

ECE teachers afloat in plurilingual seas: Young children learning holistically

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Early Years TLRI 2013-2015

- This study includes children and families where more than one language is spoken.
- The recently completed research celebrates languages and cultures.



Four partner early childhood centres

- *Te Puna Kōhungahunga* a Māori-medium centre, operates on a whānau model
- *The A'oga Fa'a Samoa* a Samoan-immersion early childhood centre
- *Mangere Bridge Kindergarten* an English-medium kindergarten with families who speak a range of Pasifika languages and Hindi
- *Symonds Street Early Childhood Centre* an English-medium centre with families who speak a wide range of Asian and Pasifika languages.



Early Years TLRI 2013-2015

The project explores, for children who learn in more than one language:

- the languages used, and
- the experiences and learning outcomes that are valued by parents, teachers, communities, and children.



Language diversity & learning

- Languages and literacies are key cultural tools for learning and teaching (Moll, et al., 1992; Vygotsky, 1978).
- This study documents the diversity of the language experiences of children, and their families, in four early childhood centres within the Auckland region.



Research design

The research is designed to contribute new findings of benefit to children who learn in their heritage language and/or in more than one language, and their families and teachers.



Research approaches

The research draws on:

- *qualitative approaches*
 - observations, focus group interviews, and
- *quantitative approaches*
 - census data, questionnaires, Observer XT analyses.



Research questions

We are addressing three research questions:

1. What languages do children from participating ECE centres use in their learning in the centre and at home?



Research questions

2. What experiences and outcomes for children who learn in more than one language in the early years are valued by parents, teachers, and children?



Research questions

3. How might the opportunities and challenges for children who learn in more than one language be addressed in educational practice?



Credit based perspectives

Learning a language and becoming bilingual is...“also about understanding another culture/s and developing multiple identities” (Baker, 2011, pp.71-72)

Our research is underpinned by credit-based theoretical concepts:

- Additive bilingualism (Cummins, 2009; Garcia, 2009)
- Funds of knowledge (González, Moll, & Amanti, 2005)



Auckland context

Learners in Aotearoa-New Zealand are increasingly likely to speak more than one language and this trend is most evident in the Auckland region.





NZ's top 15 languages spoken Census data 2006 and 2013

Language (top 15)	2006	2013	2006 (%)	2013 (%)	Increase (%)
English	3673623	3819969	91.2	90.1	
Māori	157113	148395	3.9	3.5	
Samoan	85428	86406	2.1	2.0	
Hindi	44589	66312	1.1	1.6	0.46
Mandarin (Chinese)	41394	52263	1.0	1.2	0.20
French	53757	49125	1.3	1.2	
Cantonese (Chinese)	44151	44625	1.1	1.1	
Chinese not further defined	38079	42750	0.9	1.0	0.06
German	37509	36645	0.9	0.9	
Tongan	29499	31839	0.7	0.8	
Tagalog (Philippines)	12483	29016	0.3	0.7	0.37
Afrikaans	21123	27387	0.5	0.6	0.12
Spanish	21642	26979	0.5	0.6	0.10
Korean	26967	26373	0.7	0.6	
New Zealand sign language	24090	20235	0.6	0.5	
Other	231051	258192	5.7	6.1	0.35



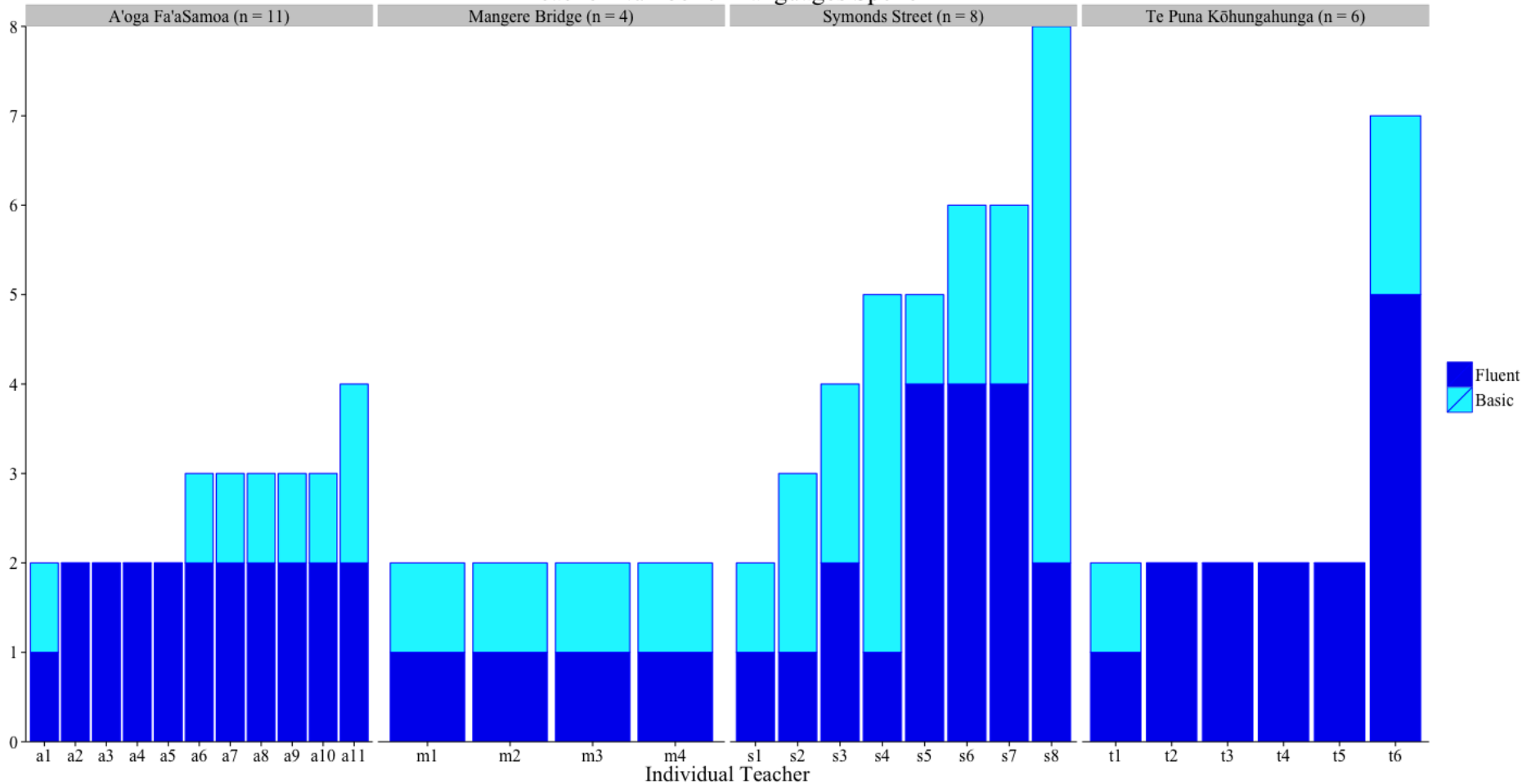
Some languages 2013 census (NI)

2013 Census	English	Māori	Samoan	Other	Other as % of all people
Northland Region	134,811	12,609	405	10,176	0.07
Auckland Region	1,233,633	30,924	58,197	401,919	28.39
Waikato Region	367,689	21,303	2,013	24,282	6.02
Bay of Plenty Region	241,422	21,087	1,035	12,549	4.69
Gisborne Region	38,865	6,243	126	1,422	3.26
Hawke's Bay Region	137,520	9,336	1,932	5,685	3.76
Taranaki Region	38,865	6,243	273	4,149	3.79
Manawatu-Wanganui Region	204,237	10,422	1,719	10,029	4.5
Wellington Region	430,104	15,618	14,691	44,292	9.4
Tasman Region	44,310	672	69	3,783	8.15
Nelson Region	43,179	1,017	147	4,998	10.76
Canterbury Region	498,840	8,643	4,476	37,278	6.91



Languages spoken by teachers/kaiako

Teacher Number of Languages Spoken



Te Puna Kōhungahunga Māori Medium Early Childhood Centre

One of 6 early childhood centres
of the University of Auckland

50 vacancies: 11 months – 5
years old

9 staff

Bilingual



Wā whāriki is... Te Whāriki curriculum in practice

Whakataukī

Ko te manu e kai ana i te miro, nōnā te ngahere
Ko te manu e kai ana i te matauranga, nōnā te ao.

Formal and informal tikanga Māori practices.

Karakia. Pepeha. Tauparapara





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Te Puna Kōhungahunga video clip: Wā Whāriki

Ngā Hononga - Whānaungatanga

From whāriki to 7 Noho Marae

- Relationships
- Maungawhau
- Tūtahi Tonu marae
- Noho marae





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A'oga Fa'a Samoa

The A'oga Fa'a Samoa



Context

The A'oga Fa'a Samoa began operating in 1984. It was the first licensed and chartered Pacific Island centre (1990) in New Zealand.



The A'oga Fa'a Samoa is a Samoan-language immersion centre located in the grounds of Richmond Rd Primary School.





A'oga Fa'a Samoa

Nurturing Positive Identity in Children

*“O le tama ma lana a’oga,
O le tama ma lona
fa’asinomaga.”*



A'oga Fa'a Samoa video clip: dinosaur book



Children who learn in more than one language **Multicultural children and multicultural teachers**





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Symonds Street Early Childhood Education Centre University of Auckland City Campus

Multicultural children and multicultural teachers



Well-Being

- Settled
- Comfortable
- Understood

Belonging

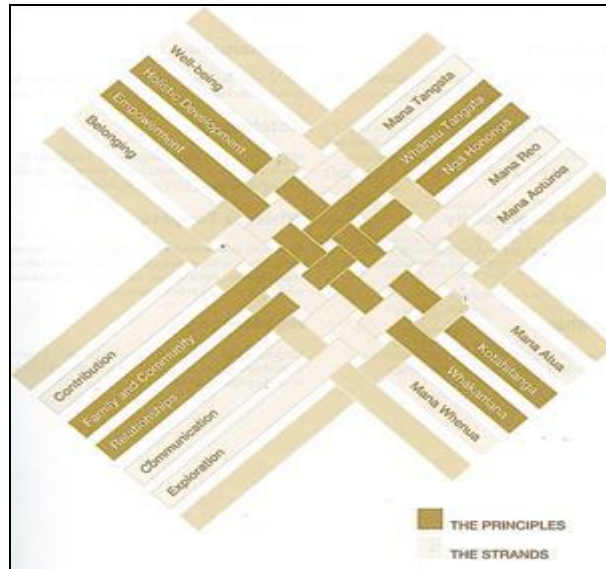
- Building strong relationships
- Identities

Communication

- Using quality Home Language
- Learning quality English
- Learning through play

Contribution

- Same language buddy
- Settling a younger child-tuakana teina



Exploration

- Rich multicultural and multilingual environment
- Building friends across cultures

Holistic Learning

- Wellbeing and belonging
- Relationships and identities
- Rich language and cultural environment
- Contribution

Contribution: Same language buddies





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Symonds Street video clip: Ken, Kai & Luke



Multilingual Children Monolingual Teachers

Carol Hartley, Pat Rogers, Jemma Smith, Daniel Lovatt

Mangere Bridge
Kindergarten



igniting minds
Hei Whakahihiko Hinengaro





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Our kindergarten

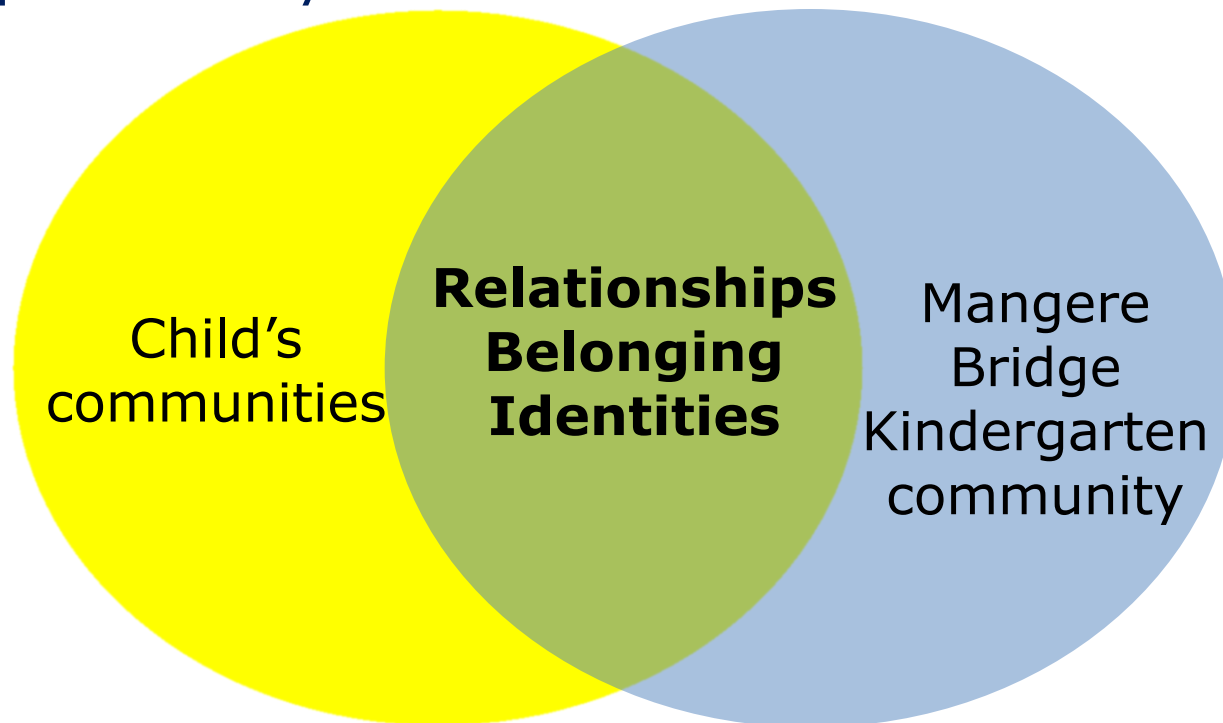




Key themes

From the parent and teacher focus group interviews

Valued experiences and outcomes - not common but complementary outcomes



Parents talked about 3 themes and identified very strong links to funds of knowledge





Opportunities and challenges

Pedagogical
discussion


Portfolios

Mangere Bridge
Kindergarten

Identity and Culture

Getting to know you and your child

1. How did you choose your child's name?
2. What would you like us to know about your family that we don't already know?
3. Where did your family name come from?



Mat times





Mangere Bridge Kindergarten video clip: mat time





Summary



“So hopefully when they grow up, they will grow up with two languages, writing and reading.”

“It would be nice for children to have that, have the grip of their language, because that will then give them their identity.”



Summary of valued experiences

Each centre's research findings are strongly rooted in their own philosophy and defining character:

- Whānaungatanga
- Holistic development including identities and spirituality
- Belonging and identities
- Relationships



Overarching principles and threads

- Themes across all four centres strongly connect to principles and strands of *Te Whāriki*
- Parents and teachers value fostering children as learners who are strong in their identities, through engaging with their languages and cultures.



Engaging with Funds of Knowledge and an Additive approach to bilingualism

Curriculum and instruction focused on empowerment, understood as the collaborative creation of power, start by acknowledging the cultural, linguistic, imaginative, and intellectual resources that children bring to school. These resources reflect the funds of knowledge abundantly present in children's communities (Moll, Amanti, Neff, & Gonzalez, 1992). Educators can explore with individual children and parents how these resources might be developed and expanded in classroom interactions. If our image of the child includes her capacity to become fluently bilingual and biliterate, we will orchestrate our interactions to communicate this potential to the child (Cummins, 2001, pp. 653-654).

Cummins, J. (2001). HER Classic Empowering Minority students: Framework for intervention. Author's introduction. Harvard Educational Review, 71(4), 649-655.



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