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Infant and toddler teachers' professional development

Reported changes in perceptions and practice

Raewyne Louise Bary

January 2009

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Raewyne Louise Bary

Massey University
Palmerston North
New Zealand

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Abstract

The aim of this study was to explore any changes in perceptions and/or practice of a group of infant and toddler teachers as a result of their participation in a facilitated professional development programme. This professional development programme and a teaching team which was committed to implementing an *Attachment Based Learning* programme (*ABL*) already imbedded in another section of their centre, held the potential for identifying changes in teachers' practices in response to their increased understandings of the theories, philosophies and beliefs underpinning the *ABL* programme.

The experiences of two focus teachers, two professional development facilitators and five infant and toddler teachers' involvement in a centre specific co-constructed professional development programme along with two parent users of the centre are documented in this report using a qualitative mixed-method approach. Data were generated with participants for the duration of the professional development programme spanning a seven month time frame. The teachers were interviewed twice; once at the beginning of the programme and then at the completion of the programme. The parents were interviewed once on the completion of the professional development programme. Data from the interviews as well as teachers' reflective journals, meeting minutes and centre policies were analysed qualitatively using Rogoff's (2003) three planes of analysis; the personal, the interpersonal and the institutional planes. From these planes three thematic categories were revealed in which teachers' understandings were concentrated. These themes were the teachers' view of the child as informant to their practice; how they perceived their role as a teacher; and the importance of team cohesion. Changes in teachers' practice within these three areas were examined, as were the professional development processes that influenced the teachers' perception and pedagogy. The study showed that there needs to be alignment of these concepts across and within the three planes to ensure optimal outcomes for all participants in the learning community.

This study has emphasized how professional development can shape teachers' views, understandings and pedagogy. The study contributes to an understanding of the importance of teachers having opportunities to theorise practice, and undertaking authentic and contextual professional development within safe and trusting environments.

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Glossary

Playcentre	The Playcentre movement is a uniquely New Zealand early childhood parent co-operative that teaches and practices empowerment for both adults and children.
Portfolio	A folder or file for each child containing sample records of learning. Might include observations, learning stories, assessments, teacher-child dialogues, and records of projects, art work, and photographs of experiences, parents' voices and child's voice. Maintained by the child's key teacher.
Primary Care/key teacher	A system of caring for infants and toddlers in group care settings where a teacher is allocated specific children with whom they develop and maintain close and intimate relationships.
Reflective Journal	A folder or file that each staff member compiles containing reflective journal entries on practice, action research plans, ongoing learning plans and goals; for the purpose of teacher development.
Whakatauki	Maori word meaning proverb
Whāriki	Māori word meaning a mat of woven threads. Because the New Zealand national early childhood curriculum document is called <i>Te Whāriki</i> , the word and the metaphor of a whāriki have become popular in early childhood terminology.
Self-sustaining teams	An organisational structure that is imbedded in the centres' philosophy and beliefs, (group size, limited numbers of children, key teacher systems, employment practices). A structure that empowers the teachers to implement relevant programmes without external roster or duty lists. Where teachers have the ability and power to sustain the centre and individual principles in practice.
Buddy teacher	A pair of teachers who work closely together sharing knowledge and understandings about the children and families/whanau from their groups. Thus allowing for continuity and consistency in teacher practice. Buddy teachers support each other in the development of children's' portfolios, they work together to create deeper understandings around pedagogy and support each other in their professional development journey.
Planes of Analysis	Barbara Rogoff (1998) suggests that the examination of individual, interpersonal, and community/institutional developmental processes involves differing planes of observation and analysis, with any one plane being the focus, but with the others necessarily observed in the background. As applied in the context of this thesis; <ul style="list-style-type: none">• <i>The Personal plane</i>; shows how individuals experience change

through their participation in an experience by highlighting the role of the individual.

- *The Interpersonal plane*; shows how people communicate with each other and engage in shared endeavors.
- *The Institutional plane*; shows how people participate with others in culturally organised activities using cultural tools such as institutional polices and practices.

1 Chapter one | Introduction

1.1 Introduction

Participation in infant and toddler programmes in New Zealand at the time of this research (2006) was at an all time high and yet an absence of a research culture in this area has led to a lack of understanding about primary care – key teacher systems (Rockel, 2005). “The under-theorising of practice has led to services being dominated by beliefs and assumptions that are not research based” (Nyland & Rockel, 2007, p.81). However early childhood education in New Zealand holds at its core a strong philosophy of relationships, family and community, holistic development and empowerment. An overarching principle of the New Zealand early childhood curriculum document, *Te Whāriki* (MOE, 1996), is one of relationships and the importance of these relationships in young children’s lives. The leading statement for the principle of relationships states that “children learn through responsive and reciprocal relationships with people places and things” (p.14). *Te Whāriki* also suggests that specialised programmes should be developed for infants and toddlers to meet their unique needs and outlines key curriculum requirements for both infants and toddlers, including the statement, “an adult who is consistently responsible for, and available to, each infant” (p. 22).

At the time of the commencement of this research it was clear from the literature that there was considerable interest in infant and toddler programmes and the impact that these programmes can have on children’s future development (Hutchins, 1995; Raikes, 1996; Edwards & Raikes, 2002; Manning-Morton & Thorp, 2003; Gonzalez-Mena & Eyer, 2004; Rockel, 2003; Rolfe, 2004; Nyland & Rockel, 2007; Powell 2007; Bary et al. 2007). The provision of programmes that meet the specific needs of infants and toddlers is a major issue amongst professionals in early childhood education (Hutchins, 1995; Raikes, 1996; Lally, 1995; Elfer, Goldschmied & Selleck, 2003; Manning-Morton & Thorp, 2003; Rolfe, 2004; Nyland & Rockel, 2007; Powell 2007). It is important to investigate the issue of the implementation of specialised programmes for infants and toddlers, as there has been a dramatic increase in New Zealand infant and toddler centre use.

The following Figure 1.1 identifies these growing trends and shows the considerable increase of enrolments in early childhood education since 1990, an increase of 53% to 2007. The biggest increase in participation has been for children aged under three whose enrolment rates have more than doubled since 1990 (Ministry of Education 2008).

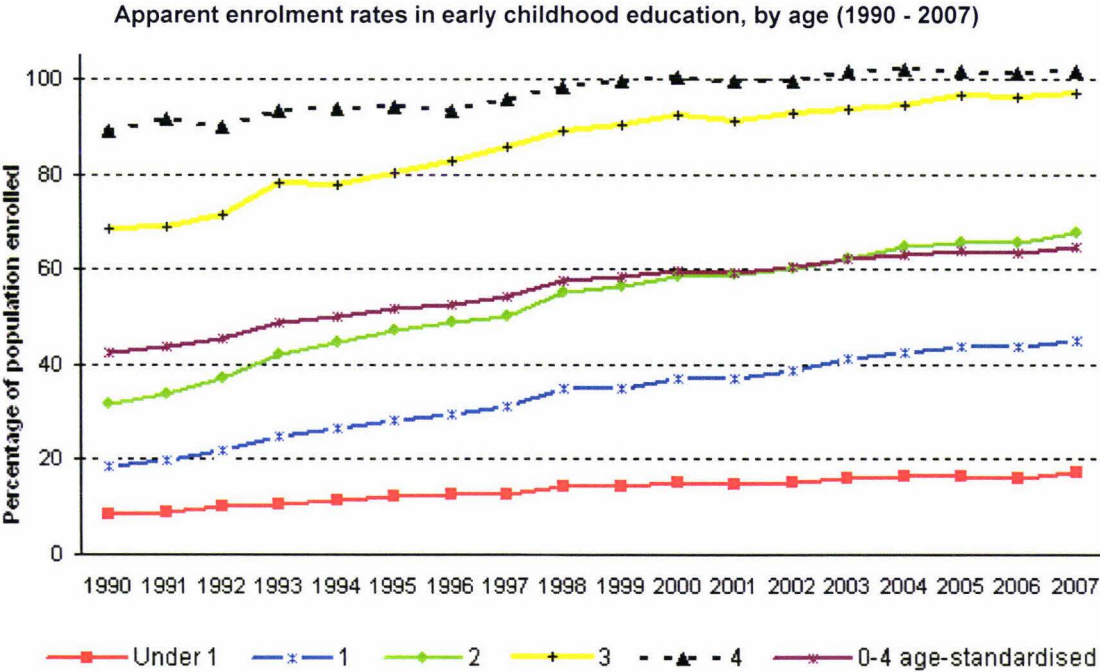


Fig 1.1 early childhood education participation (Ministry of Education 2008)

This rapid expansion of services for infants and toddlers highlights the importance of centres being proactive in reviewing, researching and developing programmes for infants and toddlers in order to share knowledge, understandings and models of good practice with the early childhood sector.

1.1.1 Purpose

This national growth of infants and toddlers in childcare makes this study particularly significant. The study set out to examine the effects of a professional development programme on an existing successful infant and toddler programme (*ABL*). This study documents the experiences of three infant and toddler teachers’ involvement in a professional development programme along with two parent users of the centre.

Participants were followed for the duration of the professional development programme spanning a seven month time frame.

This study aims to answer the following question:

In what ways does a co-constructed in-centre professional development programme impact on infant and toddler teachers' Attachment Based Learning pedagogy and practices

1.2 Personal note

When we talk about early childhood education and childhoods we are influenced by our own values and experiences and often our discussion is clouded with rhetoric that is unexplored and often without foundation. It is impossible to be totally objective, as the researcher is after all human! It is therefore important to acknowledge and document potential bias. I bring with me to this research, a strong family background, a childhood of respect and freedom, an upbringing connected to the environment and a home where discussion was encouraged and no subject was taboo. It seemed natural somehow that I would end up in the Playcentre movement which had such a strong emphasis on family. My view of the child developed through this association still colours my thinking today. This view was always that of the child being considered an important member of society, whose views were valued and whose voice was listened to. I carry this view with me to this research and to my work with adults.

I have been involved in early childhood education for the past thirty years. I started my early childhood journey with my children in the Playcentre movement. I enjoyed the opportunities that Playcentre offered me and my family, learning with and alongside my children. I completed my Supervisors Certificate and Federation Certificate in the Playcentre movement and then went on to complete a Bachelor of Education at Massey University. I started work in the childcare environment in 1994 working with two to five year olds and then in 1998 took on the role of Manager of an infant and toddler section. From this time I felt that I had found my 'place' in early childhood education and have developed a deep and abiding interest in infant and

toddler programmes in the early childhood care and education field. Since then I have had some wonderful opportunities to learn with and alongside some great teachers, families and amazing infants and toddlers.

One of the most important roles that I see for myself in this research is to create a 'safe' place for the participants to be able to respond comfortably and with confidence, to develop effective relationships with the participants by developing trust and credibility.

1.3 Context

At the time I was appointed Manager of the infant and toddler section (1998) I was asked by the Management of the Centre to investigate infant and toddler programmes. The Management of the Centre was aware of the growing trend in infant and toddler care and education and wanted to be proactive in providing the best programmes possible. I undertook, with teachers from the new centre, to research infant and toddler programmes. Having read about primary caregiving for infants and toddlers I was especially keen to explore the idea. Unfortunately when we looked into this we could not find a centre operating a primary care system anywhere (not to say that there weren't some operating somewhere. We just couldn't find them). We questioned many teachers and managers/supervisors in early childhood education settings but were unsuccessful in gaining any information about primary care programmes, except being told that they wouldn't work and were not appropriate as infant and toddlers become too attached, or teachers would be spending too much time with specific children and neglecting their duties. Therefore, we had to develop our own programme and systems. This took quite some time and involved hours of research and we encountered many challenges and protests in our journey. Ten years down the track, all the hard work was recognised by being selected as a Centre of Innovation (COI), round two.

An aim of the COI programme is for selected Centres to showcase examples of good practice through a dissemination programme, presenting seminars, workshops, and talks and visiting other centres throughout New Zealand. But what is of some concern is that ten years later we still hear the same comments about primary care/key teachers

being inappropriate because children become too attached to teachers or that in order to maintain teacher duties and rosters this type of programme would not work. Comments such as these are ignoring evidence of how attachment theory can inform professional considerations of how to act in a sensitive way with infants to promote optimal social competence. A major question for me relates to how teachers can be supported in changing practices that have been based on views, thoughts and ideas that are in some cases ingrained and un-theorised.

Over the last several years I have presented infant and toddler workshops and seminars based on attachment to practitioners throughout New Zealand. During these workshops and seminars I was asked many times how attachment programmes could really work in early childhood centres. Practitioners also repeatedly asked how could they introduce this type of programme to their colleagues and what process could help with the implementation of attachment programmes in early childhood education settings. They often commented that it couldn't work as this type of programme didn't fit with the rosters, duties and often policies that were in place in the centres. I was intrigued by the questions and by the differing understandings around attachment in infant and toddler settings and was often dismayed that after several hours of facilitation practitioners were heard to comment that it all sounded really great and they would love to implement this type of programme, but it was either all too hard, no one would support them or their centre was too large, or too small, for this to work. Often questions were asked about whether providing attachment type programmes was quality practice. Participants also asked what was or what defined quality practice for infants and toddlers, and who decides this. There was often dismay at policies and practices that had been designed and implemented in centres many years ago; at best, programmes that were intended for over two year olds altered or adjusted for the infants and toddlers, and at worst, basic baby sitting practices. Infant and toddler teachers often felt constrained and powerless by the very nature of policies they were having to work with.

These experiences led to my interest in finding out what would change, for infants, toddlers, teachers and families when teachers with little or no experience in an *ABL* programme, primary care systems and communities of practice were given the

opportunity to be participants in a professional development programme. A professional development programme based on rethinking attachment for early childhood education, the development of pedagogical practices to support primary care or key teacher systems and an exploration of the community of practice paradigm.

It is hoped that this research will contribute to the existing data on pedagogy relating to infants and toddlers in early childhood settings.

1.4 Overview of chapters

1.4.1 Chapter 2 - Literature review

Chapter Two reviews the literature surrounding attachment as it relates to infants and toddlers in early childhood settings. Current literature strongly suggests the importance of infants and toddlers in group care having available to them consistent and sensitive teaching staff. These teachers need to be aware of the importance of positive early relationships and experiences in infants and toddlers lives and have the skills to implement programmes that reflect this understanding (Manning-Morton & Thorp, 2003; Gonzalez-Mena, & Eyer, 2004; Rockel, 2003; Rolfe, 2004; Nyland & Rockel, 2007).

Socio-cultural theory is discussed briefly, highlighting the view of cognition as being distributed across people as they work together in culturally relevant activities, as opposed to cognition being an individual construction (Robbins, 2004). The discussion points out that contexts and communities are constantly in a state of change which can result in opportunities for learning and development to occur. Learning and development is not seen as compartmentalised, but as a constant ebb and flow, crossing and passing within and between all levels of activities.

1.4.2 Chapter 3 – Methodology

This research sought to investigate the impact that a professional development programme would have on infant and toddler teachers' understandings and

implementation of *ABL* pedagogy and is conducted within a qualitative research paradigm. The professional development programme allowed the teachers to explore the theory and practice relating to attachment based learning programmes for infants and toddlers. The use of case study design was pertinent to the paradigm of qualitative research as case studies are “typically eclectic and combine some of the elements of ethnographic research, programme evaluation and descriptive methods” (Anderson, 1990, p.112). This study involved interviews with two parents and three teachers, document analysis, including centre policies, children’s notebooks, teacher reflective journals and video observations of teacher practice.

1.4.3 Chapter 4 – Findings and discussion

This chapter presents the information gathered from interviews, personal journals and documentary analysis. Main themes became evident as the data revealed itself. These were: the view of the child held by all participants in the environment, including the institution’s philosophical direction, the role of the teacher and what this meant in relation to how the child is viewed, the structures that are in place in the centres such as teacher rosters, duties and practices and the team responsibilities and cohesion and the impact that shared understandings can have on teacher practices.

1.4.4 Chapter 5 – Conclusion and implications

This chapter briefly discusses and summarizes the research findings. The strengths and limitations of the research are highlighted. The implications of this research are also discussed here and I suggest that there is a need to provide for opportunities for infant and toddler teachers to participate in professional development programmes that will provide for contextual, authentic learning. There needs to be opportunities for these teachers to be able to develop greater understandings around the theories of attachment, sociocultural theory and community of practice philosophies in order to better inform their practice. I would also suggest that the professional development process the teachers participated in to develop better understandings in their practice may be of some use to other infant and toddler teachers as they too journey towards greater understandings of infant and toddler pedagogy.

2 Chapter two | Literature

2.1 Introduction

Early childhood practitioners, researchers and theorists over many years have tussled with the issue of how to work with young children and their families in early childhood settings. Ideas and reasons about the most appropriate way to go about it have varied historically (Loveridge, 2002). There is, at present, some discourse around teachers specialising in infant and toddler teaching and the desire to specialise in this field has become more widespread amongst teachers over the last few years (Powell, 2007). “Teachers require a specialised knowledge base that is not based on curriculum for older children. Infants are learning about themselves and others in a context where relationships can be constraining or enabling” (Nyland & Rockel, 2007, p. 81).

The literature review presented in this chapter takes the reader through discussion around attachment and the “key person” approach in early childhood settings, its relevance and implications for practice. A discussion on the relevance of socio-cultural theory in today’s teaching including the relevance of the communities of practice philosophy follows; and finally a brief discussion on the importance of teachers accessing authentic and contextual professional development programmes.

2.2 Attachment theory and the key person approach

I begin this discussion by focusing on attachment theory and the claims that are made regarding the importance of attachment in young children’s lives in early childhood settings. Attachments are the emotional bonds that infants develop with their parents and other key caregivers, where there is an expectation of care and protection (Rolfe 2004). Berk (2000) describes attachment as “the strong, affectional tie we feel for special people in our lives that leads us to feel pleasure and joy when we interact with them and to be comforted by their nearness in times of stress” (p.55). Attachment theory highlights the importance of infants and toddlers in ECE settings having the availability of consistent, sensitive and responsive teachers (Watson, 2001). Rutter and O’Conner (1999) also suggest this in their overview of the implications of

attachment theory for childcare policies. Although they comment that caregiver sensitivity is not necessarily the key component in secure attachments they suggest several other traits such as “mutuality, synchrony, stimulation, positive attitude and emotional support” as being key factors in the development of a child’s attachment security (Rutter & O’Conner, 1999, p. 833).

Exploring and researching attachment theory allows practitioners to understand how early childhood relationships can influence a child’s later psychological development (Rolfe, 2004). The literature shows that the presence of these secure, child-teacher relationships promote the development of a child’s positive sense of self, advanced types of play and more positive peer relationships. This type of attachment allows the child to develop (as Ainsworth, 1969, & Raikes, 1996 term it) a ‘secure base’ from which they are better able to explore their environment thus promoting cognitive, social and emotional development.

Attachment theory has developed from the work of John Bowlby in the 1950s. Even though Bowlby suggested that relatively longterm, stable relationships with carers (parents) would develop healthy attachment, he noted that a single attachment (monotropy) was not the only or best way of achieving secure attachments (Oates, Lewis, & Lamb, 2005). Bruce (2004) discusses that whilst the evolving view of the family and new family patterns, possibly unimagined by Bowlby, are developing, the elemental principles of his work remain useful. Several points that are relevant to early childhood settings include staff having awareness that:

Parents need security themselves if they are to provide it for their children. In the Darwinian sense, people have survived and evolved because they can bond with others, give each other support and communicate together, all human beings share the need for a sense of security (Bruce, 2004, p. 41-42).

Bowlby came to the conclusion that “there is nothing sacrosanct about this ongoing care being provided by the biological parents and that it can equally be provided by other consistently and reliably available people” (Oates et al. 2005, p. 25). Mary Ainsworth (1969) built on Bowlby’s work on attachment and loss, pioneering the idea that children need a secure base from which to widen their social circle.

While the intention of attachment theory is to examine relationships within family life, this theory has been transposed on group settings

without sufficient critical analysis of the context. The differences between home and centre highlight the need for discussion and debate on how relationships can best take place (Rockel, 2005, p. 76).

Rockel's (2002) research explored teachers' and parents' perceptions of primary care for infants in several Auckland centres. She comments that it is important that primary care is theorised and critically examined. She goes on to suggest that "without theoretical understandings it is not possible to establish an infant pedagogy as an ongoing process of examining practice" (Rockel, 2005, p. 84). Rolfe (2004) reviews these issues in her book on rethinking attachment for early childhood practice. Her discussion highlights the importance of practitioners revisiting attachment theory as an informant to their practice. She suggests that early childhood practitioners need to revisit attachment theory in order to fully understand their role as teachers in the development of a child's positive sense of self and their developing sense of security, developing autonomy and resilience. Powell (2007) reiterates this when she suggests that attachment is more than just creating a secure base for the child. She suggests that teachers need to recognise that promoting secure attachment in infants requires "understanding how the child's personality, temperament and adaptive style influences attachment relationships with adults and peers, and how these unique capabilities will influence his or her adaptation, style and approaches in the future" (p. 4).

Acknowledging that attachment and security are important features in young children's lives, as this is what supports the development of emotional strength and positive learning outcomes, led to Manning-Morton and Thorp's (2003) seminal research in relation to the key person approach being used more and more often in childcare settings. In this two year research project carried out in the London Borough of Camden, the researchers worked with infant and toddler practitioners and academics. The research explored how practitioners who worked with infants and toddlers could be best supported in developing their practice, particularly in the area of developing responsive, respectful relationships with children. The premise of the research was that it was not sufficient to expand theoretical knowledge of this and other areas of children's development without practitioners having the opportunity to reflect on the links between their own experiences, feelings, values and beliefs and those of the children they worked with. This research focused on providing

opportunities for the teachers to develop an emotional understanding about good practice rather than having procedures imposed from an external source (Manning-Morton, 2006). The use of the key teacher system was seen as one of the tools for developing responsive, respectful relationships. A key finding in this research was that unless teachers had high levels of interpersonal and intrapersonal skills and organisational structures in place to support this practice, they would not be able to respond to the children's overtures effectively.

Manning-Morton and Thorp (2003) identified several concerns about the importance of teachers becoming key attachment figures for infants and toddlers in child care settings and how this practice can be undermined by discontinuities of care, inadequate training and outdated practices and policies. The other concerns highlighted were the failure by many practitioners and management bodies to understand the complexities of working with infants and toddlers both emotionally and physically. These findings resonated with that of Elfer, Goldschmied and Selleck (2003) and Bain and Barnett (1980). Bruce (2004), reports that Manning-Morton and Thorp (2003) found the following problems in centres that were implementing key persons in the nursery without the teachers fully understanding the intricacies and complexities of such programmes. The practitioners spent a great deal of time on domestic and household duties and children were given factory line care (everyone washed one after the other, or put to bed at the same time). Children were treated as a group rather than as individuals and tended to be ordered to do things in a regimented manner. Attachment was not seen as important or valuable by the teachers. Practitioners were also treated as a group, and seen as cogs in a machine, and therefore easy to replace. Finally their findings highlighted that parents were seen as separate from the nursery and not involved at all in the programme or planning for their children.

The concerns raised from this research and that of Bain and Barnett (1980) and also Hopkins (1988) highlighted to Manning-Morton and Thorpe (2003) that, although staff espoused in theory the young child's need for intimate and warm attachment to a key person, they did not develop these in practice unless helped to do so through training which gave them appropriate strategies. An outcome of Manning-Morton and Thorp's (2003) research was that they set up an accredited course in training now

widely used in the United Kingdom that focuses on the issues of working with very young children.

Elfer, Goldschmied and Selleck (2003) discuss the key person role as being a commitment with reciprocal involvement between the teacher and the family, which has clear benefits for all involved: the teacher, child, family and the childcare setting. However they too have encountered many objections to the implementation of a key-person approach. Issues highlighted by teachers were: it is not possible, there are too many children or too few and staff rotate between rosters so it would not work. Some teachers felt that it was not a desirable practice; “we want the children to know all the teachers not just their ‘key teacher’”. Many felt that it is unrealistic because teachers cannot be available to the children all the time, and that a key teacher system is not a fair system as some children may be neglected or others may get ‘too much attention’ because of variability of individual teachers. Elfer et al. (2003) go on to explain why they feel so strongly about the key teacher approach:

We believe, however, that the evidence about the nature of human relationships and the longing to form individual attachments, particularly for very young children, is overwhelming. For us the arguments against individual attachments, to do with feelings and organisation, become challenges to be overcome rather than reasons not to develop the key person approach (Elfer, et al. 2003, p.9).

Fleer and Linke (1999, p. 3) also argue that “caring for infants cannot be set down in schedules and lists. Adequate care for the very young is part of a critical living relationship, and only in this environment will children flourish”. They go on to suggest that the two main elements required when working with infants are “sensitive interactions and relationship building”. An essential component for the development of relationships in early childhood education settings is the availability to each infant/toddler of a special early childhood educator to whom they can relate (Fleer & Linke, 1999). Systems and practices that support the positive engagement between children and adults are vital as often the duties and rosters in place in a busy centre can constrain and restrict staff. Such constraint in turn impacts on the development of infants’/toddlers’ and adults’ meaningful interactions (Rockel, 2003). Caring for infants and toddlers is much more than a list or a set of duties of what to do and when to do it. Infants in particular grow and change so quickly that their needs change almost on a daily basis. Trying to work to a set formula goes against the principle of

reading and responding to the infants and toddlers individual rhythms (Linke & Fleeer, 2002).

Shonkoff and Phillips (2000, p. 230) discuss the importance of the quality of a caregiver's company as being able to reduce a child's fears in unusual or demanding situations and that this positive relationship will support the child to explore with confidence. They describe this in the toddler's voice as; "stay here so I can do it myself!" They go on to say that:

attachment relationships strengthen a young child's sense of competency and efficacy. The adult's contingent responding strengthens a young child's awareness of being able to influence others and affect the world.

These types of relationships promote the child's sense of security: security in who they are; security in their surroundings/environment; and security in knowing someone is there for them. "Continuity of care, small family groups, and a qualified caregiver are key components to the healthy growth of young children" (Gonzalez-Mena & Eyer, 2004, p.103). Howes and Ritchie (2002) also discusses the importance of consistent, sensitive caregivers in childcare settings. They argue that while we all understand the importance of sustained reliable relationships from within the family, the understanding for stable, predictable relationships in childcare settings are often under-acknowledged and that the disruptive impact related to high caregiver turnover is too often disregarded.

Programmes based on the development of strong relationships between the child, teacher and family will promote the development of an infant/toddler's autonomy, where the child is able to learn confidence in their own independent and autonomous thinking and actions. The development of infant/toddler resilience is another area that is promoted with the use of an attachment/relationship based programme. When children feel good about themselves they are better able to adapt effectively in the face of adversity. This resilience can be seen as a mechanism or process that helps the child's resistance to stress (Griffin, 1997; Gonzalez-Mena & Eyer, 2007; Raikes, 1996; Rolfe, 2002).

2.2.1 Brain research

Over the last few years understanding about the human brain has increased tremendously and we now have evidence that shows that there is interplay between the genes a child is born with and the experiences that they have. Evidence strongly supports the idea that the early experiences a child has will have a decisive impact on the architect of the brain and on the development of adult capabilities (Meade, 2002). Early interactions don't just create a context but they directly influence the way the brain is wired. The findings also suggest that brain development is not linear and that there are prime times for acquiring different kinds of knowledge and skills. These advances in brain research have highlighted the importance of the first three years of life as being an active and critical time for neurological development (Farran, 2002). Foster and Hartigan (2006, p. 19) reiterate this when they state that:

Every baby is born with unlimited potential. We have a window of opportunity in the first five years, when our babies' brains are forming, to provide a natural, safe and nurturing world.

This sentiment is affirmed by Goldstein, Hamm, and Schumacher, (2007, p. 40), when they suggest that:

when relationships are nurturing, individualized, responsive, and predictable, they increase the odds of desirable outcomes – building healthy brain architecture that provides a strong foundation for learning, behaviour and health.

The brain research now available validates that warm, positive interactions stabilize connections in the brain, therefore; high quality responsive, reciprocal, respectful care must be provided in order for this critical process, called attachment, to thrive (Gonzalez-Mena, 2004). Smith (2000, p. 13) argue that during the first few years of life children need a lot of “opportunities for joint attention if their language and thinking skills are to be developed and extended”. She discusses that the development of these joint attention episodes comes when there is a ‘warm and close relationship between the adult and child’. It is suggested that the learning ability of ‘secure’ children is optimised because these children are better able to exploit learning opportunities and explore confidently as any new or unfamiliar challenges do-not overwhelm them (Rolfe, 2004).

The type of programmes that are vital for the development of infants' and toddlers' attachment, autonomy, security and resilience are not seen as having to provide a substitute for the home. Dahlberg, Moss and Pence (1999, p. 81) suggest "Not only is there no need to try in some way to provide a substitute home, but the benefit from attending an early childhood institution comes from it not being a home". The hope is that the two environments, home and centre, offer two different but complementary places for the child and family. Informed ECE practitioners understand attachment processes and recognise that the development of secure attachments between teacher and child will not undermine a child's secure attachment to their parents (Powell 2007; Rolfe 2002). Thompson (1998) highlights the point that science now indicates that young children can profit considerably from secure attachments with other nurturing and reliable adults whom they can trust, while their attachments to their parents remain primary. "Infants are pre-wired for relationships and are actively engaged with the complexities that make up the internal and external environment of each child" (McCaleb, 2004, p.7). Therefore infants and toddlers who are enabled to feel safe and secure will be better able to be themselves, more willing to explore and stretch their thinking, and will try and maybe fail but be resilient enough to try again.

2.3 Socio-cultural theory

The movement from a developmental constructivist to a socio-cultural perspective in early childhood education has resulted in a changing discourse, but Edwards (2006) suggests that this evolution is not as simple as introducing the terms and language of socio-cultural theory to the early childhood practitioner. She suggests enabling teachers to implement a socio-cultural perspective in their practice will require opportunities for the practitioners to engage in training opportunities that allow them to examine socio-cultural theory and their own existing theories and how they relate to each other.

A socio-cultural view of teaching allows the teachers to consider what happens between and among all of the teachers, children and families. It challenges the conventional idea that learning comes from a transmission of facts and concepts by experts. The concept espouses learning by collaborative participation with others in activities of mutual interest (Jordan,2003). We need to remember that infants and

toddlers are always investigating and interacting “looking for hands on experience for proof of what they are told and what they see but we have to remember that their intellectual investigations take place within a social and emotional context” (Manning-Morton & Thorp, 2003, p.108). Learning as a community involves people learning together in purposeful activities, with mutual responsibilities, shared decision making, and motivation based on interest. When these components are drawn together and adapted to local contexts, communities, teachers, parents, and children can then become participants within a ‘community of learners’ (Rogoff, Turkianis & Bartlett, 2001).

Dahlberg et al. (1999) discuss the importance of relationships in early childhood settings. They suggest that, as defined by Ziehe, 1989, the concept of ‘intensity of relationships’ could be seen as a dense web or network of connecting people, environments and activities. These networks of relationships provide many opportunities for the young child to ‘enquire’ within an environment of “collective adventure” (Dahlberg, et al. 1999, p. 82). However Elfer et al. (2003) suggest that within this view of the early childhood environment the focus is on the child having access to the whole network of teachers and not just to a specific key teacher. This is not to say that infants and toddlers don’t develop positive relationships within this dense web of relationships but as Elfer et al. (2003, p. 14) explains:

for a baby or very young child, who has not yet acquired the sophisticated tools of verbal communication, the relationship in which interest, curiosity and affection is experienced is a finely tuned one. A baby is delighted and responsive to the minute details of how his mother or another very familiar adult, holds, and talks to him. But an unfamiliar adult’s warm and affectionate holding will seem significantly different in detail (smell, facial gestures, physical handling and tone of voice) and can be experienced as completely ‘wrong’, thus replacing delight with anxiety, stiffness or distress”.

Shonkoff and Phillips (2000) deduce from an extensive review of relevant research that nurturing relationships are essential for children’s healthy development. They state that “stability and consistency in these relationships are important as are the adult’s sensitivity, love, availability, and unflagging commitment to the child’s well-being” (p. 265). They go on to say that “relationships shape the development of self-awareness, social competence, conscience, emotional growth and emotion regulation, learning and cognitive growth, and a variety of other foundational developmental

accomplishments. Relationships are also important because these attachments buffer young children against the development of serious behaviour problems”.

The evidence from the literature points strongly towards the importance of responsive and reciprocal relationships in the lives of infants and toddlers in group care. Recognizing the impact that these relationships have on both the developing person and their learning outcomes, it is timely to look at centres’ systems of organisation that promote and maximize opportunities for the development of these types of relationships. When these relationships are in place the opportunities for learning and teaching can be optimized. Socio-cultural theory has profound implications for teaching and learning at all levels. A key feature of this view of human development is that higher order functions develop out of social interaction. Vygotsk (1934/86) believed that a child’s development cannot be understood by a study of the individual, we must also examine the external world in which that individual life has developed. “Vygotsky (1934/86) described learning as being imbedded within social events and occurring as a child interacts with people, objects, and events in the environment” (Kublin, Wetherby, Crais, & Prizat, 1989, p. 287). The ability of every teacher in an early childhood setting to be fully cognitive of every child’s external world is challenging but with the use of a key teacher system time is made available for the teacher to truly get to know the ‘whole’ child.

The ongoing development of socio-cultural theory has provided a valuable tool in rethinking philosophical pedagogical approaches to teaching and learning. Socio-cultural theory emphasises the important role of social interaction in the construction of knowledge. Socio-cultural theory suggests that social interaction leads to continuous step-by-step changes in thoughts and behaviour that can vary greatly from culture to culture. Basically, Vygotsky’s (1934/86) theory suggests that development depends on interaction with people and the tools that the culture provides to help form their own view of the world (Woolfolk, 1998). Proponents of socio-cultural theory suggest that early childhood education can usefully draw on socio-cultural understandings of development in order to inform practice and support children’s learning experiences (Edwards, 2006).

A sound knowledge and understanding of socio-cultural theory is needed by practitioners in early childhood education if teacher and child are to construct knowledge together. The development of socio-cultural theory as a theoretical foundation for early childhood care and education services has grown over the last few years but Edwards (2006, p. 238) suggests that “the extent to which such ideas have been adopted and understood by early childhood educators at the level of practice remains unclear”. A study undertaken in Melbourne, Australia, (Edwards, 2006) which looked at the understandings of sociocultural theory held by a group of early childhood teachers who did not have prior in-depth exposure to the discourse and concepts of the theory, highlighted this issue. The results of this investigation into teacher understandings of sociocultural theory in practice highlighted the point that teachers without any “prior knowledge or exposure to the discourse and concepts associated with sociocultural theory may interpret it as referring to multiculturalism rather than as a theoretical explanation for development” (Edwards, 2006, p. 250). This was a small study undertaken in Australia resonates with discussion by both Cullen (2004), who comments that a lack of understanding about sociocultural curriculum can create challenges to inclusive practice in early childhood education; and Nutall (2003) who suggests that:

Teachers can negotiate their role only within the constraints and possibilities of their existing definition of curriculum. The theoretical bases, ideological positions, curriculum models, and other influences that teachers have been exposed to during their training and ongoing professional development inevitably limit and shape these symbolic exchanges (Nuttall, p. 180, 2003).

The sociocultural view of teaching and learning is a powerful tool when considering infant and toddler participation in early childhood settings. The use of Rogoff’s (1993, 1998) ‘planes of activity’ (see chapter 3) as tools to create early childhood environments will enable all ‘voices’ to be truly heard and the ‘whole’ child to be seen.

When discussing Rogoff’s three foci of analysis, Fler and Robbins (2003) confirm that if we omit including contextual factors when considering children “we are ignoring how all development occurs through the appropriation of particular cultural tools” (Fler & Robbins, 2003, p.15). They go on to say that if we allow ourselves to truly see the child with their “specific cultural and community practices, values,

beliefs and histories” then we will be more likely to undertake planning that is contextually appropriate and which really does make a difference to children’s development. Rogoff (2003) states that:

Understanding development from a sociocultural-historical perspective requires examination of the cultural nature of everyday life. This includes studying people’s use and transformation of cultural tools and technologies and their involvement in cultural traditions in the structures and institutions of family life and community practices.

“Sociocultural approaches to teaching and learning foreground the notion that learning is more than an individual construction. Meaning occurs in the context of participation in the real world” (Fleer & Richardson, 2003, p.3). Ideas are developed and expanded within a person’s society. They do not exist in individuals alone but are “constituted in collectives, such as a particular community of practice” (Wenger, 1998, p. 24). Therefore key teacher programmes that offer teachers, infants, toddlers and families opportunities to connect on a much more personal level will allow for the development of relationships that will support the development of shared understandings and cultural continuity. Edwards and Raikes (2002, p.14) argue that early childhood educators should, “build the programme around extended close companionship between and among children and adults. Nourish attachment to the local community and different people’s traditions, past and present”.

2.3.1 Community of practice

The development of meaningful and successful relationships takes time and requires both the teachers and the management to understand the importance of teacher availability and consistency for infants, toddlers and their families. The ability of teachers to create successful attachment relationships with children requires opportunities for teachers and families to spend time together; thus enabling the teacher to develop understandings around attachment from the family systems perspective. Attachment evolves as individuals get to know each other and learn each other’s special ways of communicating; time needs to be made available for the development of attachment relationships. The promotion of these relationships between teacher and child requires the presence of systems, and policies that are supportive of their development. Lally (1995) suggests that there needs to be the

'right' type of policies in place to support the development of appropriate practices by teachers of infants and toddlers. He asks, "Why aren't policies and practices for infant/toddler care programmes developed with an eye toward how they influence each child's formation of identity?" (p.2).

Lally (1995) suggests the implementation of five key policies which he feels would support the development of attachment relationships and influence the child's identity formation. The policies suggested are: primary caregiver assignments, continuity of care, group size, responsive curricula, and cultural continuity incorporating the use of a child's home language. The implementation of these policies could provoke challenge and uncertainty for all members of an early childhood community. Utilising Wenger's (1998) communities of practice philosophy should provide early childhood communities with the tools and structures to be able to successfully implement changes. Rogoff, Turkonis and Bartlett, (2001, p.243) suggests that "individual communities need to be involved in creating the programmes that serve them". They say that these communities involve relationships between people who are involved in common activities working together. This process develops 'cultural' practices and traditions that go beyond the people involved.

The idea that learning involves a deepening process of participation in a community of practice has grown in the last few years. There has also been a developing focus on the idea of communities of practice within organisational development (Smith, 2003). Defining the term "communities of practice" is challenging as there appears to be a myriad of titles that cover a similar intent, such as communities of learning, communities of practice, professional learning communities and knowledge communities to name but a few. Each term implies a different focus or emphasis. What all these groups have in common is, of course, the word "community". Communities are everywhere; they surround us and we can be involved in one or many different types. These communities could be at home, work, leisure or public interests. In each of these areas individuals can sometimes be core members and in others they may only be on the periphery (Smith, 2003). Human nature leads us into communities; people are usually social and inquisitive and in general, keen to learn and to develop knowledge and understandings of the issues in the environments/communities that surround them. Practices fulfill many functions,

including the maintenance of the culture, through “rituals, customs, stories, events, dramas and rhythms of community life” (Wenger, 1998, p.46). Practice is always social, happening in the context of social and historical precedence, giving meaning and structure to everything that we do.

Participation in a community can involve many kinds of interactions from collaborative to disagreement, or harmonious, intimate, political, competitive or co-operative. According to Wenger (1998) a community of practice defines itself along three dimensions:

- What it is about – *joint enterprise*: a collective process of negotiation that keeps the community of practice together, that involves relations of mutual accountability.
- How it functions – *mutual engagement*: requiring a sense of belonging, of inclusion in aspects of the community that matter, the acceptance of diversity in contribution, and interpersonal relationships.
- What capability it has produced - the *shared repertoire*: which includes “routines, words, tools, ways of doing things, stories, gestures, symbols, genres, actions, or concepts that the community has produced or adopted in the course of its existence” (p. 83).

Our participation in a community shapes our identity at the same time as we are shaping the community, to greater or lesser degrees. This is true for the children and for the adults who participate in early childhood programmes. Jordan (2002) suggests that the term ‘communities of practice’ defines a community as being where practices are the outcomes of people interacting with each other in a variety of pursuits, tuning their relations with each other and with the world. Such common activities lead to learning and result in practices that reflect both our enterprises and the attendant social relations. Where sufficient mutual engagement is present in a community, significant learning can take place and the “community of practice can be thought of as shared histories of learning” (Wenger, 1998, p.86).

The development of communities of practice is a complex process “professional learning communities are hard to create. They presume and demand qualities of

leadership and levels of teacher capacity that are not always available” (Hargreaves, 2003, p.192). There are important issues to be considered when developing communities of practice. Some concerns include the unwanted assimilation of groups, and the suppression and separation of people. Wenger (1998) states that “a community of practice is neither a haven of togetherness nor an island of intimacy insulated from political and social relations. Disagreement, challenges, and competition can all be forms of participation. As a form of participation, rebellion often reveals a greater commitment than does passive conformity” (p.77).

Communities of practice can be seen as a more horizontal style of organization, one in which participants are seen as equal, each bringing their own talents and gifts to the group. This is as opposed to the more vertical style of organization in which there is a more authoritarian or hierarchal approach. Scrivens (2003, p. 14) states that in communities of practice “the whole is greater than the individual parts”.

The concept of communities of practice has also become an important focus within organisational development (Smith, 2003). When discussing change and improvements in school structures, Smith (2003) proffers Lesser and Storck’s argument that the social capital (the degree to which a community or society collaborates and cooperates) that is resident in communities of practice can lead and support behavioral change – change that results in greater knowledge sharing. Therefore leaders who take the time and effort to analyze and develop an understanding of communities of practice could use this process to subsequently enhance organisational effectiveness. Wenger (1998) comments too, that “As a locus of engagement in action, interpersonal relations, shared knowledge, and negotiation of enterprises, such communities hold the key to real transformation – the kind that has real effect on people’s lives” (p.85). Anning and Edwards (1999) suggest that adults can only change their ways of thinking and acting if the contexts in which they work allow these changes to occur, indicating that learning contexts for adults need careful management.

The current professional development took place in the context of the teaching team’s own centre environment, providing optimal conditions for the teachers to reflect and make changes in their philosophy and practices.

Working in learning communities offers opportunities for educational reform and development involving all participants, teachers, families, and community members in a continual process of evolving education. Teachers working together in this type of environment encourage a process of continual growth whereby all learners take an active role in the construction of knowledge (Fulton & Riel, 1999). Wenger, McDermott and Snyder (2002) reiterate this when they identify knowledge as being social as well as individual. They suggest that in today's society concepts and theories are changing at a rate that is both too fast and too often for individuals to be able to keep abreast of and master. Within this community of practice concept all members are developing knowledge and skills that complement each other, providing multiple perspectives. Rogoff (2003) suggests, "we see a glimpse of a moving picture involving the history of the activities and the transformations towards the future in which people and their communities engage" (p. 60).

2.3.2 Professional development

To develop these multiple perspectives teachers need opportunities to be engaged in co-constructed professional development whereby all voices and perspectives can be heard and shared understandings can develop. It has been widely recognised that effective teacher professional development should emphasize "collaborative learning environment, teacher research and inquiry, engagement in practical tasks of instruction and assessment, and consistent feedback and follow-up activities" (Rebora, 2004, p.5). Adults as learners are still very much at the mercies of apprehension and vulnerability that come with exploring new ground, opening up to seeing things in a different light or contemplating ideas that may well challenge world views. For many teachers a loss of control or loss of face can impede their ability to enjoy the learning journey (Claxton, 1999). "Learning is impeded or facilitated, for adult professionals just as much as for children, in a variety of subtle and personal ways, and to liberate the learner, at any phase of education, is to seek to understand and appreciate these personal, delicate subtleties at an even deeper and more intuitive level" (Claxton, 1999 p. 273). The teachers of the Tigger Section were initially understandably nervous and apprehensive of participating in a professional

development programme that they knew would challenge and maybe unsettle their current philosophies and beliefs.

In the daily running of busy early childhood centres, most teachers would engage in many models of teacher development over a period of time. Teachers are usually engaged in their own professional development, in addition to contributing to their centre's review process, or to centre development programmes, as was the case in the Tigger section. Outside of the research reported herein, the teachers were developing understandings about the new work place, participating in a review process for the *ABL* programme and were also developing their own self appraisal programmes. Successful professional development appears to have close links to socio-cultural theory where development depends on interaction with people and the tools that the culture provides to help form their own view of the world.

The process of teacher change is a complex one, though this may not be apparent in models of teacher change that imply it is a simple process of identifying needs, planning action, implementing the change and, thereby, changing the practice (Edwards, 2006). The model of professional development used in this current study is eclectic, utilising a variety of approaches to professional development that are responsive to the team's or the individual teacher's level of comfort, trust and readiness. Individuals learn best when they interact with peers and relate new ideas to an existing core of shared knowledge.

There exist many approaches to staff development, or professional development, and the Best Evidence Synthesis for ECE Mitchell and Cubey (2003, p.vii) discusses in detail effective professional development, "research that provides strong evidence of linkages to learning opportunities, experiences and outcomes for children". Eight categories of professional development that link to successful pedagogy and to children's learning in early childhood settings are identified. Highlighted in bold are the components of the professional development as implemented in the Tigger section.

Category:

1. The professional development programme **incorporates participants' own aspirations, skills, knowledge and understanding into the learning context.**
2. The professional **development provides theoretical knowledge, content knowledge and knowledge and information about alternative practices.**
3. Participants are **involved in investigating pedagogy within their own early childhood settings. Professional development advisors engage in these investigations.**
4. Participants **collect and analyse data from their own settings. Revelation of discrepant data is a mechanism to invoke revised understanding.**
5. **Critical reflection enabling participants to investigate and challenge assumptions and extend thinking is a core aspect.**
6. Professional development supports educational practice that is inclusive of diverse children, families and whanau.
7. Professional development **helps teachers/educators change practice, beliefs, understanding, and/or attitudes. The professional development is emancipatory.**
8. The professional development **helps teachers/educators to gain awareness of their own thinking, actions and influence.**

Teachers' professional development is a major issue in education, given that newly graduated teachers still have much to learn about teaching and experienced teachers need to assess their own practices continually in order to update themselves about current theoretical approaches. This was true of the Tigger section where there were new teachers and also experienced teachers who had been at the centre for many years. Another issue for the implementation of effective infant and toddler programmes is many centres with staff that have minimal or no training (Jordan, 2003).

2.4 Summary of theoretical perspectives underpinning the research

The following (Figure 2.1) highlights the theoretical perspectives that have underpinned this research project.

- Attachment theory informs professional considerations of how to interact in a sensitive way with infants to promote optimal social competence. Family relationships are considered vital for supporting attachment relationships with the infant outside the home.
- Socio-cultural theory informs professional approaches to pedagogy and the discourse surrounding the infant as well as the view of the child as a co-constructor. Family relationships are considered a gateway to understanding the child's cultural context.

Planes of Analysis
People's changing participation
in socio-cultural activities of
their communities (Rogoff, 2003, P. 52).

Attachment Based Learning
Based on developing relationships.

Communities of practice
People who share a passion for something they
do and learn how to do it better as they
interact regularly.
(Wenger, 2002).

Buddy teacher system
A system of collegial support.

Key teacher system
Where a small group of children are
assigned to a particular teacher.

Socio cultural theory
Higher order functions
develop out of social
interaction (Vygotsky 1978)

Attachment theory
The quality of children's early
relationships with their teachers
emerges as an important predictor
of these children's future social
relations...
(Howes, 2002, p. 6).

**Professional Development
impacting Infant and toddlers
teachers' philosophy and
practice of an ABL programme**

Fig 2.1 Theoretical perspectives underpinning the research

This literature review provides a background and framework within which to view the present study of infant and toddler teachers in child care settings and on infant and toddler pedagogy. The arguments and perspectives discussed in this review have informed the scope of the study: that it is necessary to be concerned with the programmes being offered to infants and toddlers in child care settings and teachers' understandings around their pedagogy for infants and toddlers; also that each teacher's professional development can have an impact on outcomes for all. There is a strong rationale in the literature that points to the importance of teachers understanding what and why they do what they do with infants and toddlers, that working together to create learning communities will promote the development of trusting and respectful environments for all members of the community. The discussion also suggests that issues of attachment theory and understandings of sociocultural theory and early experience need to be addressed and fully understood by teachers to ensure optimal outcomes for infants and toddlers in group care.

3 Chapter three | Methodology

3.1 Introduction

The research methodology used in this study is qualitative interpretivism, a research approach that looks in depth at a small sample of participants describing and interpreting social situations. This methodology aims to generate rich descriptions of participants' thoughts, feelings, stories and activities (Mutch, 2005). The methodology is justified in relation to its compatibility to the philosophy of New Zealand early childhood education. The research was undertaken using a case study design as being most suited to the research as it is a method for exploring and describing the views, experiences, interactions and meanings of the participants through specific narratives. The study also used documentary analysis (centre policies and teacher reflective journals) to provide contextual information. It is expected that the research will raise further questions which will become starting points for further action and study.

Sociocultural research involves analysing individual contributions within sociocultural activities. Therefore, to understand the teachers' thinking and learning, research should examine the context and setting in which that thinking and learning occurs. Cognition within this paradigm (socio-cultural) is not seen as an individual construction but is viewed as being a distributed process which occurs between and across people as they work together in culturally relevant activities. The socio-cultural philosophy that underpins Christopher's Childcare programmes provides the direction for the choice of paradigm.

3.2 Three planes of analysis

The theoretical framework used to formulate the design and subsequent analysis was based on Rogoff's three planes of activity (Rogoff, 1998, p. 688.) She says that "the examination of individual, personal and community/institutional development processes involves differing planes of observation and analysis". Rogoff (1998) argues that development occurs on three interacting planes of influence:

- **Personal**, (i.e. the individual teacher) shows how individuals change through their participation in an experience by highlighting the role of the individual.
- **Interpersonal**, (interactions among social partners) shows how people communicate with each other and engage in shared endeavors.
- **Community/institutional** (contextual) shows how people participate with others in culturally organised activities using cultural tools such as institutional policies and practices.

These planes interact with each other and cannot be separated she explains that when you are observing activities through the personal plane that plane is foregrounded, and the other planes are still there but in the background. These planes do not exist in isolation from each other, they are mutually constitutive. Jordan (2002, p.6.) suggests that “these planes are considered to be dynamically changing products of a multitude of influences across time and space, within each specific community’s socio-historical and political milieu”. Rogoff (2003, p. 10) states that: “Understanding development from a sociocultural-historical perspective requires examination of the cultural nature of everyday life. This includes studying people’s use and transformation of cultural tools and technologies and their involvement in cultural traditions in the structures and institutions of family life and community practices”. Jordan (2002) discusses the use of Rogoff’s (1998) ‘planes of activity’ as tools to create early childhood environments that will enable all ‘voices’ to be truly heard.

The idea of these three planes being mutually constitutive of each other and of being able to background two planes while focusing on the foregrounded one was useful in the analysis of the centre policies and workings, of teaching, and of relationships. The planes were used to identify how teachers’ pedagogical practice evolved, how their relationships were also developing and how the development of a community of practice was supported. The researcher, when analysing data, constantly changed lenses from one plane to the other, in order to illuminate the processes that underpinned the teachers’ development.

Thus a parallel can be drawn between Rogoff’s (2003) planes of analysis and the qualitative research paradigm; they are both about people, places and things.

- Rogoff’s planes of analysis highlights the importance of the relationships between the personal, interpersonal and institutional planes. She suggests that

“individual and cultural processes contribute to the creation of cultural processes, and cultural processes are *mutually constituting* rather than defined separately from each other” (Rogoff, 2003, p. 51).

- Qualitative research has its roots in anthropology and social sciences, it uses terms such as lived experience, immersion in the field, and multiple realities. Qualitative research gathers data such as people’s stories, descriptions, opinions, visual symbols, and graphic representations (Mutch, 2005). She goes on to say “Qualitative research aims to uncover the lived reality or constructed meanings of the research participants” (Mutch, 2005, P. 43).

3.3 The research question

I have framed the research question and intentions using the planes of activity (which have been used to frame this research introduced at the beginning of this chapter)

3.4 The central question

In what ways does a co-constructed in-centre professional development programme impact on infant and toddler teachers’ Attachment Based Learning pedagogy and practices?

3.4.1 Intention in the personal plane

To discover the impact that a specifically tailored professional development programme had on infant and toddler teachers’ *ABL* pedagogy and on the outcomes for infants, toddlers and their families/whanau.

3.4.2 Intention in the interpersonal plane

To improve understandings of how pedagogy relating to the *Attachment Based Learning* programme (*ABL*) and the community of practice philosophy can be developed and improved as a result of a specifically tailored professional development programme.

3.4.3 Intention in the community/institutional plane

To provoke reflection on quality practices in teaching and learning for infants and toddlers in the early childhood education sector both locally and nationwide.

3.5 Case Study design

The use of case study in research was developed in the early 1970s and refers to the collection and presentation of detailed information about a particular participant or small group. Case studies often include accounts of the subjects themselves. Denscombe (1999, p. 32) states that “Case studies focus on one instance (or a few instances) of a particular phenomenon with a view to providing an in-depth account of events, relationships, experiences or processes occurring in that particular instance.” MacNaughton, Rolfe and Siraj-Blatchford (2001) argue that case study research is a more largely used form of qualitative research design, and suggest that the aim of case studies is to ask what is going on here. It is about focusing on the particularities of situations in context, and trying to get some purchase on the complexities of social worlds.

Case study research generally emphasises the depth of the study as opposed to the breadth, it focuses on the particular rather than the broad and focuses usually on relationships and processes rather than looking at outcomes and end products. The case study process takes a holistic view rather than looking at isolated factors. They are set in natural settings and not set up in artificial situations. Case studies generally use multiple sources as opposed to using only one research method (adapted from Denscombe, 1999, p.32). Denscombe (1999, p.39) suggests that the “focus on one or a few instances allows the researcher to deal with the subtleties and intricacies of complex social situations”. He then argues that this process allows the researchers to tussle with the complexities of “relationships and social processes in a way that is denied to the survey approach”.

Mitchell (2000, p.184) notes that case study “attempts to arrive at comprehensive understanding of the group under study. At the same time case study also attempts to develop more general theoretical statements about the regularities in social structure and process”. However, because the study centre belongs to the New Zealand early childhood community, an in-depth case study of one centre will very likely contain important messages for staff of other early childhood centres, particularly centres from within New Zealand (Jordan, 2002). Eisner (1991) identified that one of the

major values of qualitative case studies is that they encourage refined perception of actual activity and dialogue between participants about this. Eisner also noted that a case study becomes generalisable when readers relate to the report and make connections with their own contexts.

Selecting the method of data generation will be associated with the type of research being undertaken. The use of several methodologies in the research of the same phenomena helps to establish the accuracy of the information gathered. Researchers compare three or more types of independent points of view on data such as interviews, observation, and documentation analysis to support corroboration of the findings of the research. This process is referred to as triangulation and is often seen as an essential methodological feature of case studies. Denscombe (2002, p. 104) states that “Triangulation provides social researchers with a means for assessing the quality of data by coming at the same thing from a different angle”. Triangulation is, of course, not without its critics as Cohen, Manion and Morrison (2003, p. 114) state “that even having multiple data sources, particularly of qualitative data does not ensure consistency or replication”. They go on to suggest that “methodological triangulation does not necessarily increase validity, reduce bias or bring objectivity to research”. Another way to establish validity can be through ‘pooled judgement’ where researchers consult with colleges prior to composing the final draft of the report (Palmquist, et al. 2005).

Case study is usually seen as being qualitative research where the researcher explores relationships using textual rather than quantitative data. The research is generally carried out in situ; that is, within naturally occurring context(s). Results from qualitative data are not usually considered generalisable, but can in some instances be transferable (Palmquist, et al. 2005).

3.6 Ethics

The research was guided by the Massey University Code of Ethical Conduct for Teaching and Research involving Human Subjects (MUHEC 06/23). Ethical considerations were used to clarify and guide the research. By applying the principles of the code, consideration of ethical issues in relation to the current project were

primarily aimed at protecting the participants, the researcher, the Centre and the University.

When looking at the use of case study research design there were several issues of ethical concern to be considered. Primary concerns were:

1. information about the aims and uses of the research and research procedures given to potential participants; and
2. written consent given if the research is to be undertaken in a face to face setting.

Other considerations were the right to decline to participate; parental consent for young children; and the cultural composition of the participatory group. Cullen (2005) proffers the following ethical areas for consideration particularly when undertaking research in early childhood centres and schools. I was able to refer to these and use them as guidelines in the development of this study.

1. Responsibility: professional commitment to students, parents the community.
2. Accountability: referring data and tentative interpretations back to the participants and including their perspectives in any reports.
3. Credit: giving students and fellow staff the option of using pseudonym.
4. Reputations: portraying students and colleagues with respect.
5. Cultural sensitivity: recognising that researchers bring their own culture and history to the research and those observers should report their own ethnicity, gender or class whenever they apply such categories to others.
6. Informed consent: participants understand the type of documents/presentations being developed and who will be viewing these, and the context in which their work will be quoted (adapted from Cullen, 2005 p. 260).

Cullen (2005) discusses the importance of researchers developing and maintaining an ethical culture and that this development is an ongoing process. She states that “the ethics of educational research are not just the domain of academic researchers or ethics review committees; teachers are centrally involved in ethical decisions about educational research” (Cullen, 2005, p. 261). One could view ethics in a simple way and suggest that ethical practice in any research is about how the researchers treat the individuals with whom they interact during the process. Caring, fairness, openness

and truth are the values that should underpin the relationships between participants of research. The ethics of research focus on the need to protect people taking part in any project from harm. Transparency of the process where all parties are fully informed and have clear understandings about their rights within the project are vital in all areas of research.

As the theoretical framework for this study uses the three ‘planes of analysis’ (Rogoff, 1998), I was able to utilise three ethical check points as proffered by Jordan (2003).

- *Personal plane*: recognising what the researcher brings to the research in terms of, gender, race, class, roles and status. We need to consider how these issues could divide or connect the parties involved in the research.
- *Interpersonal plane*: consideration of the human dynamics such as friendships and professional commitments and how these issues could impact on the outcomes of the research
- *Institutional plane*: ensuring that publications, texts and the voices that will be heard as a result of the research are true and respectful.

I addressed several issues of ethical concern. I provided information about the aims and uses of the research, and all the proposed research procedures were provided to the potential participants. I gained written consent as the research was undertaken in a face to face setting. I ensured that all the participants were fully aware of the right to decline to participate or to withdraw and as this study involved young children I ensured that I gained parental consent. I aimed to ensure to the best of my ability anonymity of participants and centre, by use of pseudonyms.

3.7 Data generation

The object of this research was to document how teachers’ perceptions and practice evolved as a result of the professional development programme, alongside what was happening for children and families/whanau.

With consent from the participants, written observations of critical interactions between teacher/teacher, teacher/child, child/environment, child/child, teacher/family and family/child were carried out. Critical dialogue in Tigger Section staff meetings

and during the co-constructed professional development programme meetings were recorded by the facilitators and the participants.

The interviews of both the teaching staff and the parent/guardians were undertaken in the privacy of Christopher's Childcare committee room. The interviews were for a period of one hour and were audio taped.

Awareness and inclusiveness of cultural values and customs is integral to the implementation of the *Attachment Based Learning* programme in both the Tigger and Kanga Sections. While not intentional, results may contribute to analysing how the programme works for children and families from a range of cultures.

The objectives were to gather observational data on both the 'running' of a professional development programme with the staff of the Tigger Section and on the outcomes of this programme for teachers and children. During this time I interviewed several staff prior to the commencement of the professional development programme, and then at the completion of the programme. I interviewed the manager of the Tigger Section, two infant and toddler teachers, and two parent/family members to generate qualitative data in the form of words. These interviews were tape-recorded and then transcribed shortly after recording. I recorded discussions from relevant sections of staff meetings, workshops and seminars, and also gathered documentary sources, such as relevant policies and procedures, child portfolios, and excerpts from teachers personal reflective teaching journals. These were used for comparative analysis; comparing what was written at the beginning of the programme to what was reported following the programme.

The interview participants were provided with the interview transcripts for editing, giving them the opportunity to clarify and confirm that their perspectives had been accurately represented.

The data generation took place over a period of seven months beginning with an initial visit to explain and provide the study information material. Following the procuring of informed consent I interviewed the Tigger Section Manager, and

infant/toddler teachers. I shared tentative interpretations with the participants as a means of checking and verifying that the analysis reflected their perspectives and was an accurate representation of their discussion. I also analysed centre documentation in relation to policies and practices for the infant/toddler area. At the end of the seven month period I interviewed the three teachers again and also interviewed the two parents, once again sharing the tentative interpretations with the participants. I also attended and documented critical incidents during several relevant workshops, seminars and staff meetings.

3.7.1 Multiple sources of data

The participants of the research were invited to take part in two interviews, be observed and to share sections from their reflective teaching journals. I also undertook a document analysis in order to gain a deeper understanding of the socio-historical context. Triangulation of the data was achieved through the following multiple sources:

Interviews

- A series of two interviews with teachers one at the beginning of the research and one at the end.
- An interview with parents at the end of the professional development programme.

Observations:

- Notes from professional development sessions and staff meetings.
- Viewing video footage of teacher practice (as part of the professional development programme)

Document analysis:

- Centre policies
- Meeting minutes: present and past, section meetings, professional development minutes.
- Children's notebooks
- Staff reflective journals

Video clips were taken of the teachers in practice (by the facilitators) with children from their groups as part of the professional development programme. These clips were used as a reflective tool for the teachers. This opportunity allowed me to see the teachers in practice and observe their reactions and discussion of their videoed

practice. The use of video as a means for enhancing the sense of context and realism in case studies has been well documented (LeFevre, 2004; Perry & Talley, 2001). Video can capture the complexity of teacher interactions allowing for repeated viewings, which can reveal features that may have been previously missed in past viewings. “The reflective use of digital video in teacher education programmes has been suggested as a way to bridge the perceived gap between theory and practice and augment the opportunities to observe and interact in ‘real’ classrooms” (Newhouse, Lane & Brown 2007).

3.7.2 Validity of data

The generation of the data was from a range of individuals using a variety of methods. The use of triangulation (Richards, 2005) strengthens the validity of the study by combining several methods thus providing multiple perceptions about the topic being studied. With this triangulation I was able to search for convergence among multiple and different sources of information which enabled me to form themes or categories in the study. Multiple methods of data generation were employed in the study and data were analysed (using themes). The coding of the transcribed interviews was done manually and tentative findings were shared with participants as a means of checking and verifying that the analysis reflected their perspectives and was an accurate representation of the sentiments and perceptions expressed. I also compared observed practices against written policies, procedures and interview scripts.

3.8 Analysis of data

“Qualitative analysis usually involves content analysis, that is, a process of combing the evidence” (MacNaughton et al. 2001, p. 132). Raw qualitative data is often in textual form such as policy documents, interview transcripts and field notes. Mutch (2005) suggests that a common approach to analysing this text is by thematic analysis. She also notes that this method is also called constant comparative analysis. She proffers several steps to support researchers as they develop emergent themes I was able to adapt this method and was guided by the following steps:

- *Perceiving*: what am I looking for?
- *Comparing*: what goes together?

- *Contrasting*: what things don't go together?
- *Aggregating*: what groupings are evident?
- *Ordering*: are there categories and sub-categories?
- *Establishing linkages and relationships*: how do the categories relate to one another and to the literature?
- *Speculating*: what is my tentative explanation or theory?

(Adapted from Mutch, 2005, p. 177).

The following Figure 3.1 illustrates the analysis process. In order to delve deeply into the data I followed the steps highlighted above and also used other strategies to ensure that the themes were clearly identified. I read and reread the interview transcripts, read and made notes from the teacher journals and analysed the centre policies, meeting minutes and professional development meeting notes. I noted emerging themes during this time. The data were noted and colour coded using coloured symbols. By keeping the research question firmly in the front of my mind I was able to organise the data into several emerging themes. I used Rogoff's planes of analysis to support the analysis of the data, focusing on the personal, interpersonal and institutional planes.

3.9 Conceptualisation of analysis method

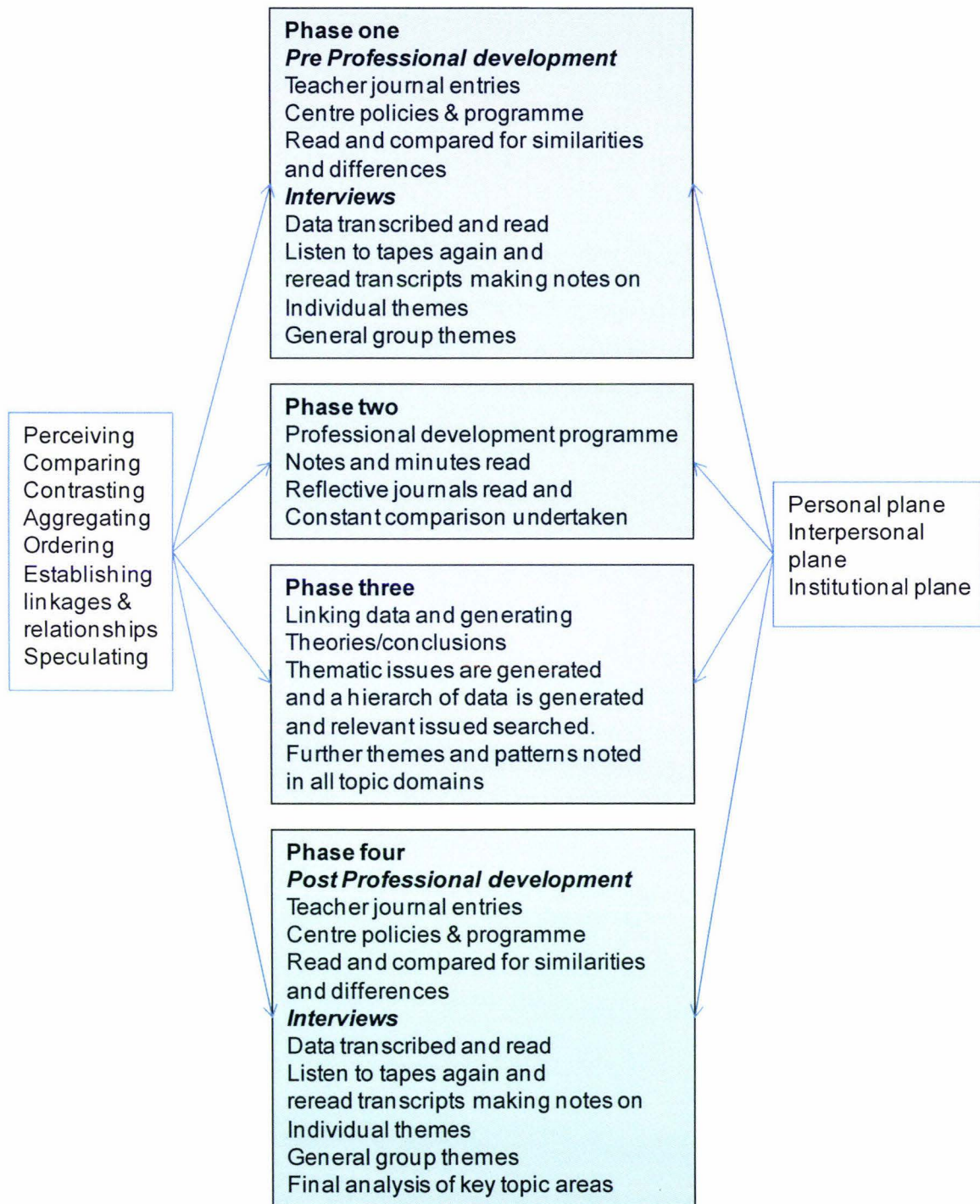


Fig 3.1 Conceptualization of analysis method

3.10 Research setting

3.10.1 Site and structure

Christopher's Childcare Centre Inc, a pseudonym for the participating centre, is a community-based full day-care centre catering for children birth to school age. The purpose built facility is located on a University campus. The centre has a total of 28 staff and approximately 130 families; it is divided into four sections, two under-two sections and two over-two sections. The centre operates two programmes designed specifically for the two age groups; the Community Of Enquiry programme (COE) for the over two sections and the *Attachment Based Learning* programme (*ABL*) for the under two sections. A key teacher system has been developed and is well established in all sections of the centre; a fundamental component of this system is the establishment of responsive, reciprocal and respectful relationships between all stakeholders within the community.

3.10.2 Centre of Innovation

Christopher's Childcare, the site of this study, was participating in the Ministry of Education's Centres of Innovation programme (COI), round two 2005 - 2007. The current study was separate from, but ran parallel to, that of the COI programme. The Centres of Innovation project is part of the Ministry of Education and the New Zealand Government's ten year strategic plan, *Pathways to the future: Ngā Huarahi Arataki* (2002), and was one of the strategies to improve the quality of early childhood services in New Zealand. The Centres of Innovation programme was established in 2003 to research aspects of quality that would provide information about effective practices in teaching and learning, to develop resources, and to share knowledge, understandings and models of good practice through dissemination to the wider early childhood community. Christopher's Childcare was selected as a Centre of Innovation based on its *Attachment Based Learning* programme (*ABL*) for infants and toddlers and its Community of Practice and educational leadership models of good practice.

3.10.3 Attachment Based Learning (ABL)

The Kanga Section at Christopher's Childcare Centre (ages birth –two) implements the *Attachment Based Learning* programme that is based on the development of trusting relationships between the child, teacher and family/whanau. The programme promotes the formation of responsive, reciprocal relationships that provide a secure base for children's learning and development and aims to provide infants and toddlers with a positive sense of self. It recognises that families/whanau are the most important people in a child's life, and acknowledges that what a child learns in early relationships can be the basis for subsequent relationships. Links with family, home culture, and home language are a central focus of the programme. It is an ecological approach that views the child as part of a community with many outside influences that will have an effect on them.

The Kanga Section's implementation of the *Attachment Based Learning* programme has evolved and changed shape and direction over a period of seven years as the teaching team explored new ideas and theories. The collaborative teaching structure of the community of practice ensures that the needs of the infants and toddlers are being met according to their own rhythms as opposed to roster and programme constraints. For example, staff breaks are flexible enough to allow for key teachers to ensure their children are settled, fed or asleep before leaving the room. An aim of the *ABL* programme is to encourage the development of secure relationships between the child and their key teacher. These developing relationships are dependent on policies and practices being in place that will support the key teacher's ability to take primary responsibility for the child's care. These key teacher primary responsibilities include: feeding, changing, sleeping, toileting, liaising with families, settling children into the centre, and supporting children in daily transitions.

3.10.4 Key teacher system

The key teacher system recognises that early experiences influence the developing brain and that what happens in the first three years of life can have a tremendous impact on infants' and toddlers' sense of self, their sense of security and their orientation towards learning. Christopher's Childcare operates a key teacher system

which allocates specific children to specific teachers. This allocation can be by parent/whanau request, for example, previous siblings in the teacher's group where relationships have already been established, and the 'matching' of family/whanau and teacher. The placement of children, though, can be constrained by the numbers of children already in a teacher's group. The teachers working within the *ABL* programme do work very closely with the family/whanau, developing shared understandings about what is best for the child, family/whanau and teacher in this environment. Key teachers take responsibility for the key tasks for a child and their family/whanau. Where possible, key teachers change, feed and put to bed the children in their group, always remembering that these routine times are vital in the child's developing sense of self and feelings of security. While this key teacher system is not exclusive care, the key teacher does have the most in-depth knowledge of the child and family/whanau. This knowledge, however, is shared with the teaching team and more specifically with the 'buddy teacher' which is described in the next section. The key teacher system operating in this centre does not mean exclusive care all the time and requires the shared work of all members of the team; team work is essential for the successful implementation of a key teacher system. The presence of a key teacher system provides the child and family/whanau with a secure base, consistency and continuity in practices.

3.10.5 Buddy teacher

In order for this key teacher system to operate effectively the teachers have developed their 'buddy system' as a vital component in the *ABL* programme. The 'buddy' system consists of pairs of teachers (within the whole team structure) working collaboratively for the benefit of the child and family. This process ensures that two teachers know the children and families very well, thus reducing stress and uncertainty during times of teacher absence. This is a system of collegial support where teachers are able to develop trust and respect for each other; therefore enabling them to be better equipped to share thoughts, feelings and ideas about how to best support the child's needs and those of the family/whanau.

3.10.6 Self-sustaining teams

Self-sustaining teams maximise the skills and talents of all team members, requiring teachers to work cohesively for the best interests of children and their families/whanau. The concept of self-sustaining teams is one of team autonomy and freedom, where teachers are trusted and respected as capable and competent, able to control the teaching and learning environment by constant collaboration and dialogue. It is an organisational structure that is imbedded in the centre's philosophy and beliefs (group size, limited numbers of children, attachment philosophy, key teacher systems, and employment practices). It is a structure that empowers the teachers to implement relevant programmes without external roster or duty lists; where teachers have the ability and power to sustain the centre and individual principles in practice. Duties, responsibilities, meal breaks and non-contact times are flexible, negotiated and coordinated by the teaching team in order to effectively implement the programme. The teaching team manages the day to day operations of the programme; they also instigate reviews on practice and often lead and implement change. An organisational culture has evolved, in the centre, replacing hierarchal leadership structures with collaborative teams (Bary et al. 2007).

3.11 The participants

Three Tigger teachers and two Kanga teacher/facilitators were selected to ensure a variety of professional perspectives. All the teachers in the Kanga section are automatically seen as critical members of the co-constructed professional development programme. They were all approached for consent to participate in this study; and of course had a choice about consenting to be a participant. Those who wished to decline would not be disadvantaged in any way, as they would still be part of the co-constructed professional development programme, engaging in professional development, but not included in this study.

Selecting two infants or toddlers and their families as case studies provided a small but representative and manageable sample of processes that were happening for the children and families as a result of this programme

Nine teachers participated in this professional development programme including the Tigger Section Manager (Jo), two facilitators (Ella & Isabelle from the Kanga section), two case study teachers (Anne & Sue) and the other four Tigger Section teachers. In order to protect identities pseudonyms chosen by participants have been used. Of the nine participants two teachers hold Bachelor Degrees in ECE, four teachers hold Diplomas of Teaching (ECE), and three teachers hold either Nanny or Daycare Certificates.

As part of the triangulation of the research (Richards, 2005) I also interviewed two parents about any observed changes or developments for them, their children and/or teacher practices they may have noticed during the seven months of the professional development programme.

Clear and detailed parental consent was gained for the children (who are aged under 3). Parents were able to withdraw their children if they wished and had control over the data generated and how children were observed. This is detailed in the parent information sheet and the consent form (Appendix A2).

In the course of the research, information about the focus children was obtained from the parents/guardians. This was done verbally and also taken from written observations in the child's daily notebook by the key teacher or the parent/guardians. Information was also obtained from other teachers involved with the focus child during the course of the day.

3.11.1 Selection criteria

The two children and their families/whanau were selected on the following criteria:

1. The desired age of the child (birth to two years)
2. The date of enrolment (new entrant: child 1)
3. The date of enrolment (child, families/whanau who were well established in the centre: child 2).
4. The willingness of the parents/guardians to collaboratively participate.

3.11.2 Time frame

The professional development programme was held over a period of seven months from May to November 2006 and consisted of four workshops covering: the teachers' views of the infants and toddlers, the role of the teacher in an infant and toddler programme, attachment theory and how this relates to early childhood education and the defining and developing of self-sustaining teams and the buddy teacher system.

The teachers were involved with two interviews of approximately 1 hour soon after commencement of the professional development and then at the end of the seven month period. Reflective journals were already a component of the teachers' practice and the voluntary use of these journals as part of the research was gained by the researcher.

3.11.3 Researcher role

My role in the section was one of privilege; as I was at the time of the research Manager of the Kanga Section and as such was seen as the 'expert' in the *ABL* programme. In spite of all attempts to achieve equality, I could be no other than the Kanga Section Manager and one with perceived expertise and authority. In my commitment to working with teachers from within my environment I was careful to address the following as suggested by Jordan, (2003): I endeavoured to maintain transparency with the Tigger Section participants at all times by sharing as many of the discussion and observation transcripts as they were interested in. I aimed to be very clear about my interest in supporting the teachers' skills and processes in their developing understandings around attachment pedagogy. I worked to develop a high degree of trust with the staff members, the children, their families and management. I gave frequent and appropriate positive reinforcement, during each professional development session. As an observer it was important I was perceived as a mirror for their reflection on practice rather than as a critic of them. Although we were working together on their professional development, as well as on my research, and I was a member of the centre team, I was not a member of this team. This togetherness, yet separateness, required a careful balance of personal interactions with professional distancing. I actively contributed to the programme of professional development in the Tigger Section at many levels.

As a co-constructed professional development programme the Tigger teachers were in control of their processes. However, it was acknowledged that I had an agenda of my own and after discussions with the Kanga facilitation teachers and the Tigger teachers it was accepted and acknowledged that I would be likely to guide input into such areas as:

- Providing a session on attachment theory
- Supporting the implementation of an attachment based pedagogy by the Tigger teachers
- Scaffolding/co-constructing learning through providing readings and models and through maintaining a focus on specific teacher skills and processes relevant to attachment based pedagogy.
- Developing greater familiarity with the *ABL* programme
- Identifying teachers' views of the infant/toddler and the views that they have of their role in working with infants and toddlers and any match/mismatch between these and practices in the section programme.
- Supporting the facilitators.
- Discussing the professional development programme in the COI research.

3.12 Professional development programme

3.12.1 Co-constructive Professional Development

An innovative dissemination (of *ABL*, and communities of practice) programme undertaken by Christopher's Childcare was that of 'buddying' another centre using a co-constructive professional development programme. Co-construction (Jordan, 2002) is seen as the combining of understandings from disparate sources, in making meaning in a situation. "Meaning is how we make sense of, understand, interpret or give significance to our world" (MacNaughton & Williams, p. 214, 2004). The study of meaning involves uncovering, expressing and sharing meaning. The current findings suggest that knowing the right explanation is what makes learning powerful,

regardless of where the explanation came from. This process means that people, places and experiences are all important in the teaching team's culture and are a part of every co-constructed understanding. The facilitator's role in a co-constructive professional development programme is as a co-enquirer and a leader and organiser of the community's activities. All members of the participating group are teacher-researchers and critical reflectors. Dialogue is seen as a central mediating role in the professional development programme (Jordan, 2002).

This co-constructed professional development programme was a process whereby teachers from Christopher's would work closely with teachers from another centre to share their successful programmes and to support, guide and mentor teachers in the course of their programme and curriculum development. The teachers from the Kanga Section, as part of the COI dissemination programme, had just completed a successful professional development programme with a Centre from the East Coast of New Zealand.

After observing the success of the initial buddy centre dissemination and after an almost complete turnover of staff, the Manager of the Tigger section indicated willingness for this very new team to participate in a similar buddy project. This change in staff had left the new Tigger team struggling to form a cohesiveness underpinned by a sound knowledge and understanding of the community of practice structure and the *ABL* programme. In February 2006 the senior staff teams in the two under two sections began discussions regarding the development of a buddy centre arrangement between the two teams. They developed an agreement which set out roles, responsibilities, expectations and timeframes for the project.

As part of this dissemination process the teachers from Christopher's Childcare, Kanga Section (0-2year olds, the room where the Centre of Innovation research was focused), in negotiation with the recipient team and designed a professional development programme to further develop and enhance teacher practices for infants and toddlers. This professional development was developed to enable Tigger teachers to critically examine their theory and pedagogy in supporting and implementing an *Attachment Based Learning* programme (*ABL*) within a Community of Practice

philosophy. An aim of the dissemination programme was to stimulate and increase the flow of ideas within and between Kanga and Tigger sections. It was neither a top down nor bottom up approach, but a combination of both, where all parties were able to create shared understandings of how new or innovative ideas can enhance pedagogical practice for infant and toddler teachers.

This study follows the process of professional development that occurred with the teachers from the Tigger section at Christopher's Childcare.

One aim of the professional development programme was that everybody involved would benefit from a bi-directional learning opportunity. This was also seen as an approach that would enable the critical examination of the Tigger teachers' own theory and practice, and would support them as they developed their own theoretical and research based pedagogy within their own community of practice. The Tigger teachers were encouraged to develop their own philosophy, policy and systems, thus enabling them to:

1. explore their own education and care setting
2. identify their own pedagogical and policy related issues
3. drive the research in directions and ways that were relevant to their own context

The process was aimed at ensuring that the experience would be relevant, authentic and contextual, and one that would allow the teachers to incorporate their own skills, ideas, knowledge and understandings into the process. The Tigger professional development programme is reflective of the identified characteristics of successful professional development programmes as suggested by Mitchell and Cubey (2003) that reinforces the construction or making of meaning involving processes of dialogue and critical reflection by drawing on 'concrete human experience'.

Christopher's Childcare Centre's community of practice approach has encouraged all members of the community to share and participate. Members have expected, and even demanded, critical reflection on practice, questioning and challenging of processes and practices, ongoing educational research and in-depth regular professional dialogue. The Centre's policies emphasise that the community of practice

requires participants to share their expertise and actively seek further knowledge. Interactive enquiry, where participants seed the environment with ideas, knowledge, theories, strategies, practices, values and beliefs, is promoted between members. This was intended to stimulate professional discussion in an environment that was both non-threatening and respectful. There is a collective responsibility from all members of the community to provoke improvement and change (Bary et al. 2007).

The management of Christopher's Childcare Centre has an ongoing emphasis on professional development, and on practitioners developing a learning culture within the centre. Two of the nine guiding principles of the centre's strategic plan include:

- *Continuing Quality Improvement.* "We will provide high quality care and education through the active promotion of a culture of Continuous Quality Improvement. An essential component of this is establishing and maintaining an active commitment to open communication and effective consultation between families and the Centre at all levels;" and
- *Innovation and Sector Leadership.* "We will research, recognise and take advantage of opportunities for continuous improvement and play a leadership role in evolving early childhood education at a regional and national level" (Bary, et al. 2007).

The principles laid the foundation for, and are considered as, core components that the teachers have committed to in the everyday application, management and planning of the learning and working environment. This environment has promoted growth and change facilitated by the expertise and knowledge of centre leaders, in collaboration with staff teams and others in the learning community. The intention was for teachers to be informed, understand what they are doing and be able to articulate their practice. The emphasis on research, professional dialogue and a shared knowledge and understanding of the programme, children and families was intended to equip teachers with the skills to develop the best possible solutions to enhance their pedagogy and children's learning (Bary, et al. 2007).

The following Figure 3.2 outlines the professional development timeline and tentative content. This timeline or framework was very flexible and was set at the end of each session for the next. The facilitators set the direction of the first session and the Tiger

teachers then set the direction for the rest. These workshops are discussed in detail in the following chapter. You will see by the discussion that follows that the sessions intersected each other and the discussion would crossover and return to previous discussion and debate. The agreement was finalised in March 2006 and the first session held in May 2006. The professional development programme implemented with the Tigger Section teachers emphasised self-reflection and consisted of opportunities for the teachers to:

- share their own aspirations, skills and knowledge;
- have opportunities to explore sound theoretical and current knowledge;
- be involved in investigating their own practice and thinking within their early childhood setting;
- generate and analyse data and critically reflect on practice, enabling the teachers to investigate and challenge some of their preconceived ideas and assumptions;
- participate in a programme that was of long enough duration to allow the teachers time to gain awareness of their own thinking and actions; and
- make tangible changes in their pedagogical practice and understandings.

This professional development programme supported the teachers as they came together as a group who shared a concern and a passion for infant and toddler teaching and learning. They worked together as a group to develop a shared repertoire of resources, experiences, stories, tools and ways of addressing problems. In short, they developed a shared practice (Wenger, 1998).

Professional Development Programme: Tigger Section

Time frame	Learning outcomes for teachers	Data generation
<ul style="list-style-type: none"> Facilitators met with Tigger team to set out an agreement (March 06) <ul style="list-style-type: none"> Roles & responsibilities Confidentiality etc 		
<ul style="list-style-type: none"> Workshop one (May 06) <ul style="list-style-type: none"> View of the child Role of the teacher Video footage 	<ul style="list-style-type: none"> -Articulation of their view of the child - Identify teacher responsibilities - Reflect on practice 	<ul style="list-style-type: none"> -Focus group - Discussion - View video clips
<ul style="list-style-type: none"> Workshop two (August 06) <ul style="list-style-type: none"> Attachment Self-sustaining teams 	<ul style="list-style-type: none"> - Deepening understanding of attachment relating to the <i>ABL</i> programme - develop some shared understandings 	<ul style="list-style-type: none"> - Power point show - small group work
<ul style="list-style-type: none"> Workshop Three (October 06) <ul style="list-style-type: none"> Buddies Markers for enquiry Construction of self-sustaining team model 	<ul style="list-style-type: none"> - develop relationships between buddy teachers 	<ul style="list-style-type: none"> - Focus group - Small group work - Research and discussion
<ul style="list-style-type: none"> Workshop four (November 06) <ul style="list-style-type: none"> Revisit the years work Set plan for where to next.... 	<ul style="list-style-type: none"> - Develop a logo or model to reflect the Tigger section's vision 	<ul style="list-style-type: none"> - Recap and set direction - Focus group - Discussion - Small group work

Fig 3-2 Professional development programme

A component of the professional development process included the use of video footage as a tool for teacher reflection on practice. The facilitators filmed the teachers at work over a period of several days and then used some of the footage at a meeting with them to assist in prompting discussion and reflection on practice. The ability to watch themselves on video and reflect on their own teaching practice proved to be a valuable process for teachers, with benefits such as increased confidence, autonomy and self-efficacy along with growth in teacher knowledge (Lowery, 2002).

3.13 The purpose of the study

The purpose of this study was to explore the following issues:

1. What were the Tigger teaching team's understandings and practices of *ABL* prior to the intervention of this professional development and how or did these change as a result of a professional development programme?

One of the aims of the study was to gather information about the team's understanding and practices relating to the *Attachment Based Learning* programme and what impact a co-constructed professional development programme could have on their practices. In designing and conducting this research project I was guided by the following intentions:

1. To improve understandings of how pedagogy relating to the *Attachment Based Learning* programme (*ABL*) and the community of practice philosophy can be developed and improved as a result of a co-constructed professional development programme.
2. To provoke reflection on quality practices in teaching and learning for infants and toddlers in the early childhood education sector both locally and nationwide.

3.14 Conclusion

The research approach taken in this study was qualitative interpretivism, which argues that meaning is constructed from the lived experiences of the participants as they interact within their environment (Mutch, 2005). The theoretical principles used in this research are explicit in Te Whāriki, which emphasises the critical role of socially and culturally mediated learning and of reciprocal and responsible relationships for children with people, places and things" (Te Whāriki, 1996, p.9). This approach also fits with Rogoff's planes of analysis, which links the relationships between the individual, the interpersonal and the institutional context, thus recognising contextual and authentic learning.

In order to provide depth to the research I have utilised several methods. These are; observational data generation, interview analysis and document analysis. Each of

these methods complements each other. A case study binds the participants together through their common experiences. Observations allowed for understandings to be developed about current practices, and interview analysis allowed each participant to tell their story of the professional development journey. Documentary analysis of centre policies, teacher reflective journals and children's notebooks provided contextual information that assisted in understanding the context in which they were working.

4 Chapter four | Findings

4.1 Introduction

This chapter discusses the themes that emerged from the findings of this research. A thematic analysis of the data was undertaken using Rogoff's (2003) Planes of Analysis. It indicated that teachers discourse changed over time as they progressed through the professional development programme. They moved through several phases of reflecting on, and responding to: their view of the child, their role as a teacher and the teaching team's responsibilities when working with an *ABL* programme.

4.2 Findings before and after professional development programme

The findings tended to indicate that the teachers, prior to the professional development, all felt they did have some understandings around the concepts of attachment theory, sociocultural theory and community of practice philosophy in relation to infant and toddler teaching. However their ability to implement them in practice was comprehensively tied to the depth of their understandings, the philosophies held by individual teachers (such as the view of the child and the role of the teacher) and the collective or shared understandings held by the whole team or community of practice group. The findings also showed that the ability to implement an effective *ABL* programme can also be constrained by institutional policies, structures and philosophies.

4.2.1 Original themes that emerged from the data

4.2.2 Personal plane

Personal philosophy

View of the child

My role as a teacher

ABL Programme for:

Children

Families

Teachers

4.2.3 Interpersonal plane

Shared philosophy

Shared responsibilities

Open communication

ABL programme and teams:

self-sustaining

buddy pairs

key teachers

Trust in:

team

relationships

working together

4.2.4 Institutional plane

Institutional philosophy

Learning environment

Community of practice

ABL programme

Key teachers

Buddy teachers

Self-sustaining teams

These themes were then condensed by grouping them into topics that had common links to one another. In the personal plane the themes are addressed in terms of what they mean for the teachers. In the interpersonal plane it is what the topics mean for children, families/whanau, and all of the teachers; such as the view of the child, the role of the teacher; and team responsibilities in relation to the teacher's understandings of *ABL* and the key teacher system. Within the institutional plane it is relevant to consider sub-themes under the more encompassing terms of buddy teachers, self-sustaining teams and community of practice.

4.2.5 Condensed themes

4.2.6 Personal

Individual teacher's beliefs and values

View of the child,

Role of the teacher

Team responsibility

Sub-themes: individual responsibility, individual philosophy.

4.2.7 Interpersonal

Collective teachers' beliefs and values

View of the child,
Role of the teacher
Team responsibility

Sub-themes: family/teacher relationships, respectful practices, shared and individual responsibilities, *ABL*, key teacher system, buddy teachers and self-sustaining teams.

4.2.8 Institutional

Institutional beliefs and values

View of the child,
Role of the teacher
Team responsibility

Sub-themes: trusting environment, meaningful relationships, overall safety and team work, *ABL*, key teacher system, buddy teachers and self-sustaining teams, institutional philosophy.

The research was undertaken in keeping with the ethos of qualitative research where the phenomenon of teachers' reflection on practice was examined in the context and setting in which their practice occurs. Qualitative research allows the researcher to gather data such as people's stories, descriptions, opinions, visual symbols and graphic representations (Mutch, 2005). What follows are extracts from the teachers' and parents' individual interviews, as well as teachers' personal journal entries, children's notebook entries and discussion at the professional development workshops. The extracts from the individual's interviews are discussed under the headings: the view of the child: the role of the teacher: and individual and team development.

It is not possible to include all the information gained from the participants in this report. Therefore what follows are quotes which are representative of participants' discussions and writings. After reading and re-reading the scripts it was apparent that not all the information gained was directly relevant to the emerging analysis of the topic being investigated. From an ethical standpoint it was also important to remember not to include any information that could potentially cause discomfort, embarrassment or unease to any of the participants. It was from these perspectives that I sorted the data omitting sensitive information about several teachers' personal

struggles with each other. My responsibility also lies with protecting a commercially sensitive environment; I would also argue that effective professional development (such as teaching) needs to use a credit, not a deficit model.

To support the reader I include a key to the teachers, parents, facilitators, and extract samples.

Facilitator and teacher key:

F.1 Ella – Facilitator	F.2 Isabelle - Facilitator
T.1 Jo - Section Manager	T.2 Anne – Case study teacher
T.3 Sue – Case study teacher	T.4 Jane – Teacher
T.5 Mary – Teacher	T.6 Betty – Teacher
T.7 Kate - Teacher	

Parent key:

P.1 Pat – Parent one	P.2 Sally – Parent two
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Extract sample key:

JE – Journal entry	I 1 – Interview one
I 2 – Interview two	NBE – Notebook entry
SMM – Staff meeting minutes	

4.3 The view of the child (workshop one)

The first professional development workshop focused on the exploration and articulation of the teachers' 'view' of the infant and toddler. Changes in the teachers' discourse about children were evident from the outset of the workshop to the conclusion based on the review of vocabulary which described infants and toddlers that was undertaken by the group. As a result of this changing discourse the teachers started to develop a more cohesive shared understanding of infants and toddlers as capable and competent people. Sue made comment about this in her second interview when she said;

I definitely see the children as more confident than I used to, yes I used to think that they needed a lot of help to do a lot of things (T311).

The teachers had brought to this workshop ideas and thoughts that had never been articulated in the group before several teachers commented on the fact that they had never sat together and discussed these issues. Therefore this process of discussing, sharing and interacting with each other was the beginning of their journey to developing deeper understandings about their practice, as both an individual and a

they were really meaning. There was a bit of unease in the group as several teachers felt that this was a serious issue and others were being a bit flippant about how they viewed the infant or toddler. The facilitators drew the group together by asking the teachers if it was their child would they like them to be described in that manner? The teachers then started to challenge each other, by asking; “what do you mean by this” and “I don’t agree with that”. They offered each other alternative words and suggested other ways of describing the infants and toddlers. The discussion turned from a casual conversation within the group to a serious discussion on their responsibility to portray infants and toddlers in a positive light, acknowledging their complexities and not trivialising or simplifying them.

The facilitators then asked them to recreate the list using the new language about infants and toddlers that the teachers now agreed reflected their thoughts. Some of this language included; “unique, ever changing, responsive, persistent, expressive, energetic, gaining control”. This redefinition and consideration of other language or phrases surrounding infants and toddlers highlighted to the teachers the power of language to define, describe, constrain and compartmentalise infants and toddlers. To illuminate this point the facilitators discussed an article from a local newspaper which had likened the behaviour of local boy racers to that of unruly toddlers. This prompted more discussion about how often bad behaviour is linked to child-like or toddler-like behaviour and how teachers can perpetuate this by way of language and phrases used in everyday practice.

One facilitator (Isabelle) noted that some teachers had identified several negative traits of infants and toddlers such as, lucky to survive, socially ill-equipped and emotionally unstable. She commented:

The other teachers were undermining the capabilities and strengths of the child, seeing the child as being innocent, helpless and needy. (F2JE)

The facilitator, Ella, provided prompts and challenges for the teachers as they worked their way through the discussion, such as; “what do these words really mean to you in your practice? How does what you say link to the *ABL* programme”? The teachers discussed as a group how they used the language of the children being capable and competent, but after this discussion they felt that being able to say it or to ‘talk the

talk' was not enough. The teachers agreed that they did have the 'words' or the 'talk' as written in the *ABL* programme and yet at times they were reduced to being just words, as the busyness of an early childhood centre, they felt, could create barriers to the implementation of these 'words'. Being able to 'talk the talk' as written in the *ABL* programme requires the removal of roster systems, and rigid time schedules. It also requires cohesiveness in the team that didn't seem to be apparent to all the teachers at this time. One teacher, Sue, commented that:

These thoughts need to be threaded through all our interactions and seen in practice. (T3 I2)

Once the teachers had discussed the language (about infants and toddlers) and the connotations that their use of language has for their practice, Ella (facilitator) showed video clips of the teachers in practice, which she had filmed, with permission, prior to the workshop. A video of five minutes duration was taken of each teacher as she interacted with children from her key group. Ella had asked teachers prior to the workshop who would feel comfortable enough to share their clip with the group. Ella used two clips, one of a teacher working inside with an infant from her key group and another of a teacher working outside with a child. Ella introduced the clips and asked the teachers to watch while keeping in mind the previous discussion. The video footage was viewed by the teaching team to study the teachers' practice and compare this with what had been discussed previously about the view of the child, and what was in the written programme. Viewing the video clips was designed to encourage the teachers to reflect on their practice, to prompt discussion and to relate the workshop discussion directly back to their teaching in action. The use of video as a means for enhancing the sense of context and realism in case studies has been well documented (LeFevre, 2004; Perry & Talley, 2001). Video can capture the complexity of teacher interactions allowing for repeated viewings, which can reveal features that may have been previously missed in past viewings. "The reflective use of digital video in teacher education programmes has been suggested as a way to bridge the perceived gap between theory and practice and augment the opportunities to observe and interact in 'real' classrooms" (Newhouse, Lane & Brown, 2007). The following is a brief description of events taking place in one of those clips.

In this video clip a teacher was sitting on the floor next to one of her key children (also sitting on the floor) in the main playroom. It was late one morning. The child was playing with a small brush, looking at it and turning it around and around. On noticing that the brush had several strands of material tangled in it the teacher reached across the child, removed the brush from her, took the strands of material out and then gave the brush back to the child. The child looked up at the teacher and sat quietly until the brush was handed back. This was all done without the teacher looking at, talking, or communicating with the child at all.

This clip prompted considerable discussion, with the teachers observing a lack of connection between the positive infant-toddler language they had just discussed in their group and the practice observed. The teachers had discussed the infants and toddlers as being powerful and competent and partners in the daily programme and yet this clip did not reflect this. It instead portrayed the infant as a passive, non-participant in the experience.

The teacher in the clip, Jane, acknowledged that being videoed certainly made her feel self-conscious, as the use of video was not a practice that she had experienced before. She was nevertheless amazed at how much she did for the child without communicating with her at all. While admitting that watching the footage was uncomfortable for her as she sat in the group, she felt comfortable enough to discuss her practice that was evident on the video. She indicated to the group that this would certainly have an impact on how she would in the future interact with the infants by including them more, physically, verbally and emotionally in the future. In other words; she would do things 'with' the child as opposed to 'to' the child. The process of viewing herself in practice had prompted a deeper level of reflection. This alone may not result in changes in practice, but viewing this video in conjunction with group discussion, and theorising teaching supported Jane's understandings about her teaching in practice. The teachers all commented that this clip had prompted them to think and reconsider their own practice and it seemed as though this was a collective

moment of recognition for the team. They all felt that they did communicate well with babies in their care but this footage had challenged that notion. When they began to reflect on their practice it became evident that while this practice of communication with babies before involving them in anything is clearly written in the centre's *ABL* programme, it was not always carried out in practice. The teachers decided that they would work on this practice as a group by supporting each other and providing prompts and reminders to each other to ensure that the child is included in all aspects of their care, for example: wiping their noses or picking them up from the floor. Jo, the Manager of the Tigger, section commented:

It was quite cool to have one (teacher) openly comment on her clip. I think that there is some trust there, and I was quite surprised at the level of openness of some viewpoints. (T1JE)

One other teacher, Sue, commented that she always felt that she had a good understanding of her (key) children's needs and interests but she reflected that:

We need to listen to what their needs are. I think that my appreciation of this has grown especially after looking at the video clips and the presentation that Ella and Isabelle (facilitators) gave. Hearing about other peoples' practices with families and children showed more ways of doing things with the children and families; different ways and things. (T3 I2)

Newhouse, Lane and Brown (2007) note that it is unlikely that just watching a video clip of oneself in practice will lead to significant change in practice, but viewing the video in conjunction with a process of enquiry and framed with a sound learning and teaching practice philosophy will more likely lead to teacher change. Jo, the Tigger section manager, also considered this session as she noted:

The very relevant daily practice examples that arose during the discussion and from viewing the video footage raised excellent points into focus for us all to reflect on. I could see some individuals' discomfort – really got people thinking, challenged, but Ella did a great job of trying to draw out everyone's views, being inclusive and respectful. I think our team enjoyed it. I certainly had some positive comments and thoughtful verbal response the next few days from some of the Tigger team. The whole session really assisted me to think about my view of the child and the role of the teacher, and with some points raised I realised that I could do some things differently to show more respect for children through everyday interactions. I could see others having similar 'light-bulb' and feelings experiences during the session. (T1 JE)

Anne commented on changes in practice observed after this session, that it is now:

not doing something for a child because you think they need it done, we are now letting them take the time to indicate that they need help, anything like that. They are capable and they can do it themselves. If they are not able to they will let you know. It is about learning those signals and cues; really knowing your children and others. (T2 I2)

As the teachers were exploring this topic it began to evolve into a discussion about the needs or requirements of infants and toddlers in the early childhood setting. The teachers focused at this point on the importance of the infants and toddlers being able to form attachment relationships with particular teachers and that for this to happen there needed to be policies and practices in place that would support both the teacher and child in the forming of these relationships. It appeared that the teachers' focus on understanding relationships and interaction in the context of attachment theory remained tied to issues associated with the importance of developing relationships with the infants and toddlers; the how, rather than the impact of attachment on children's lives, the why. At this point the facilitators asked the teachers if they would like to focus on attachment and its implications for practice at the next workshop session, and they agreed.

4.3.1 Personal plane for teachers

The changes identified in the following Figure 4.1 highlighted that the teachers' view of the child had a direct influence on how they reportedly reacted and responded to the child. The teachers' development of understandings around the language they used to define and describe the infant and toddler had a direct result in how they then planned to change their practice and focus more closely on respecting the child as a competent, capable individual. Figure 4.1 brings together comments made by the teachers before, during and after the first workshop. Their reflective journals showed awareness by the teachers of evolving changes in their practice. The teachers also commented on the resulting change in practice as a consequence of this discussion. Anne, one of the case study teachers, reflected after this session;

It opened my eyes to how some of the other teachers really saw infants and toddlers; I could not believe what was being said by some of the teachers. It did open my eyes up to what I should be doing to allow the children to become resilient, and secure and resourceful. (T2JE)

In this instant Anne was reflecting on her lack of awareness of other teachers' thoughts and perceptions of infants and toddlers. She was considering how language

can impede and impact directly on practice with infants and toddlers. She reflected that rephrasing or reconsidering the language used by teachers in conversation and practice could change her and others' pedagogy. Seeing a child as being helpless, needy or socially ill-equipped will impact on responses to the child that may unconsciously promote this view. If the infant is viewed as helpless, a pedagogy of 'rescue' may ensue, where the teacher resolves all the infant's issues, whereas seeing the infant as capable will more likely result in a pedagogy of empowerment as infants are encouraged, with support, to resolve their own issues. This pedagogy of empowerment was also reflected in Anne's journal when she commented that coming to teach at Christopher's Childcare had challenged some of her assumptions about infants and toddlers as being powerless;

The whole aspect of children using crockery and glasses and getting my head around that and what it does for the children, how it gives them the power.(T2.I2)

Anne felt that she did have a view of the child as capable and competent but at Christopher's, she said "it is so much more". Anne feels that her descriptive language with the children has broadened as she now spends more time letting the children discover and explore for themselves with more support from her verbally now, as opposed to jumping in and rescuing them.

Personal plane Teacher	Before Professional Development	After Professional Development
View of the child	The infant/toddler is: Small, helpless, uncontrolled, vulnerable, unpredictable demanding, emotionally unstable, socially ill equipped, lacking in self control, lucky to survive. Where anyone really can do anything for all the children. Not really needing strong attachment relationships.	The infant/toddler is: Unique, ever changing, responsive, persistent, expressive, energetic, gaining control, intelligent, capable and competent. One who requires the teacher to be able to develop strong attachment relationships with them.
Role of the teacher	The teacher is: One who takes on the responsibilities of regular routines, nappy changes, bedtimes, food and or bottles. Encourages and supports the child's development. Develops relationships with child and family. Required to follow the centres rosters. Not to challenge the status-quo	The teacher is: Very respectful of the child. Follows the child's lead, having the freedom to be with the child as opposed to following a set roster. Has clear understandings' about what we do and why to do it. One who understands the importance of attachment in early childhood programmes. One who will always challenge the status-quo
Team responsibility	A team of infant/toddler teachers: Follows a set of rosters, so may not be sure about where each person 'fits' in the team. Lacking team cohesion, with a sense of insecurity and individuality, where teachers' work well but in isolation.	A team of infant/toddler teachers: Collegial, listening to all points of view. Having a sense of trust and security within the team environment. Being flexible, supportive and respectful of each other. Having and or developing shared understandings of philosophy in practice.

Fig 4.1 Findings from the personal plane for teachers

4.4 The role of the teacher (workshop two)

The second workshop focused on the role of the teacher in implementing a programme that views the child in a powerful, competent and capable manner. This session also saw the teachers developing some shared understandings around

attachment and its implications for practice within the *ABL* programme. It was interesting to note how this deepening understanding provoked reflection around their practices and procedures in the infant and toddler setting.

The facilitators had asked if I would present a mini workshop on attachment as part of this. The session I presented highlighted the following topics: What is attachment theory? Why is it important and how do we implement attachment practices within the programme? I also provided the teachers with several readings about attachment and its application as a theoretical perspective to early childhood education practice. In the attachment session I emphasised several points in relation to attachment theory as an underlying structure in the implementation of the *ABL* programme; the importance of the child parent attachment, factors promoting secure attachments, attachment and the child's sense of self and attachment and later outcomes.

Many of the teachers had indicated in their journals that they had, prior to the workshop, a good understanding of attachment theory. One teacher wrote,

The key teacher will develop an appropriate relationship with the child's family.... this is where the key teacher will encourage and support the child's development, recording this growth via notebooks and profiles.
(T5 JE)

Another teacher wrote that:

Relationships are number one. (T6 JE)

When I asked the teachers in the first interview about the theory that underpins the *ABL* programme (attachment), the majority of them seemed to struggle in their articulation of attachment theory. One teacher commented:

(It's about) the key teachers having children in their groups. (T6 JE)

This teacher was talking about the practice of each teacher having specific children allocated to them. While most of the teachers made comments that attachment theory was about each child being attached to a teacher (such as by being in the teacher's group) they did not expand on this apart from saying that it was about the teacher getting to know the child well with a one-to-one relationship. The development of understandings around attachment grew as the teachers progressed through the professional development programme. At the conclusion of the professional development programme, Sue commented:

Yes I think that I understand a lot more of the theory now and I am a lot more interested in this now since the meetings and series of workshops. I think that it is all about developing strong relationships with the infants which would provide them with a secure base from which to explore. I have read some of Ainsworth and Bowlbys stuff.(T3 I2)

All the teachers in this study were either trained, in training, or held beginning level qualifications. Several commented that during their training they had only very briefly discussed attachment theory in relation to early childhood care and education programmes, whilst others stated that their training programme did not, or had not yet, covered this topic. Anne commented that she had read some articles about attachment and attachment programmes given to her as part of this professional development programme. She said:

I read a couple of articles to develop a better understanding around attachment theory and its benefits relating to infants and toddlers in group care. I read an article by Helen Raikes about this...it is about relationships, the relationship between the teacher and the child and achieving a good outcome for the child. It is about understanding the importance of teacher consistency and continuity in relationships for the child, and their family. (T2 I2)

Figure 4.2 depicts the discourse of the teachers before and after the professional development (the focus here is on attachment). These comments were generated via individual interviews, reflective journal entries and professional development meeting minutes as taken by the facilitators. Teachers' comments subsequent to the intervention of two workshops indicate;

1. a greater depth of their understandings of the complexity of teacher child relationships,
2. a developing awareness of the methods for developing such relationships and;
3. the importance for the children in doing so.

Teachers' comments about attachment

Before Professional development	After professional development
---------------------------------	--------------------------------

1. About each child being attached to a teacher
 - Building trusting relationships
 - Consistent personal relationships between teacher and child

2. Teachers record child's development
 - Families know their children best
 - Families have strong relationships with their children

3. In ECE it is to build secondary attachment
 - Someone getting to know the child – not just at a surface level

1. Hierarchy of attachment
 - There is so much to know and so many aspects to attachment theory – very complex
 - Quality interactions need time and structures to support this

2. Attachment takes time and space – you can't be on a roster for a week and still be expected to learn your child's cues
 - It takes communication and trust to develop attachments
 - We need to slow down in order to support the development of attachment
 - Really important to understand the basis and philosophy of attachment rather than just following things blindly

3. Realisation of how important these first few years are
 - Develop relationships between the teacher and the child that would help to achieve a good outcome for the child
 - To develop strong relationships which provides the child with a secure base from which to explore from
 - Parent child attachment vital in the ongoing attachment for the child

Fig 4.2 Teachers comments about attachment

During the attachment session the teachers discussed different types of attachment relationships between adults and infants and toddlers and how this can impact on the infants' and toddlers' ability to connect to another person. Their understandings appeared to shift from seeing attachment behaviour in the adults as just being 'friendly' to the child, to recognising how important availability and consistency of teachers are. They also discussed how secure attachments are related to and dependent upon the sensitivity and responsiveness of the teacher. This reflection on practice was

made evident by the teachers deciding to make changes to some of their practices (more negotiation and flexibility between the teachers of the daily running of the section, resetting non-contact times to ensure availability of particular teachers to children) to ensure the support of these developing relationships. The teachers' perceptions at this time shifted from just considering **what** attachment is, to developing the understanding of **why** attachment type programmes are implemented and then to considering **how** they would need to work together to create an effective attachment programme for the infants and toddlers. As indicated in Figure 4.2 above, their articulation of attachment theory, behaviour and relationships appeared to deepen and become better understood by the participants. Jo commented in her journal that:

As a re-focus on theoretical principles, opportunities for debate and to form joint understandings through practical grounding exercises it was very effective. (T1 JE)

Through discussion it became clear to the teachers that undertaking critical reflection and theorising and discussing attachment had resulted in the teachers developing a more conscious practice. Teachers now consciously created attachment relationships, and were able to articulate the value of attachment in early childhood settings. Changes in practice were observed as a result of viewing, discussing, and analysing videos of the teachers at work. Changes in running the programme were also observed as a result of the workshop on attachment theory, more flexibility around duties and housekeeping chores were implemented. These changes were noted in the staff meeting minutes and in teacher reflective journal entries.

Once the teachers had discussed attachment it became clear to them that the implementation of an **ABL** programme based on attachment theory principles required them to reflect on their role and to consider strategies for creating the 'right' environment to support the implementation of an attachment based learning programme. This discussion led to the creation of the following list (Figure 4.3) compiled during the workshop and based on group discussion and contributions from the participants. This list contains teacher traits or practices that have been recognised as important components in the makeup of effective teachers and are linked to

positive outcomes for children (Bruce, 2004; Elfer, Goldschmied & Selleck, 2003; Manning-Morton & Thorp, 2003).

The Teacher's role

- Know yourself
 - Form attachments
 - Build relationships
 - Sensitive
 - Honest
 - Responsive
 - Observer
 - Consistent
 - Warm
 - Kind
 - Trustworthy
 - Develop trust with children
 - Families/whanau
 - colleagues
 - Share knowledge
 - Respectful clear communication
 - Flexible
 - Thoughtful
 - Give constructive feedback
 - Compassionate
 - considerate
- Take time
 - Reliable
 - Be a good team player
 - Non-judgmental
 - Build safety
 - Articulate
 - Challenge and question
 - Professional dialogue
 - Initiative
 - Respectful
 - Cheer leader / celebrator
 - Strategist
 - Forward thinker
 - Reflective
 - Animated
 - Approachable
 - Interactive
 - Leader
 - Make an effort
 - Responsible
 - Individual
 - Collective

Fig 4.3 Teacher identified key points of their role in implementing an *ABL* programme

The items above are simply listed in two columns, each containing the teachers' thoughts on what their role needs to be to ensure the implementation of an effective *ABL* programme. An area of discussion and dilemma that occurred during this session was when the teachers started to really look at the roster system (a structure employed by many early childhood centres where teachers rotate weekly between duties: inside, outside, bathroom or nappy changing, bedroom duties etc) and the impact it had on the lives of the children. The teachers discussed how the system really seemed to be in place to make things easy for the teachers and were not really reflective of the needs of infants and toddlers in group-care settings. Infants and toddlers need to have their needs met by teachers who are in-tune and able to pick up on infants' and toddlers' very subtle cues. This requires the teachers to be accessible, available and free to

spend as much time with the infant/toddler when they need it, not when determined by a roster. The teachers felt that being constrained to a roster system impacted on this availability, therefore impacting on teachers' ability to create relationships with the infants and toddlers. They had identified relationships as being vital in the effective implementation of an *ABL* programme. After this session Jo reflected in her diary that when she thought about 'care' in the context of housekeeping and roster duties, she did believe that roster and duties do need to take second place to individual children's needs:

This is a constant battle, intrinsically and extrinsically. A dilemma exists at every moment for the teachers between the call to 'care' and the need to be 'with' and 'catch' teachable moments. It is about being flexible as we discussed. (T1 JE)

Jo was highlighting the problem that exists where teachers are expected to follow a set of rostered duties and yet still be able to create relationships, provide spontaneous experiences, and spend valuable time with the infants' and toddlers to meet their needs when they need to have them met. Sue reflected on how things had been in the Tigger Section in the past and explained in her second interview that:

In the beginning we did have a sort of set roster really that we had to do things a certain way and at certain times, and that's all gone now. We work more now individually for each child, which I find works better for them. Their needs (emotional and physical) are being met when they need to be met. They are not stuck in a system where they have to fit into a group collective thing. (T3 I2)

One of the changes that occurred was a rethink of the structure of the programme and where the system of staff rosters and housekeeping tasks fit. As a result of the teachers' changing understandings around attachment and its relevance to infants' and toddlers' security, sense of self and developing trust they felt empowered to develop a more collective/team responsibilities approach to duties and housekeeping tasks. Shifting away from the constraints of a roster system allowed the teachers to 'be' with the child. The teachers felt that there seemed to be more time in their day and they are not regimented or constrained in their interactions with the children.

4.4.1 Interpersonal plane for teachers

Within the interpersonal plane the teachers developed a repertoire of shared understandings. They developed a cohesiveness that in turn supported the change and development of practice. In her second interview Anne also commented on the

changes that were taking place in the Tigger Section. She felt that the needs of the infants and toddlers were being met according to their own rhythms now, as opposed to having to fit around a roster:

I think that this is so important and it is just amazing. I love the fact that we can give our children choices and that they can respond. I love the fact that we can ask questions; we don't have to be forceful about routines (nappy changing, eating, sleep times). They can be pleasurable and it is done with respect. The children know where they are going they are not whipped up in the middle of play. It is done when they are ready to have it done. (T2 I2)

Anne is talking here about having at one time been in a roster system that structures the timing of nappy changing, eating and bedtimes. She is reflecting on the changes she has observed taking place; no longer having to take the children to the bathroom because the roster says that it is time to. Children are changed when they need to be; they are fed when they are hungry, and put to sleep when they are tired.

The following Figure 4.4 shows the teachers' reflections as noted from the workshops, personal journals and interviews. The chart shows the evolution in the teachers' perceptions and practice, it highlights the importance of developing team coherence and shared understandings. This shared sense of purpose, collective focus on pupil learning, collaborative activity and reflective dialogues, are qualities outlined by Louis et al. (1996, cited in Anning & Edwards, 1999, p.149) as being vital in the development of schools as learning communities and can also be seen as being valuable in the development of quality organizational cultures and teacher practices in early childhood settings. Rogoff, Turkkanis and Bartlett, (2001) explain that in a community of learning the emphasis is on the process of learning, not only for the child but also for teachers and families.

Interpersonal plane Teachers	Before Professional Development	After Professional Development
View of the child	Individualised and not shared with the other teachers. No shared understandings about how each teacher saw and then put into practice the view of the child. Considerable mismatch between each teacher's views of the child.	A shared view of the child, with a developing consensus of how to put this shared view into practice. Deeper understanding and acceptance between team members of each others views of the child.
Role of the teacher	Individualised, guided by the rosters and routines of the centre. Teachers' acting in isolation at times not even aware of other members struggles or concerns. Whereby you get your 'job' done at all costs and, at times, regardless of the needs of the children.	Collegial, shared responsibility for all happenings in the programme. Where all members were being seen as valuable with skills and talents to add to the team dynamic.
Team responsibility	Were not always sure of what this would mean in practice. No real shared understandings about the role of the team, what each teacher had to offer to the team. Did not really understand the concept of self-sustaining teams, had not really explored this concept in any depth. Afraid to challenge each other	Developing understanding of the community of practice concept. Teachers' discovering the importance of trusting and respecting each other. Understanding that this process takes time and hard work. Becoming more confident in asking and challenging each other about practice.

Fig 4.4 Findings from the interpersonal plane for teachers

4.5 Team development (workshop three)

The third workshop was made up of three sessions: community of practice, buddy teachers and self-sustaining teams (refer Chapter 3). The workshop started with a discussion about the importance of trust between colleagues in the working environment. The teachers examined the community of practice philosophy (Wenger & Snyder 2002) as a key tool in the development of effective team work and therefore effective attachment practices (Bary et al. 2007). The group discussion highlighted the importance of teachers developing common approaches and philosophies around infant and toddler practice. The discussion also placed an emphasis on the ability of teachers to be able to articulate their practice and to challenge and be challenged by each other on practice.

It was interesting to note that the teachers did bring to the professional development programme some shared understandings and some experience in working with the *ABL* programme. However this experience was limited and mainly consisted of the teachers' having read the programme and having some discussions during staff meetings about implementation and teacher practices for the *ABL* programme. Several teachers brought to the process their prior knowledge of working with the *ABL* programme, as they had been in the Tigger Section for several years. Others had only just joined the team. The team was still forming and one of the aims of this professional development programme was to support the development of team cohesion and understandings. The teachers had not had any formal professional development around the *ABL* programme until this series of workshops. While Christopher's Childcare Centre runs yearly teacher development programmes based on the philosophies and theories of practice used in the Centre, the management team decided that a more prolonged and in-depth approach was needed during this time of large staff turnover. Therefore the implementation of the current professional development programme was a fortuitous opportunity.

The group started by investigating the concepts of a community of practice. Teachers covered several topics designed to enhance their understandings around knowledge as

being social as well as being individual. It is through the process of group involvement in the developing and construction of understandings that a body of knowledge is developed (Wenger, McDermott & Snyder, 2002). Sue commented that:

I think that the feeling of belonging has increased. I think we realise now how vital we all are. I think that we all matter. I didn't feel like that before, no way! So for me that's a big thing that yeah we can make a difference for the children and the family and to each other. Yes, the team can work together; we can make a big difference; we can make things very difficult for each other but working like this is a lot easier. Yes, the community can be very rewarding. We are there for each other. Yes, that is the big difference. (T3 I2)

Sue had been in the Section for two years prior to the professional development programme and it was interesting to see her confidence increase at each session. Whereas initially she was not too keen to participate in the group discussion, by the end she appeared very confident and willing to challenge others and be challenged. This process came about by the facilitators providing a very 'safe' environment. They set the ground rules clearly and constantly watched for indicators on the next appropriate step; whether they should stop, redirect or allow some time out for people. Holding the professional development session at the centre went some way to help create a safe place. The teachers were all familiar with the place. They were able to move freely about and from the room and drinks and food were always available. The facilitators also used opportunities for some small group sessions which seemed to allow the teachers more 'freedom' to speak and to confront issues that they may have been uncomfortable doing in the larger group. Jo commented:

It was an excellent opportunity to hear more from some who don't speak out in larger groups, and for me to get to know more about what they think about things. Quite cathartic and emotional for some too. (T1 JE)

The changes in the teachers' understandings of the Community of Practice concept allowed for better theorization, more understanding of the buddy teacher role and the self sustaining team role. This in turn created a stronger bond within the team and they were much more trusting of each other. Teachers were moving from a predominantly individual, disjointed, and at times an un-theorised approach, to recognising the value of cohesive teamwork and understanding theories behind their practice.

4.5.1 Buddies

Following the discussion around the Community of Practice concept the teachers moved onto discussion about the buddy teacher system. Isabelle (facilitator) found the first discussion around buddy pairs interesting as she noted a sense of trust developing between the teachers as they worked together creating their ‘buddy teacher’ roles. The teachers were in two small groups to discuss the buddy teacher role and it appeared that their confidence had grown since the discussion about the community of practice. The teachers now seemed more relaxed and were ready to be honest about what needed to happen for them to be able to implement the buddy teacher system effectively. She noted:

The staff members were asked how they saw the role of the buddy This also amazed me in the way that there didn't seem to be much trust within the team (teachers didn't trust that in their absence, their buddy would do what needed to be done for the children in their groups) and it was like the support for one another was not there. Some of the staff I think felt safer to say their real opinions when the group was broken up. (F2 JE)

The session on buddies allowed the teachers to reflect on what they wanted or expected from their buddy. They discussed what made a ‘good’ buddy and what interaction and support would be needed between each other to ensure the effective running of the **ABL** programme. Jo noted that the session on the buddies was:

Also outstanding was where they (teachers) discussed what they wanted from their buddy. This was both authentic and contextual (real discussion about real issues in their section), which of course meant that it was very relevant for the staff. This also provided an opportunity for a reflective session where teachers were able to talk about what wasn't happening. (T1 JE)

Sue commented during her second interview that, after the buddy and self-sustaining team session, she felt the buddy relationships really changed:

The buddy programme is working much better now. There is much more communication and a lot more consultation within the team. The team work is much better than it used to be. People will pick up for each other – slot in for each other that sort of thing. Yep, we all help out with each others duties whenever. That NEVER used to happen before. (T3 I2)

4.5.2 Self-sustaining teaching teams

The session on self-sustaining teaching teams allowed the teachers to start co-constructing their ideas about what a self-sustaining team should look like in practice.

In two small groups the teachers created a sheet of ideas each about teacher roles and responsibilities within a self-sustaining teaching team. They then shared these with the large group. The teachers examined the role of the team and the implications that effective team work and community of practice concepts have for their work with infants and toddlers. Having identified what they saw as their roles and responsibilities within a self-sustaining teaching team framework enabled the teachers to create their own guidelines for practice. This process enabled the teachers to move from a sense of individual identity (as teachers) to identifying themselves collectively as an effective team/community of practice. They moved from being a team of individuals who were struggling to develop shared understandings to a cohesive group of teachers sharing a similar vision for the infants, toddlers, families, themselves and their community.

Anne, reflecting in her journal, felt that the session on self-sustaining teams was of great value to the developing team. She commented that after this session she reflected on some of the issues that had been discussed as barriers (poor communication between teachers, unresolved conflict between teachers, differing 'views' of the infants and toddlers and no shared vision) to developing an effective self-sustaining team:

Lots of different scenarios were discussed in our small group. There were some things that I didn't even know were going on or how that team member was feeling. The team was able to open up and sort through any issues or concerns that they were having. Respectful clear communication was one of our points when we brainstormed what we thought of the self-sustaining team. This session was very positive. I felt it brought us all together as a team. (T2 JE)

Sue also commented about changes in group tone:

The system used to be if you were responsible for certain duties and you didn't get around to doing it you were basically slammed for it; and you know that doesn't happen now. Everyone is there for each other – definitely more shared responsibility. I think that the atmosphere as well has changed in that it is much nicer; we all get on in a much more friendly way. (T3 I2)

This workshop seemed to provide a springboard for the teachers to begin the creation of a shared vision. It was at this time that the development of a section logo or symbol that would represent their, now agreed, understandings was discussed.

It was interesting to note that Jo commented the sessions were challenging for some individuals and that the process was really setting in motion a real 'sea change'. She did have some concerns about two teachers who may not want to stay on and reflected:

It is clear that some people just aren't going to survive the 'wave' of change that's taking us higher. Whatever, it is working well for most of us here in the Tigger Section. (T1 JE)

These concerns were based on individual discussion with the teachers. One teacher in particular felt that the changes (although all the changes taking place were not just related to the professional development programme) were difficult for her to cope with. Interventions were put in place to support her and one other teacher, but in the end two teachers resigned after deciding that they could no longer continue in the centre for a variety of reasons.

4.5.3 Institutional plane teachers'

Figure 4.5 shows the teachers' developing perceptions about the importance of congruency between their collective agreed philosophies and shared values and that of the childcare centre in which they were working. To have a teaching team committed to the implementation of an attachment based learning programme would be very difficult if the institution was not supportive of this. The teachers reflected on the importance of the institution having policies and procedures in place to support the development of this type of programme. They also recognised the importance of management understanding the community of practice idea; an environment that is empowering, where teachers can instigate change, develop their own procedures and try things out; not unlike what they aim to provide for the children.

Institutional plane Teachers	Before Professional Development	After Professional Development
View of the child	Guided by what was written in the programme. Taken as granted, not really questioning or digging deeper into the centres programme. Teachers' were able to quote what was written but not always able to go on and explain what this would mean in practice.	Still guided by what was written in the programme but now able to articulate why they do what they do. Teachers much more able to question the centre's programmes, rosters and routines. Teachers' views of the child now in a more positive light better reflecting of the centres policies.
Role of the teacher	Guided by what was written in the centre rosters. At times constrained by a perceived hierarchal system.	Teachers are able to control the day to day running of the programme, and are able to respond flexibly to the daily needs of the children. No longer controlled by a roster system. Teachers have together reviewed centre programme and rewritten several policies.
Team responsibility	Just developing an understanding of the centres community of practice concept. Not always able to articulate what this would mean in practice for infants and toddlers.	Developed a shared responsibility approach to their teaching. Have developed a strong understanding about the self sustaining team approach. Now more able to articulate the centres programmes and community of practice concepts.

Fig 4.5 Findings from the institutional plane for teachers

4.6 Workshop four

In the fourth and final workshop the Tigger teachers themselves led the session. They instigated the discussion and came prepared with pictures or concepts that they felt reflected where the team was now, whakatauki ideas and visions for the future. The facilitators from the previous sessions become the record keepers. The following

diagram is the first logo that the Tigger teachers felt best represented them, their journey and the community they work in.



Tigger Team Koru

With fronds reaching skyward unfurling with new growth in seven directions, to us the koru symbolizes our potential for growth and development in the fundamental areas that support the Tigger Section curriculum and philosophy. They illustrate the direction in which we strive to grow together within our community of learners here at Christopher's Child Care Centre. The seven new shoots of growth also symbolize our seven member self-sustaining team, as we learn together within our community of practice.

They are:

- ABL* & Te Whāriki
- Relationships
- Leadership
- Children
- Families/whānau
- Self-sustaining team
- Community

Fig 4.6 Tigger team's symbol of growth

Tigger teachers used the concept of the fern frond to represent new life beginnings. This concept encompasses the many new life journeys, the individual teacher's journeys, the developing children and their needs', the group development, the family/whanau involvement and journey, plus the development of the section's community of practice (SMM). The meaning of the frond for them was based on discussions held during the professional development programme; such symbols can reify understandings and guide practice.

4.6.1 Teacher reflections after programme

Comments from the teachers about the whole process were that they are now:

- *feeling safe in the working environment*
- *not afraid of being 'shot down'*
- *feel secure and now see that this security is really important*
- *working on further developing shared understandings*
- *feeling great to be on the same page*
- *I now appreciate how it can be (programme)*
- *Acknowledging that there is always room for improvement*
- *we should be striving to be better no matter what!*
- *professional dialogue on the floor now is just awesome*
- *we have formed a good relationship as a team*
- *we have greater shared values.*
- *we understand each other now*
- *yeah this is much more than just a job*
- *we are all working together - you know, coming to the meetings and really sharing what is going on.*
- *we share the same goals now and we all work together to achieve them.*
- *it is so much better than before when everyone seemed to work against each other.*

Jo commented after the last session that:

There is a lot more communication happening on the floor. I have also noticed that there has been a drop back of having to remind people about

practices on the floor. The staff appear to be more confident and competent. I think there is more trust between the team members. I also feel that the team members now have 'ownership' of 'their' programme and a lot more teachers are now on the same page, so to speak. This professional development programme has meant that we are having experiences to do, not just talking, but thinking and constructing together and this has been vital. It has been about developing shared understandings through being actively involved in the process. I have noticed a change in the team dynamic at staff meetings. There is increased participation now they are more confident and more open to discussion and ideas. (T1 JE)

The following extracts from two sets of staff meeting minutes (one extract before the start of the professional development and one extract at the conclusion) highlight the changes in discussion that have occurred. These notes are representative of the changes in dialogue at staff meetings that have taken place over the year. The minutes show the teachers engaging in a deeper level of dialogue about attachment issues for children, support for the wellbeing for all; teachers, children and families and a growing appreciation of consistency and continuity between home and centre.

(April 2005)

Children: *Tammy finishing. Mary is to go into Sally's (teacher) group. Molly is transitioning, and it is Elizabeth's first day, going well. Mattie is doing great today, Jed is still unsettled. Eve has a Bob the Builder toy for comfort.*

Bedroom: *When there are enough staff back from lunch rotate two at a time in the bedroom for as long as possible. (SMM)*

(April 2007)

Children:

New children: *Teachers discussed some strategies for settling new children from different cultures – Hong, and Pap in particular. The Key teachers are to talk with families and then share information with other staff.*

Danny: *Question was raised about attachment and what type of attachment Danny is exhibiting? Is this healthy? How is Danny doing at home?*

Strategies to support Danny:

Occupying yourself (key teacher) in an area of interest that Danny has, constantly talking with him about what is happening, letting him know when and where you are going to help reassured him. Buddy teacher to support him when his Key teacher is 'busy'. Key teacher is to let other staff know (mainly buddy) when her other children need something, to free her to spend more time with Danny. (SMM)

Isabelle (facilitator) had this to say by the end of the professional development:

Over time the Tigger team has come a long way in its thinking and members of the team have come into their own and have been able to speak their opinion more freely with the encouraging support of Ella, myself and Raewyne. It was like they needed reassurance and to know they were in a safe environment to be able to speak their opinions. (F2 JE)

Jo commented in her reflective journal at the end of the professional development programme that:

It (professional development programme) has given us some space to think about some yucky areas; it has been therapeutic to share with each other. It has been a grieving for the things that weren't right and getting these things and resentments out in the open. It has also been about having a safe space in which to do this. This has been about developing emotional relationships. To work here is not just 'working'; it is about developing trust with each other and this does involve a deeper level of sharing. As a new team we have developed some useful documents and are continuing to create new ones. We have also succeeded in creating shared visions for practice and much of the foundation of this rests with the content and process of the professional development meetings. (T1 JE)

The teachers also had made comments regarding the changes that they felt had occurred for the families and the children. Anne commented that:

This programme means that I have very strong relationships with my group of children and their families and that of my buddy. It would be difficult to have such strong relationships with such a large group of families in this environment...it is about not just knowing the child but knowing the parents as well.(T2 I2)

Sue also reflected on the impact on the children and families she noted that:

The families know exactly who to go to; where to pass the information on to; and again you are able to build those really good reciprocal relationships which are built on trust. I think that the families feel a lot more comfortable coming into the setting and being able to trust that their baby is going to be really looked after. That is HUGE and I understand that more now that I have my own baby. You are bringing this little person, your life, your soul, and just handing her over to others, you know - can you look after her for me please? This is huge for families, but I find this so much better now I really do. I have much more respect for the programme now. (T3 I2)

4.6.2 *The three planes, Christopher's Childcare Centre*

The implications for the institution were that the management needed to ensure that each section's policies, practices and procedures were congruent with the centre philosophy. Employment of appropriate teaching staff is imperative to the effective outcomes for the community as a whole. Figure 4.7 highlights the importance of opportunities being made available for teachers to talk together, to develop shared understandings and to participate in relevant professional development programmes. The professional development has prompted some changes in the staff training that is provided for new teachers; which includes a more thorough coverage of the community of practice philosophy. Documentary analysis saw changes in the roster systems, non-contact organisation, break times and the development of buddy teacher and self-sustaining team guidelines.

Personal plane Interpersonal plane Institutional plane Christopher's Childcare Centre	Before Professional Development	After Professional Development
View of the child	A group of teachers working in the environment with some understandings' about their view of the child but not really congruent with the centres policies and programmes	A group of teachers who now have a core of shared understandings. Able to articulate centre policies and programmes with confidence and a depth of understanding. <i>ABL</i> document re-worded which now clearly states the collective teachers' view of the child
Role of the teacher	The centre has had a type of roster system in place that at times could constrain and restrict teachers' interactions with the children. Clearly written and expected to be followed.	No centre rosters now but a set of responsibilities that allow for the teachers to be flexible and to really 'be' with the children. New guidelines and practices written to support the implementation of the self-sustaining teams and buddy system.
Team responsibility	Christopher's Childcare has been operating a community of practice concept for the last few years but for some teachers the ability to implement these practices are constrained by a lack of understanding and at times an expectation that they would just know how to do it.	A group of teachers who now work closely together as they develop deeper understandings around the community of practice concepts. Centre PD programme has been reviewed and the centre now much more proactive in ensuring there is training or PD for new teachers.

Fig 4.7 Findings from the three planes for Christopher's Childcare Centre

4.7 Families/whanau and children

As part of the triangulation of the data I interviewed Pat and Sally, two parents who had been involved in the Tigger section for at least two years, Pat with her son Sam, Sally with her daughter Lisa. Sally also had another child attend the section before Lisa so had been involved with the section for three years. Both children, Sam and Lisa, attended the section on a full time basis (30 plus hours). Both parents spent time in the section, not just at pick up and drop off times, but also visiting during the day at lunch times and to breast feed. They also had experience of the *ABL* programme having been introduced to it on enrolment, and then through ongoing discussion with teachers. These interviews were carried out after the completion of the professional development programme.

I asked Pat and Sally what they knew about the *ABL* programme and if they could give some examples of the programme in action with them and their child. I also asked them if they had noticed any changes or differences in the programme in the time that they had been attending.

Pat felt that the *ABL* programme as it stands now (at the end of the professional development programme) is;

not a 'one size fits all' thinking. The programme is flexible and the teachers are able to meet the needs and interests of individual children. The children don't all have to do the same things at the same times; they eat when they need to, sleep when they need to and be involved in experiences that they, the children, are interested in and not just following some random theme that the teachers have thought up. (P1 I)

I asked Pat if she had noticed any differences in the section over the last year of the professional development programme she commented that:

*My understandings of the programme have grown over the last year and while I was happy with the care and attention that Sam received in his first year here, what I know now means that I would be more likely to challenge and question those same practices now. I feel that Sam was well cared for at the time but looking back I did miss out on vital information around things like who Sam was becoming. I don't think that it is important that I as a parent know the ins and outs of the *ABL* programme as long as I know that if I ask a question of a teacher that she is able to articulate clearly what and why things are being done a certain way. I*

feel that the teachers' understanding around the programme and articulation of practice has grown over the last year. (P1 I)

The following are two extracts from Sam's notebook; one taken from before the commencement of the professional development programme and the other after the programme had finished. The first quote shows the teacher's focus on care routines and eating whereas the second quote tells a story of friendship and interaction between children. The discussion in the first quote seems to tell a story of a child in isolation from his environment, but the second quote places the child in the social milieu of the centre. These extracts are representational of other children's notebooks and highlight the changes in the feedback given to the family.

5th April 06

Only a short sleep again today, would not go back to sleep for Pam (another teacher) At lunch time did not want his food to start with, but ate it all in the end. He has had a great time crawling around and exploring the musical instruments. (T4NB E)

25th Jan 07

Sam and Tommy built a train track together. You could hear the two of them talking to each other and helping each other to complete the track. When it was completed Sam said 'up, down and around, whoosh! Explaining how the train would go around the track. (T2 NB E)

It was interesting to note that Pat (parent 1) herself now had higher expectations of the programme and the teachers' practice, due to her increased knowledge. She would now expect more than adequate care and attention for her child thus indicating that increasing teachers' knowledge and understandings around their practice can also result in the families' increased understandings and expectations for their children in childcare settings.

I asked Sally the same question and she commented that:

There have been a lot of staff changes over the last few years and this of course means things change. But I have noticed of late that the centre seems more brighter; not just the environment but also the teachers' attitudes seem to have lifted. Everyone seems to be much happier. There seems to be a lot more open communication between the teachers and they appear to be working together better. In the past teachers didn't appear to have such open relationships with each other. I think that Lisa has really blossomed since she has had one key teacher. She was a little unsettled as there had been such a lot of changes in the teaching team.

Once Lisa had her new key teacher who has been really consistent, she has settled well and seems to be much more engaged in her play at the section. I have enjoyed the key teacher system as this means that I know who I can talk to each day about Lisa and I know that the key teacher will provide that consistency between home and section which is really important. (P2 I)

This commentary reflects the effect on the centre's culture as a result of teachers having the opportunity to develop a cohesive group with a shared vision and an agreed practice philosophy.

The following Figure 4.8 illustrates the points made by both parents during the interviews about the changes they noticed occurring in the section after the professional development programme had finished. In general parents appreciated the greater depth of feedback about their child's interests and their increased understanding of the programme about which they could now question the teachers. They both felt that the teaching team appeared more cohesive, collegial and understanding, even happier, both parents commented on what they perceived to be more open relationships between the teachers, all of which have been highlighted in the literature review as factors contributing to improved outcomes for children.

Parents/family interview comments about changes observed after professional development

Changes for the children and families

- Better continuity in the feedback we are receiving
- The information shared in the daily notebook has become more in-depth not such a lot of basic care components
- More in-depth story about our child (in daily notebook)
- Looking back I now feel that I did miss out on vital information around things like who (child) was becoming
- There is a connectedness between (child's) home and centre experiences
- My understandings about the programme have grown
- Programme seems to be more focused – it reflects the child's interests and is now more than just maintenance
- I feel I know more now and would be happy to challenge and question teachers
- Stability and consistency for the children and parents alike

Observed changes for the teachers

- Although there have been some changes in personnel the team does seem to be more cohesive – singing the same tune so to speak
- Seems to be more professional dialogue being exchanged between the teachers
- Teachers' understandings around the programme and articulation of practice has grown over the last year
- The section seems much 'brighter' not just the environment but the teachers attitudes seem to have lifted
- Everyone seems to be happier
- Seems to be a lot more communication between the teachers and they appear to be working together better
- In the past, teachers didn't appear to have such open relationships with each other

Fig 4.8 Parent observations (from interviews) of changes effected by professional development programme

Parents' comments highlighted changes that they felt occurred for them and their children, alongside what they saw had changed for the teachers as well. The changes noted occurred across the three planes: personal, interpersonal and institutional.

4.7.1 Personal, interpersonal and institutional planes families

Figure 4.9 gives some examples of comments made by the families about how their expectations for their children in the setting changed due to their increased knowledge of the programme. Both parents discussed how their ideas and expectations had

changed over the period of the professional development. They commented on their changing perception of the role of the teacher and their deepening understandings of the *ABL* programme. The parents also commented on changes they had observed for their children such as: better consistency and continuity between home and centre, pleasure in discovering more about their child's personality, delight in seeing the close relationships between the children and their key teachers.

Personal plane Interpersonal plane Institutional plane Families	Before Professional Development	After Professional Development
View of the child	Needing to be cared for, fed and development checked or monitored.	Wanting to really see their child's personality and sense of self developed and shared between home and centre.
Role of the teacher	Someone who records the child's development and routines such as food and bottles, nappy changing and sleep times. Provided some consistency between the home and centre	Someone who really gets to know my child and is able to share with the family who the child is and is becoming. Is consistently the one with which we interact. Someone who is able to articulate to us what they are doing with the children and why they are doing it. Much greater consistency between home and centre.
Team responsibility	Teachers who worked in isolation not really sharing with each other what was going on. A lack of openness in their (teachers') relationships. Lack of cohesion in the programme.	A group of teachers who seem to be happy in their work. Teachers who share information with each other and carry out professional dialogue. Better cohesion in the programme is seems to reflect the child's interests it is now more than just maintenance.

Fig 4.9 Findings from the three planes for families/whanau

4.8 Conclusion

The findings presented in this chapter encapsulate the participants' experiences as interpreted by the researcher across the three planes of analysis. The findings tend to

suggest that the teachers' reflections of their views of the infant and toddler had a direct impact on how they initially functioned in their role as a teacher. They also show how the opportunity to reconsider the teachers' role, provided by the professional development programme enabled them to reflect on the value of attachment programmes (in early childhood settings) for infants and toddlers and their families. As their understandings progressed about themselves as teachers within a team, the theory behind attachment relationships and the community of practice paradigm, the teachers began to view the early childhood setting more through the eyes of the child. Teachers were thus moving away from a view of practice that had been constructed for them by the roster systems and centre structures. The teachers began to see the power in understanding why they were doing what they were doing, working together in developing shared understandings about practice and visions for the future. They developed a team strength that grew, affording them ownership and responsibility for their practice whereby teachers now controlled the day to day running of the programme based around the needs and requirements of the infants and toddlers. The children and families were placed at the centre of the teachers' thinking, allowing for the development of secure and trusting relationships to flourish. This in turn provided the infants and toddlers with an environment that was respectful and supportive of their developing positive sense of self.

5 Chapter five | Conclusions and implications

In this chapter the findings of the research are briefly summarised and the strengths and limitations of this study are discussed. The potential contribution that this research could make to literature surrounding the use of a contextualized professional development supporting the implementation of key teacher systems in infant and toddler settings is considered. In the final part of this chapter, the implications of this research are examined with regard to tensions between sociocultural theory and attachment theory in the context of an *ABL* programme. Key teacher systems in infant and toddler settings are considered and avenues for further research are recommended.

This study documented the experiences of three infant and toddler teachers' involvement in a site-specific professional development programme and of two parent users of the centre over a period of seven months. The aims were to discover the impact that a co-constructed professional development programme had on infant and toddler *ABL* teachers' reported pedagogy and on the perceived outcomes for infants, toddlers and their families/whanau. The study was also undertaken in the hope of improving understandings of how pedagogy relating to the *Attachment Based Learning* programme (*ABL*) and the community of practice philosophy can be developed and improved as a result of a professional development programme developed with, and for, a specific centre. It also aimed to provoke reflection on quality practices in teaching and learning for infants and toddlers in the early childhood education sector both locally and nationally.

The study question:

In what ways does a co-constructed in-centre professional development programme impact on infant and toddler teachers' Attachment Based Learning pedagogy and practices

5.1 The significance of the study

I sought to critically examine a specific professional development project that aimed to provide opportunities for teachers to theorise their practice and to clarify perceptions and ideas. This professional development programme also aimed to enable teachers to develop a research-based infant and toddler pedagogy. It is envisioned that the research will benefit and further develop the existing innovative programme (*ABL*) operating at Christopher's Childcare for infants and toddlers as well as informing teacher practices. The process of investigating a professional development programme will also support the facilitators as they gain insight into their professional development skills and practice. There will also be benefits for the wider early childhood sector from the exploration, documentation and sharing of the benefits of the professional development programme on attachment and relationship building in infant and toddler settings.

5.2 Strengths and Limitations of this research

A strength of this study, albeit small, is that the findings can contribute to the growing discourse around infant and toddler programmes in early childhood settings. It is hoped that the discussion will support the developing trend to provide key teacher systems in infant and toddler centres. The study has indicated the value in such systems being clearly understood, based on relevant theory and supported with appropriate policies and procedures.

A further strength is in the honesty and bravery of the participants to share their stories and experiences, thus providing an openness that, hopefully, will support other teachers to undertake professional development that challenges and provokes their perceptions, values and philosophies. Therefore strength of this study is in its design. Case study research focuses on the particular and on relationships and processes rather than looking at outcomes and end products. This case study process takes a holistic view rather than looking at isolated factors. The study was set in natural settings and not set up in artificial situations. Denscombe (1999, p.39) suggests that the "focus on one or a few instances allows the researcher to deal with the subtleties

and intricacies of complex social situations". It used multiple sources of data generation as opposed to using only one. This case study was based on the lived realities of teachers' experiences and is a relational undertaking.

The limitations of this research are in its lack of generalisability. It was undertaken in a specific centre that was at the time also involved in the Centre of Innovation research, so the practices and experiences of the facilitators and participants were being supported by this programme at the same time. A similar study undertaken at a different time may offer a different set of findings. Although this research did not aim to provide a generalisable study and to present this research as unique, the findings may well resonate with the experiences of informed readers in their own settings.

As discussed at the beginning of this report, researchers bring to their study personal values, beliefs and ideologies and I have acknowledged these in my previous discussion. With the hindsight of a beginning researcher there are clearly opportunities to delve deeper into the data and to explore and present more fully. The interview process could have been better utilised to draw further on the participants' experiences, thus providing a deeper or clearer view of the discussion.

5.3 Implications

Of interest to the study was how professional development impacts on teachers' understandings and implementation of an *ABL* programme. Reflecting on the findings of this small scale research and the literature surrounding attachment, community of practice and socio-cultural theory indicates that there is a need to consider the programme content of undergraduate training for infant and toddler teaching (as highlighted by the participating teachers). The generally perceived lack of focus on infant and toddler teaching pedagogy in training programmes is concerning and with the increasing interest in specialized infant and toddler teaching there is a need for this issue to be addressed at all levels in the early childhood field. Opportunities also need to be made available for current infant and toddler teachers to up-skill and specialize in teaching infants and toddlers.

These issues raise concerns as this move towards specialization in infant and toddler care and education seems to be becoming more to the fore in early childhood discourse. The following are my suggestions for topics of investigation or professional development that could, in the long term, provide opportunities for the professional and personal development of teachers of infants and toddlers. These topics or investigations are framed within the three planes of activity as applied in the context of this thesis;

Personal Plane: shows how individuals experience change through their participation in an experience by highlighting the role of the individual.

- **Infant and toddler teachers provided with opportunities to develop a coherent understanding about attachment theory, and its implications for pedagogical practice.**

This study found that participants who were exposed to opportunities to discuss, research and explore attachment theory in relation to early childhood education, developed a deeper understanding of attachment theory as an informant to the *ABL* programme, resulting in changes to their practice. Participants' perceptions of the importance of having a key teacher system that supports the development of meaningful relationships between teachers, children and families/whanau also evolved during this time. One teacher reflecting at the end of the programme felt that her understanding of attachment and relationship development had changed which in turn changed her perceptions (importance of attachment) and consequently her practice and thus outcomes for the children and families.

- **Opportunities for infant and toddler teachers to undertake some form of self discovery.**

The teachers who participated in the professional development programme discussed that the opportunity to explore their beliefs and values had changed their perceptions and their practice. Teachers with awareness of their own emotional responses, their own motivations and from where these originate will be better equipped to understand and respond to infants' and toddlers' states and behaviors. Manning-Morton (2006, p.48) reiterates this when she discusses the importance of "early year's practitioners

developing a professional approach that combines personal awareness with theoretical knowledge”.

Interpersonal plane: shows how people communicate with each other and engage in shared endeavors.

- **Infant and toddler teachers developing understandings about socio-cultural theory and its implication for pedagogical practice.**

Teachers and families acknowledged the changes that occurred in their relationship as a result of deepening the teachers’ understandings of infant and toddler pedagogy and the *ABL* programme. A socio-cultural view of teaching allows the teachers to consider what happens between and among all of the teachers, children and families. Teachers who are able to work collaboratively with families in a consultative capacity will be better able to support or strengthen the infant/toddler-parent relationship.

- **Adaptability in the team environment**

Participating teachers created shared understandings and developed ‘rules’ and systems for how to work together as a group. Infant and toddler teachers are afforded opportunities to develop shared understandings within the teaching team, where the skills of professional negotiation and dialogue are enhanced.

Institutional plane: shows how people participate with others in culturally organised activities using cultural tools such as institutional policies and practices

- **Policy and practice analysis ensuring that these meet the needs of infants and toddlers foremost**

Teachers in the study developed an awareness of the importance of the centre, the individual teacher and the collective group of teachers having the same or similar ideologies. These shared views should place the needs of the infants and toddlers at the heart of centre routines and rituals. Any discussion or reviews of the policies and procedures of the centre should also, at all times, be framed around the needs of the infants and toddlers as opposed to the convenience of the adults.

(adapted from Powell, 2007).

An important theme highlighted in this research is that the incorporation of attachment theory as a foundation for the key teacher system could wrongly be seen

as at odds with a socio-cultural approach to teaching and learning. There appears to be an often articulated perception in the early childhood sector that within an attachment approach children would be restricted, forbidden or prevented from forming relationships with the other teachers (Goldschmied & Jackson, 2004); whereas in a sociocultural environment children would know all the teachers well and mix with everyone. But as Elfer, et al. (2003, p. 14) state

The point of the key person principle is not to restrict children's interactions with other members of staff but to be sufficiently responsive when they want intimacy and closeness with 'their special member of staff'. When they do not want or need that, but prefer to interact with other staff members, then of course it would be wrong to restrict or try to prevent that in any way.

The use of a key teacher system whereby one teacher is allocated a particular group of children, normally a one to four ratio, supports the ability of warm attachments to develop in group care settings. These relationships come about as a result of the teachers having the time and the shared philosophical understandings (by the whole team) to commit to each child in her/his group. The provision of individualised, consistent, responsive care and education becomes the priority. The teachers spend time getting to know the children and their families in reciprocal relationships. This involves more than merely writing in a child's portfolio; it is about spending time to get to know each other thus developing the vital link between children, families and teachers. The research has indicated that teachers need to understand the complexities of implementing an attachment based learning programme/key teacher system. Some centres have reportedly embraced the idea of a key teacher system without this necessarily resulting in the development of a close relationship between individual adults and particular children (Goldschmied & Jackson, 2004).

We have often seen in nurseries a child's supposed 'key worker' attending to impersonal tasks while he was fed or comforted by another staff member. Unless the key person system is given primacy in the organization of the day, the child may have no more contact with his designated worker than with any of the other adults. In that case the relationship can have no real meaning for him. Very small children can only recognise a special interest if it is expressed in close personal interaction day by day (p. 41).

Penn (1999, p. 26) also expressed concern about centres implementing key worker systems that were not afforded primacy in the day to day running of the centre, and she found that often:

Where a key worker system was in principle in place, in practice, because of everyday contingencies, it could rarely operate as intended; in effect it was useful fiction, a convenient lip-service to attachment theory.

These comments resonate with the research findings that suggested prior to the teachers' opportunity to engage in professional development about the implementation of key teacher systems underpinned by attachment theory they were unable to successfully implement an attachment based programme. The findings also highlight the importance, as identified by the teachers, of institutions having in place philosophy and policies that support the implementation of such a programme.

5.4 Conclusion

This research highlights the view that it is vital for teachers to maintain currency in issues and understandings pertinent to their field. One of the primary tasks of an effective community of practice is to develop common or shared understandings and to formalise what is well understood so that the teachers can focus their energies on more advanced issues.

Of concern is that the move from practice that has not been theorised may not be as simple as exposing teachers to socio-cultural theory, attachment theory and community of practice philosophy. Implementing programmes without appropriate understandings does not necessarily lead to improvement. This was the case for several Tigger teachers where they had been exposed to the centre policies and programmes, but at times struggled to articulate these or to implement them in practice. Teachers need contextual and authentic research opportunities and/or professional development opportunities aimed at achieving this end. This process of pedagogical development requires opportunities for teachers to examine understandings of attachment, socio-cultural theory, and community of practice concepts in relation to their existing theories, and to incorporate these in their practice. In this study of the professional development programme which provided the teachers with opportunity to have such examination, it was observed that most of the

teachers were able to reflect and make changes to their practice in relation to the exposure of new ideas and their subsequent evolving perceptions. They were able to grow as a team, developing a repertoire of shared understandings that went beyond the acceptance of practices that had been undertaken for some time. The process allowed the teachers to challenge their perceptions and practice and have opportunity to theorise why they do what they do.

The following Figure 5.1 illustrates the research findings that show that the three planes of activity: personal, interpersonal and institutional, need to be mutually congruent (in infant and toddler settings) in order for the policies and philosophies to be implemented by the teachers for the benefit of all participants. The teacher in the personal plane needs to have some shared views with the teachers and families in the interpersonal plane which in turn needs to be supported within the institutional plane. When all these factors are in alignment the final outcome is a Triangle of relationships, an environment that supports all members of the community, in which there are shared understandings, mutual engagement and joint enterprise.

5.4.1 Triangle of relationships

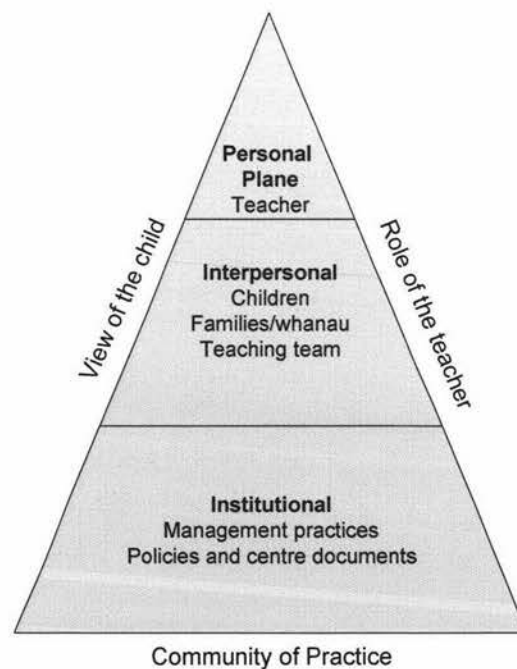


Fig 5.1 Triangle of relationships

This study has highlighted how the implementation of attachment based learning programmes for infants and toddlers requires the contextualization of theory into practice, professional dialogue and reflection on practice to enable improved outcomes for teachers, children, and families/whanau. It has indicated that the three planes, the personal, interpersonal and institution, need to have synergy and congruency. Concepts that are held by individual teachers need to be discussed, analysed and shared across the team if teachers are to work to their full potential. These personal interpretations are then available to become shared endeavors for the team.

Successful professional development programmes require mutual respect, the hearing of each other's voices, and the sharing of power in a climate of transparency and honesty. Positive outcomes for teachers, children and families can occur when facilitators listen to what the teachers think and understand, and then support them to analyse their current practices. A combination of a sound knowledge of attachment theory and socio-cultural theory as the foundation to their practice and this new understanding of what they are doing and why, provides teachers and facilitators with valuable tools with which to transform their practices into communities of practice that empower all participants.

To give the final words to Jo, the Tigger Section Manager:

As a result of the professional development programme, the teachers' theoretical understandings, perceptions and practice in implementing the ABL programme have developed. The opportunity to share in-depth discussion and beliefs brought the team towards greater shared understandings about their desirable best practices. This enabled them to have increased knowledge and confidence to implement their written best practice documents such as:

- *the key teacher/buddy teacher roles & responsibilities and*
- *the desirable practices of the ABL programme document.*

The programme also supported the development of an empowering environment thus enabling the teachers to better implement the self-sustaining teams' philosophy within their daily routines. The professional development programme was also invaluable for Anne and I as we were inducting three new staff members at the beginning of the next year. We were able to more confidently articulate the philosophy and carry out an in-depth programme of induction with these new teachers, and both of us believe that the professional growth we experienced as a result of the programme contributed hugely towards the success of this process

*through our increased knowledge and understandings of the **ABL** programme and the theories that support it.*

(Personal communication, August, 2008)

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7 Appendices

7.1 Appendix: A 1



Master of Education Research Project

Programme development with infant and toddler teachers

Raewyne Bary | Researcher

Management Committee Information Sheet

My name is Raewyne Bary and I would like to invite you to participate in my research project.

This research is to fulfil the requirements of the Master of Education Programme Massey University.

The aim of the research is to gather information about the impact of a co-constructed professional development programme on infant and toddler teacher practices; relating to *Attachment Based Learning* programme (ABL) and community of practice programme. The objective of this research will be to document how practice is evolving for teachers alongside what is happening for children and families/whanau.

The project will involve case studies of two children, members of the Tigger teaching team and the facilitators of the professional development programme. This case study research will last for approximately six months from June to December 2006. It is anticipated that to meet the needs of this project time spent in discussion with families/whanau will be no greater than the usual daily contact. However focus teachers and families/whanau will have the additional time requirement for two one hour interviews. Consent and information sheets will be given to all staff and families/whanau of Christopher's Child Care Centre Tigger Section and the facilitators from the Kanga Section.

Should the teachers and families/whanau agree to take part in this project, they will be asked to participate in two interviews. These interviews will be for a period of one hour each and will be held at the beginning of the project and at the end, at a time that is convenient for both the participants and the researcher.

With permission from the management committee and participants, for this project, the researcher will use information that is regularly gathered about children, by the key teacher or any other teacher, which is used to plan and implement the individual learning and development programmes. Information from family/whanau will be gathered verbally or from written observations in a child's daily notebook. Additional information will also be gathered by means of video and audio taping. This will include focus children interacting with other children, teachers and the environment. The children will not be involved in any different learning experiences than would be usual. Individual experiences in

which teachers, children and other adults will take part for the research, will include:

Interactions in all programme areas of the planned and emergent curriculum.
Routines involving transitions, eating and sleeping.
Informal and formal discussions; and
Staff meetings/workshops
Children's assessment profiles
Children's daily notebooks
Teachers' reflective journals.

In addition information will be gathered from formal and informal professional dialogue. If a child or a teacher is not one of the focus case studies, they may be a secondary participant as they interact with any of the focus children or teachers participating in case studies in the centre. The observations are designed to explore the impact that a professional development programme has on teacher practices relating to the *ABL* programme and the community of practice.

Video footage of activities and interactions in the centre between children, teachers and the environment will promote and support critical reflection of learning that will generate further data for understanding and developing the centre's community of practice and the *ABL* programme. Video footage may be included during the dissemination of the research findings and in teaching resources that may be accessed both locally and nationally. Participants will have the opportunity to view material for publication prior to its being published.

As this project is running parallel to the Centres of Innovation programme, where Christopher's Child Care Centre has been named as a centre in the national programme, staff may be able to be identified as a result. Pseudonyms will be used in all publications and personal information about staff will only be used with permission.

Staff and families/whanau will be invited to be participants in this research as a member of the Tigger section and Tigger section teaching team. Two children from the Tigger section will be chosen to be involved alongside the key teachers.

To minimise the possibility of role conflict and issues of power relationship, due to the researchers' role in the Centre (Manager), the potential staff participants will be initially approached by the Centre office administrator.

The information gained will be analysed by the researcher and shared with the research supervisors of the project. Findings may be shared with the early childhood sector during and after the course of the project.

At the conclusion of the project, the video tapes and data will be held in secure storage at Massey University for a period of five years. A summary of the project findings will be made available to you.

Participants' rights:

Please be aware that you are under no obligation to accept the invitation to participate in or be involved in this project. You may decline to take part in the project without any disadvantage of any kind to yourself. However, if you decide to participate, then you have the right at any time to:

Ask any questions about any aspects of the study
Be provided with a written summary of the study.

Confidentiality of persons in any video tapes used in this study by the researcher will be maintained by ensuring that no names of any persons are used. Video footage in presentations or resources will only be used with explicit permission of the teachers, family/whanau. Visual images allow viewers to gain a deeper understanding of the developing teacher practices and the evolution of the *ABL* programme by providing an overall picture of interactions between children, adults and the environment.

Project contacts:

If you have any concerns or questions about this study please direct them to the researcher or supervisors.

Researcher	Supervisor	Supervisor
Raewyne Bary	Dr Barbara Jordan	Dr Kimberley Powell
Manager	Senior Lecturer	Lecturer
raewyne.bary@massey.ac.nz	Massey University	Massey University
	Private Bag 11 222	Private Bag 11 222
	Palmerston North	Palmerston North
	phone 06 356 9099 x 8854	Phone 06 356 9099 x 8856
	email b.j.jordan@massey.ac.nz	email k.powell@massey.ac.nz

Important information about this study |

This project has been reviewed and approved by the Massey University Human Ethics Committee: Southern A, Application 06/23. If you have any concerns about the conduct of this research, please contact John O'Neill, Chair, Massey University Human Ethics Committee: Southern A, telephone 06 350 5799 x 8635, email humanethicsoutha@massey.ac.nz.

Thank you for participating in this project. Your contributions are greatly valued and appreciated.

7.2 Appendix: A 2



Programme development with infant and toddler teachers

Raewyne Bary | Researcher

Information Sheet – Parent / Whanau

My name is Raewyne Bary and I would like to invite you to participate in my research project.

Please read this information sheet carefully before deciding whether or not to participate.

What is the aim of the Project?

This research is to fulfil the requirements of the Master of Education Programme Massey University.

The aim of the research is to gather information about the impact of a professional development programme on infant and toddler teacher practices; relating to Christopher's Child Care Centres Attachment Based Learning programme (*ABL*) and community of practice programme. The objective of this research will be to document how practice is evolving for teachers alongside what is happening for children and families/whanau.

The research project will involve case studies of two children, members of the Tigger teaching team and the facilitators of the professional development project. This case study research will last for approximately six months from June to December 2006. It is anticipated that to meet the needs of this project time spent in discussion with families/whanau (except for the two interviews) will be no greater than the usual daily contact. Consent and information sheets will be given to all families/whanau and staff of Christopher's Childcare Centre Tigger Section.

Should you agree to take part in this project, you will be asked to participate in two interviews. These interviews will be for a period of one hour each and will be held towards the beginning of the project and at the end, at a time that is convenient for both you and the researcher.

With your permission, for this project, the researcher will use information that is regularly gathered about children, by the key teacher or any other teacher, which is used to plan and implement the individual learning and development programmes. Information from family/whanau will be gathered verbally or from written observations in a child's daily notebook. Additional information will also be gathered by means of video and audio taping. This will include focus children interacting with other children, teachers and the environment. The children will not be involved in any different learning experiences than would be usual. The observations are designed to explore the effect that the professional development project has on teacher practices relating to children's learning and development.

Individual experiences in which teachers, children and other adults will take part for the research will include:

Interactions in all programme areas of the planned and emergent curriculum.
Routines involving transitions (including home to centre), eating and sleeping.
Informal and formal discussions; and
Staff meetings/workshops
Children's assessment profiles
Children's daily notebooks
Teachers' reflective journals.

If your child is not one of the focus children, they may be a secondary participant as they interact with any of the focus children or teachers participating in case studies in the centre. The observations are designed to explore the impact that a professional development programme has on teacher practices relating to the *ABL* programme and the community of practice.

Video footage of activities and interactions in the centre between children, teachers and the environment will promote and support critical reflection of learning that will generate further data for understanding and developing the centre's community of practice and the *ABL* programme. Video footage may be included during the dissemination of the research findings and in teaching resources that may be accessed both locally and nationally. You will have the opportunity to view material prior to publication.

As this project is running parallel to the Centres of Innovation programme, where Christopher's Childcare Centre has been named as a centre in the national programme, it may be possible that the Centre will be able to be identified as a result. Pseudonyms will be used in all publications and personal information about children and their families/whanau will only be used with permission.

You will be invited to be a participant in this research as a member of the Tigger section. Two children from the Tigger section will be chosen to be involved alongside the key teachers. If you and your child are not in one of the focus groups you may be a secondary participant as either you or your child interact with the focus children and focus teachers participating in case studies in the Tigger section.

The information gained will be analysed by the researcher and shared with the research supervisors of the project. Findings may be shared with the early childhood sector during and after the course of the project.

Participants' rights:

Please be aware that you are under no obligation to accept the invitation to participate in or be involved in this project. You may decline to take part in the project without any disadvantage to yourself of any kind. If you decide, however to participate, then you have the right at any time to:

Ask any questions about any aspects of the study

Provide information on the understanding that your name, or your child's name or any other personal information will not be used unless you give permission to the researcher.

Withdraw from the study at any time without any disadvantage to you or your child of any kind.

Decline to answer any question.

Clarify any of the transcripts made from the interviews and from the audio tapes.
Ask the researcher to refrain from video taping you or your child if you become uncomfortable or for any reason.

Provide information to the researcher on the understanding that confidentiality will be maintained.

Be provided with a written summary of the study.

Confidentiality of persons in any video tapes used in this study by the researcher will be maintained by ensuring that no names of any persons are used. Video footage in presentations or resources will only be used with explicit permission of the family/whanau. Visual images allow viewers to gain a deeper understanding of the developing teacher practices and the evolution of the *ABL* programme by providing an overall picture of interactions between children, adults and the environment. At your request the footage will be made available for your viewing prior to presentations and you have the right to have specific sequences of you or your child's interactions deleted.

At the conclusion of the project, the video tapes and data will be held in secure storage at Massey University for a period of five years

Project contacts:

If you have any concerns or questions about this study please direct them to the researcher or supervisors.

Researcher
Raewyne Bary

Manager

email

raewyne.bary@massey.ac.nz

Supervisor

Dr Barbara Jordan

Senior Lecturer

Massey University

Private Bag 11 222

Palmerston North

phone | 06 356 9099 x 8854

email

b.j.jordan@massey.ac.nz

Supervisor

Dr Kimberley Powell

Lecturer

Massey University

Private Bag 11 222

Palmerston North

Phone | 06 356 9099 x 8856

email |

k.powell@massey.ac.nz

Important information about this study |

This project has been reviewed and approved by the Massey University Human Ethics Committee: Southern A, Application 06/23. If you have any concerns about the conduct of this research, please contact John O'Neill, Chair, Massey University Human Ethics Committee: Southern A, telephone 06 350 5799 x 8635, email humanethicsoutha@massey.ac.nz.

Thank you for participating in this project. Your contributions are greatly valued and appreciated.

1.3 Appendix: A.3



Programme development with infant and toddler teachers

Raewyne Bary | Research

Information Sheet – Staff

My name is Raewyne Bary and I would like to invite you to participate in my research project.

Please read this information sheet carefully before deciding whether or not to participate.

What is the aim of the Project?

This research is to fulfil the requirements of the Master of Education Programme Massey University.

The aim of the research is to gather information about the impact of a professional development programme on infant and toddler teacher practices; relating to Christopher's Childcare Centres *Attachment Based Learning* programme (*ABL*) and community of practice programme. The objective of this research will be to document how practice is evolving for teachers alongside what is happening for children and families/whanau.

The research project will involve case studies of two children, members of the Tigger teaching team and the facilitators of the professional development programme. This case study research will last for approximately six months from June to December 2006. It is anticipated that to meet the needs of this project time spent in discussion with families/whanau will be no greater than the usual daily contact. Consent and information sheets will be given to all staff of Christopher's Childcare Centre Tigger Section.

Should you agree to take part in this project, you will be asked to participate in two interviews. These interviews will be for a period of one hour each and will be held at the beginning of the project and at the end, at a time that is convenient for both you and the researcher.

With your permission, for this project, the researcher will use information that is regularly gathered about children, by the key teacher or any other teacher, which is used to plan and implement the individual learning and development programmes. Information from family/whanau will be gathered verbally or from written observations in a child's daily notebook. Additional information will also be gathered by means of video and audio taping. This will include focus teachers interacting with children, other teachers and the environment. The teachers and

children will not be involved in any different learning experiences than would be usual. Individual experiences in which teachers, children and other adults will take part for the research will include:

Interactions in all programme areas of the planned and emergent curriculum.
Routines involving transitions, eating and sleeping.
Informal and formal discussions; and
Staff meetings/workshops (Tigger)
Children's assessment profiles
Children's daily notebooks
Teachers' reflective journals (teachers sharing their reflective journal entries will be at their own discretion).

In addition information will be gathered from formal and informal professional discussion. If you are not one of the focus teachers, you may be a secondary participant as you interact with any of the focus children or teachers participating in case studies in the centre.

The children and teachers will not be involved in any different learning activities than would be usual. However focus teachers will have the additional time requirement of the two one hour interviews.

Video footage of activities and interactions in the centre between children, teachers and the environment will promote and support critical reflection of learning that will generate further data for understanding and developing the centre's community of practice and the *ABL* programme. Video footage may be included during the dissemination of the research findings and in teaching resources that may be accessed both locally and nationally. You will have the opportunity to view material for publication prior to its being published.

As this project is running parallel to the Centres of Innovation programme, where Christopher's Childcare Centre has been named as a centre in the national programme, staff maybe able to be identified as a result. Pseudonyms will be used in all publications and personal information about staff will only be used with permission.

You will be invited to be a participant in this research as a member of the Tigger section teaching team. To minimise the possibility of role conflict and issues of power relationship, due to the researchers' role in the Centre (Manager), you will initially be approached by the Centre office administrator.

Two children from the Tigger section will be chosen to be involved alongside the key teachers. If you are not one of the focus teachers, you may be a secondary participant as you interact with the four children and focus teachers participating in case studies in the Tigger section.

The information gained will be analysed by the researcher and shared with the research supervisors of the project. Findings may be shared with the early childhood sector during and after the course of the project.

Participants' rights:

Please be aware that you are under no obligation to accept the invitation to participate in or be involved in this project. You may decline to take part in the project without any disadvantage to yourself of any kind. If you decide, however to participate, then you have the right at any time to:
Ask any questions about any aspects of the study

Provide information on the understanding that your name or any other personal information will not be used unless you give permission to the researcher.
 Withdraw from the study at any time without any disadvantage to yourself of any kind.
 Decline to answer any question.
 Clarify any of the transcripts made from the interviews and from the audio tapes.
 Ask the researcher to refrain from video taping you if you become uncomfortable or for any reason.
 Provide information to the researcher on the understanding that confidentiality will be maintained.
 Be provided with a written summary of the study.

Confidentiality of persons in any video tapes used in this study by the researcher will be maintained by ensuring that no names of any persons are used. Video footage in presentations or resources will only be used with explicit permission of the teacher, and or family/whanau. Visual images allow viewers to gain a deeper understanding of the developing teacher practices and the evolution of the *ABL* programme by providing an overall picture of interactions between children, adults and the environment. At your request the footage will be made available for your viewing prior to presentations and you have the right to have specific sequences of your interactions deleted.

At the conclusion of the project, the video tapes and data will be held in secure storage at Massey University for a period of five years.

Project contacts:

If you have any concerns or questions about this study please direct them to the researcher or Supervisors.

<p>Researcher</p> <p>Raewyne Bary</p> <p>Manager</p> <p>phone 06 356 9099 x 2354</p> <p>email raewyne.bary@massey.ac.nz</p>	<p>Supervisor</p> <p>Dr Barbara Jordan</p> <p>Senior Lecturer</p> <p>Massey University</p> <p>Private Bag 11 222</p> <p>Palmerston North</p> <p>phone 06 356 9099 x 8854</p> <p>email b.j.jordan@massey.ac.nz</p>	<p>Supervisor</p> <p>Dr Kimberley Powell</p> <p>Lecturer</p> <p>Massey University</p> <p>Private Bag 11 222</p> <p>Palmerston North</p> <p>Phone 06 356 9099 x 8856</p> <p>email k.powell@massey.ac.nz</p>
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Important information about this study |

This project has been reviewed and approved by the Massey University Human Ethics Committee: Southern A, Application 06/23. If you have any concerns about the conduct of this research, please contact John O'Neill, Chair, Massey University Human Ethics Committee: Southern A, telephone 06 350 5799 x 8635, email humanethicsoutha@massey.ac.nz.

Thank you for participating in this project. Your contributions are greatly valued and appreciated.

1.4 Appendix: A 4



Master of Education Research Project

Programme development with infant and toddler teachers

Ministry of Education Information Sheet

This research is to fulfil the requirements of the Master of Education Programme Massey University.

The aim of the research is to gather information about the impact of a professional development programme on infant and toddler teacher practices; relating to Christopher's Childcare Centres *Attachment Based Learning* programme (*ABL*) and community of practice programme. The objective of this research will be to document how practice is evolving for teachers alongside what is happening for children and families/whanau.

The project will involve case studies of two children, members of the Tigger teaching team and the facilitators of the professional development programme. This case study research will last for approximately six months from June to December 2006. It is anticipated that to meet the needs of this project time spent in discussion with families/whanau will be no greater than the usual daily contact. However focus teachers and families/whanau will have the additional time requirement for two one hour interviews. Consent and information sheets will be given to all staff and families/whanau of Christopher's Childcare Centre Tigger Section and the professional development facilitators from the Kanga Section.

Should the teachers and families/whanau agree to take part in this project, they will be asked to participate in two interviews. These interviews will be for a period of one hour each and will be held at the beginning of the project and at the end, at a time that is convenient for both the participants and the researcher.

With permission from the management committee and participants, for this project, the researcher will use information that is regularly gathered about children, by the key teacher or any other teacher, which is used to plan and implement the individual learning and development programmes. Information from family/whanau will be gathered verbally or from written observations in a child's daily notebook. Additional information will also be gathered by means of video and audio taping. This will include focus children interacting with other children, teachers and the environment. The children will not be involved in any different learning experiences than would be usual. Individual experiences in which teachers, children and other adults will take part for the research, will include:

Interactions in all programme areas of the planned and emergent curriculum.
Routines involving transitions, eating and sleeping.
Informal and formal discussions; and
Staff meetings/workshops (Tui)
Children's assessment profiles
Children's daily notebooks
Teachers' reflective journals (teachers sharing their journal entries will be at their own discretion).

In addition, information will be gathered from formal and informal professional dialogue. If a child or a teacher is not one of the focus case studies, they may be a secondary participant as they interact with any of the focus children or teachers participating in case studies in the centre. The observations are designed to explore the impact that a professional development programme has on teacher practices relating to the *ABL* programme and the community of practice.

Video footage of activities and interactions in the centre between children, teachers and the environment will promote and support critical reflection of learning that will generate further data for understanding and developing the centre's community of practice and the *ABL* programme. Video footage may be included during the dissemination of the research findings and in teaching resources that may be accessed both locally and nationally. Participants will have the opportunity to view material for publication prior to its being published.

As this project is running parallel to the Centres of Innovation programme, where Christopher's Childcare Centre has been named as a centre in the national programme, staff may be able to be identified as a result. Pseudonyms will be used in all publications and personal information about staff will only be used with permission.

Staff and families/whanau will be invited to be participants in this research as a member of the Tigger section and Tigger section teaching team. Two children from the Tigger section will be chosen to be involved alongside the key teachers.

The information gained will be analysed by the researcher and shared with the research supervisors of the project. Findings may be shared with the early childhood sector during and after the course of the project.

At the conclusion of the project, the video tapes and data will be held in secure storage at Massey University for a period of five years. A summary of the project findings will be made available to the participants.

Participants' rights:

Participants have been informed that they are under no obligation to accept the invitation to participate in or be involved in this project. They may decline to take part in the project without any disadvantage of any kind. However, if prospective participants agree to participate, they have the right at any time to:

Ask any questions about any aspects of the study

Provide information on the understanding that their name or any other personal information will not be used unless they give permission to the researcher.

Withdraw from the study at any time without any disadvantage to themselves of any kind.

Decline to answer any question.

Clarify any of the transcripts made from the interviews and from the audio tapes.

Ask the researcher to refrain from video taping them if they become uncomfortable or for any reason.

Provide information to the researcher on the understanding that confidentiality will be maintained.

Be provided with a written summary of the study.

Confidentiality of persons in any video tapes used in this study by the researcher will be maintained by ensuring that no names of any persons are used. Video footage in presentations or resources will only be used with explicit permission of the teacher and/or family/whanau. Visual images allow viewers to gain a deeper understanding of the developing teacher practices and the evolution of the *ABL* programme by providing an overall picture of interactions between children, adults and the environment.

Project contacts:

If you have any concerns or questions about this study please direct them to the researcher or supervisors.

Researcher Raewyne Bary Manager phone 06 356 9099 x 2354 email raewyne.bary@massey.ac.nz	Supervisor Dr Barbara Jordan Senior Lecturer Massey University Private Bag 11 222 Palmerston North phone 06 356 9099 x 8854 email b.j.jordan@massey.ac.nz	Supervisor Dr Kimberley Powell Lecturer Massey University Private Bag 11 222 Palmerston North Phone 06 356 9099 x 8856 email k.powell@massey.ac.nz
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Important information about this study |

This project has been reviewed and approved by the Massey University Human Ethics Committee: Southern A, Application 06/23. If you have any concerns about the conduct of this research, please contact John O'Neill, Chair, Massey University Human Ethics Committee: Southern A, telephone 06 350 5799 x 8635, email humanethicsoutha@massey.ac.nz.

1.5 Appendix: B



Master of Education Research Project

Programme development with infant and toddler teachers

Raewyne Bary: Researcher

Christopher's Childcare Centre Inc Management Committee Consent Form

To the Christopher's Childcare Centre Inc Management Committee,

I am involved in a research project to fulfil the requirements of a Masters degree in education.

I would like to ask permission to invite teachers and family/whanau from your centre to participate in this research.

The aim of the proposed research is to;
Develop understandings on the impact of a professional development programme on infant and toddler teacher practices relating to the *ABL* programme and the community of practice.

This is a local research and will run parallel with the Centre of Innovation programme currently underway in the Centre. I have approached the coordinator of the COI programme, Dr Sophie Alcock, and have gained verbal consent for this MEd research to be conducted alongside the COI programme.

It is not envisioned that this research will have any more impact on the children and teachers than the normal day to day activities of the Tigger section (except for two interviews).

Thank you for your time and I look forward to working on this project with members of Christopher's Childcare Centre Inc.

Raewyne Bary

Important information about this study |

This project has been reviewed and approved by the Massey University Human Ethics Committee: Southern A, Application 06/23. If you have any concerns about the conduct of this research, please contact John O'Neill, Chair, Massey University Human Ethics Committee: Southern A, telephone 06 350 5799 x 8635, email humanethicsoutha@massey.ac.nz.

Thank you for participating in this project. Your contributions are greatly valued and appreciated.

1.6 Appendix: D 1



Master of Education Research Project

Programme development with infant and toddler teachers

Raewyne Bary | Researcher

Interview Schedule Parent/whanau

Attachment Based Learning:

Tell me what you know about the *ABL* programme as you see it working in your section?

Give me an example of the *ABL* in practice relating to you and/or your child?

Describe to me a time when you felt that the *ABL* programme didn't work?

Explain to me the importance or not of the *ABL* programme for you and your child?

Important information about this study |

This project has been reviewed and approved by the Massey University Human Ethics Committee: Southern A, Application 06/23. If you have any concerns about the conduct of this research, please contact John O'Neill, Chair, Massey University Human Ethics Committee: Southern A, telephone 06 350 5799 x 8635, email humanethicsoutha@massey.ac.nz.

Thank you for participating in this project. Your contributions are greatly valued and appreciated.

1.7 Appendix: D 2



Master of Education Research Project

Programme development with infant and toddler teachers

Raewyne Bary | Researcher

Interview Schedule Teaching Staff

Attachment Based Learning:

Tell me about the theory that underpins the *ABL* programme?

How long have you worked with the *ABL* programme?

Tell me about the *ABL* programme as you see it working in your section?

Can you tell me what you think is best about the *ABL* programme?

Can you tell me what the shortcomings of the *ABL* programme are?

Describe the *ABL* programme in relation to families/whanau

Community of Practice:

Tell me about the community of practice (CoP) philosophy as it operates in your section?

Can you tell me what you think is best about the CoP?

Give me an example of a time when you felt the community of practice worked really well?

Tell me what are the core components of an effective CoP?

Important information about this study |

This project has been reviewed and approved by the Massey University Human Ethics Committee: Southern A, Application 06/23. If you have any concerns about the conduct of this research, please contact John O'Neill, Chair, Massey University Human Ethics Committee: Southern A, telephone 06 350 5799 x 8635, email humanethicssoutha@massey.ac.nz.

Thank you for participating in this project. Your contributions are greatly valued and appreciated.

1.8 Appendix: D 3



Master of Education Research Project

Programme development with infant and toddler teachers

Raewyne Bary: Researcher

AUTHORITY FOR THE RELEASE OF TAPE TRANSCRIPTS

This form will be held for a period of five (5) years

I confirm that I have had the opportunity to read and amend the transcript of the interview/s conducted with me.

I agree that the edited transcript and extracts from this may be used by the researcher, Raewyne Bary in reports and publications arising from the research.

Name _____ Signature _____ Date _____
Parent/Guardian

Name _____ Signature _____ Date _____
Researcher

Important information about this study |

This project has been reviewed and approved by the Massey University Human Ethics Committee: Southern A, Application 06/23. If you have any concerns about the conduct of this research, please contact John O'Neill, Chair, Massey University Human Ethics Committee: Southern A, telephone 06 350 5799 x 8635, email humanethicsoutha@massey.ac.nz.

Thank you for participating in this project. Your contributions are greatly valued and appreciated.

1.9 Appendix D 4



Master of Education Research Project

Programme development with infant and toddler teachers

Raewyne Bary: Researcher

AUTHORITY FOR THE RELEASE OF TAPE TRANSCRIPTS

This form will be held for a period of five (5) years

I confirm that I have had the opportunity to read and amend the transcript of the interview/s conducted with me.

I agree that the edited transcript and extracts from this may be used by the researcher, Raewyne Bary in reports and publications arising from the research.

Name _____ Signature _____ Date _____
Staff Member

Name _____ Signature _____ Date _____
Researcher

Important information about this study |

This project has been reviewed and approved by the Massey University Human Ethics Committee: Southern A, Application 06/23. If you have any concerns about the conduct of this research, please contact John O'Neill, Chair, Massey University Human Ethics Committee: Southern A, telephone 06 350 5799 x 8635, email humanethicsoutha@massey.ac.nz.

Thank you for participating in this project. Your contributions are greatly valued and appreciated.

1.10 Appendix: E 1



Master of Education Research Project

Programme development with infant and toddler teacher

Researcher Raewyne Bary

Parent/Guardian Research Consent Form

Child Case Study

I have read the information sheet and have had details explained to me. My questions have been answered to my satisfaction, and I understand that I may contact the researcher and supervisors to request clarification about any aspect of the project.

I understand that the results of this project will be published in whole or part and that copies of publications will be lodged in libraries.

I understand that I may withdraw my child or myself, or any information that we have provided for this project at any time up until the completion of data generation, without being disadvantaged in any way.

I understand that I have the right to ask the researcher to refrain from video taping my child or myself at any time during the observations.

1. **I consent/do not consent** to my child and myself being videoed as part of the overall centre programme observations. I am aware that I have the right to review these observations and to discuss them as part of the centre's programme.
2. **I consent/do not consent** to the interview being audio taped.
3. **I consent/do not consent** to my child being observed as part of the overall centre programme observations and the results of these observations included in my child's profile. I am aware that I have the right to review these observations and to discuss them as part of the centre's programme.
4. **I consent/do not consent to** my child's individual/group learning and development plans to be used as data for the research including notes written from informal and formal discussions between teachers and myself, and information recorded in my child's daily notebook.
5. **I consent/do not consent** for images and other data to be used for

1.11 Appendix: E 2



Master of Education Research Project

Programme development with infant and toddler teacher

Raewyne Bary: Researcher

Parent/Guardian

Research Consent Form

I have read the information sheet and have had details explained to me. My questions have been answered to my satisfaction, and I understand that I may contact the researcher and supervisors to request clarification about any aspect of the project.

I understand that the results of this project will be published in whole or part and that copies of publications will be lodged in libraries.

I understand that my child may be video taped during daily interactions with research focus participants.

I understand that I may withdraw my child, or any information that we have provided for this project at any time up until the completion of data generation, without being disadvantaged in any way.

I understand that I have the right to ask the researcher to refrain from video taping my child at any time during the observations.

1. **I consent/do not consent** to my child being videoed as part of the overall centre programme observations. I am aware that I have the right to review these observations and to discuss them as part of the centre's programme.
2. **I consent/do not consent** to my child being observed as part of the overall centre programme observations and the results of these observations included in my child's profile. I am aware that I have the right to review these observations and to discuss them as part of the centre's programme.
3. **I consent/do not consent** for images and other data to be used for

Teaching resources and presentations

yes / no

Conference proceedings and presentations

yes / no

Publications and resources which may be developed for dissemination both locally and nationally.

yes / no

Name _____ Signature _____ Date _____
Parent/Guardian

Name _____ Signature _____ Date _____
Researcher

Important information about this study |

This project has been reviewed and approved by the Massey University Human Ethics Committee: Southern A, Application 06/23. If you have any concerns about the conduct of this research, please contact John O'Neill, Chair, Massey University Human Ethics Committee: Southern A, telephone 06 350 5799 x 8635, email humanethicsoutha@massey.ac.nz.

Thank you for participating in this project. Your contributions are greatly valued and appreciated.

1.12 Appendix: E 3



Master of Education Research Project

Programme development with infant and toddler teachers

Raewyne Bary: Researcher

Staff Case Study Research Consent Form

- I have read the information sheet and have had details explained to me. My questions have been answered to my satisfaction, and I understand that I may contact the researcher and supervisors to request clarification about any aspect of the project.
- I understand that I may be video and audio taped during interactions with research participants at the centre and during staff meetings. I am also aware that notes written from informal and formal discussions between colleagues and myself may be used as data for the research.
- I understand that I may withdraw myself or any information that I have provided for this project at any time up until the completion of data collection without being disadvantaged in any way.
- I understand that I have the right to ask the researcher to refrain from video taping me at any time during the observations.
- I understand that the sharing of information from my personal journal will be strictly voluntary.
- I understand that the results of this project will be published in whole or part and that copies of publications will be lodged in libraries.
4. **I consent/do not consent** to my interactions with children and other staff members being video or audio taped. I am aware that I have the right to review these observations and to listen to the recordings.
 5. **I consent/do not consent** to the interview being audio taped
 6. **I consent/do not consent to** my professional dialogue with colleagues or the researcher being audio taped and for transcripts of the tapes to be used as research data. I am aware that I have the right to listen to these recordings. I also understand that I have the right to ask for the audio tape to be turned off at any time during the discussions.

7. **I consent/do not consent** for images and other data to be used for

Teaching resources and presentations	yes / no
Conference proceedings and presentations	yes / no
Publications and resources which may be developed for dissemination both locally and nationally.	yes / no

I agree to participate in this study under the conditions set out in the Information Sheet.

Name _____ Signature _____ Date _____
Staff Member

Name _____ Signature _____ Date _____
Researcher

Important information about this study |
This project has been reviewed and approved by the Massey University Human Ethics Committee: Southern A, Application 06/23. If you have any concerns about the conduct of this research, please contact John O'Neill, Chair, Massey University Human Ethics Committee: Southern A, telephone 06 350 5799 x 8635, email humanethicsoutha@massey.ac.nz.

Thank you for participating in this project. Your contributions are greatly valued and appreciated.

1.13 Appendix: E 4



Master of Education Research Project

Programme development with infant and toddler teachers

Raewyne Bary: Researcher

Staff Non Case Study Research Consent Form

I have read the information sheet and have had details explained to me. My questions have been answered to my satisfaction, and I understand that I may contact the researcher and supervisors to request clarification about any aspect of the project.

I understand that I may be video and audio taped during interactions with research participants at the centre and during staff meetings. I am also aware that notes written from informal and formal discussions between colleagues and myself may be used as data for the research.

I understand that I may withdraw myself or any information that I have provided for this project at any time up until the completion of data collection without being disadvantaged in any way.

I understand that the results of this project will be published in whole or part and that copies of publications will be lodged in libraries.

I understand that I have the right to ask the researcher to refrain from video taping me at any time during the observations.

1. **I consent/do not consent** to my interactions with children and other staff members being video or audio taped. I am aware that I have the right to review these observations and to listen to the recordings.
2. **I consent/do not consent to** my professional dialogue with colleagues or the researcher being audio taped and for transcripts of the tapes to be used as research data. I am aware that I have the right to listen to these recordings. I also understand that I have the right to ask for the audio tape to be turned off at any time during the discussions.
3. **I consent/do not consent** for images and other data to be used for

Teaching resources and presentations	yes / no
Conference proceedings and presentations	yes / no
Publications and resources which may be developed for dissemination both locally and nationally.	yes / no

I agree to participate in this study under the conditions set out in the Information Sheet.

Name _____ Signature _____ Date _____
Staff Member

Name _____ Signature _____ Date _____
Researcher

Important information about this study |

This project has been reviewed and approved by the Massey University Human Ethics Committee: Southern A, Application 06/23. If you have any concerns about the conduct of this research, please contact John O'Neill, Chair, Massey University Human Ethics Committee: Southern A, telephone 06 350 5799 x 8635, email humanethicsoutha@massey.ac.nz.

Thank you for participating in this project. Your contributions are greatly valued and appreciated.

1.14 Appendix: E 5



Master of Education Research Project

Programme development with infant and toddler teachers

Raewyne Bary: Researcher

Management Committee

Consent form

I/we give permission for Raewyne Bary to approach teaching staff and families/whanau to invite them to participate in the research project.

I/we understand that persons are under no obligation to accept the invitation to participate in or be involved in the study, and that declining to participate in the study will not disadvantage anyone in any way.

Chairperson
Christopher's
Childcare centre

Date

Researcher

Date

Important information about this study |

This project has been reviewed and approved by the Massey University Human Ethics Committee: Southern A, Application 06/23. If you have any concerns about the conduct of this research, please contact John O'Neill, Chair, Massey University Human Ethics Committee: Southern A, telephone 06 350 5799 x 8635, email humanethicsoutha@massey.ac.nz.

Thank you for participating in this project. Your contributions are greatly valued and appreciated.

