Brigitte Ofrasio is an Education Leader at Daisies. She is a fully registered early childhood education teacher whose practice is strongly inspired by the Reggio Emilia philosophy.

Ann Pairman

Ann Pairman has been involved in early childhood education since 1980. During this time she has held a wide range of roles including teaching, facilitating professional development, lecturing, and working at the Ministry of Education. Ann currently teaches at Aubert Childcare Centre and has a particular interest in how physical environments influence children's learning.

Rosemary Richards

Rosemary Richards is a senior lecturer in the School of Arts, Development and Health Education at Massey University. She lectures in visual art and the Arts in early childhood and primary undergraduate and graduate programmes. She is a teacher, artist and researcher and is passionate about supporting young children's art experience and helping teachers to do likewise. Her doctoral thesis researches four young children's experiences of art in their homes, early childhood centre and school.

Dr Adrienne Sansom

Adrienne Sansom is a senior lecturer in the School of Curriculum and Pedagogy at the Faculty of Education, The University of Auckland. Her particular area of teaching is in the field of dance and drama education, together with early years pedagogy. Her research focuses on the body and on embodied knowing. Recent publications include 'My Body, My Life, and Dance' in S. Shapiro (Ed.), *Dance in a World of Change: Reflections on Global and Cultural Difference* and 'Mindful Pedagogy in Dance: Honoring the Life of the Child' in the journal for *Research in Dance Education*. She has recently published books and articles relating to her research.

Dr Mary Jane Shuker

Mary Jane is a Senior Lecturer in early childhood teacher education at Victoria University. She teaches undergraduate and graduate courses, both face-to-face and online, on written and spoken literacy and literacy acquisition.

Dr Alison Stephenson

Alison is a Senior Lecturer in Victoria University of Wellington. Alison's research interests are particularly focused around early childhood curriculum and children's experiences and interpretations of curriculum.

Lisa Terreni

Lisa Terreni has been involved in early childhood education for many years—as a kindergarten teacher and as an early childhood coordinator for ECD and the Ministry of Education. She is currently an early childhood lecturer at Victoria University of Wellington's Faculty of Education, and also works as an early childhood professional development adviser. She teaches and researches in the areas of: visual art, diversity issues, and learning environments in early childhood.

Helen Willberg

Helen Willberg has been involved in music-making all her life. She is presently a community music teacher working with child-and parent groups, three choirs, and teaching music in a Decile 2 primary school. Her Masters thesis in 2002 was based on the use of music in a childcare setting, and she continues to be involved in Music Education New Zealand Aotearoa, a professional development association, promoting the significance of music in early childhood.

Jane Winnie

Jane Winnie has enjoyed a long and immensely rewarding career as a teacher, art specialist, art adviser and lecturer in early childhood and primary education programmes. She believes that exploring ideas 'in, through and about the Arts' supports and enriches students learning across the curriculum. In an increasingly complex and word-saturated world, Jane feels strongly that the Arts offer other more intuitive and physical ways to explore and express thought, encourage collaboration and risk taking, offer multiple ways to solve problems and, most importantly, are fun to engage in.

Professor Susan Wright

Professor Susan Wright is Chair of Arts Education at the University of Melbourne. Previously, she was Head of Early Childhood and Special Needs Education at the National Institute of Education in Singapore (2006–2009) and Director of the Centre for Applied Studies in Early Childhood at the Queensland University of Technology (1999–2003).

Susan's teaching and research focuses on young children's meaning-making and communication using artistic symbol systems and emphasizes the significance of creative and somatic forms of learning and development. She has been an active researcher, attracting over 30 competitive research grants (20 of which have focused on the arts) and has published seven books, including *Children, Meaning-Making and the Arts* (2nd edition 2012, Pearson Australia), *Understanding Creativity in Early Childhood: Meaning-Making and Children's Drawings* (2010, SAGE, UK), *The Arts, Young Children and Learning* (2003, Allyn and Bacon, NY).