

APPENDIX A:

Sample Friendship Map

Friendship Map

Name Adam 28/6/2000

Date 7/10/2003

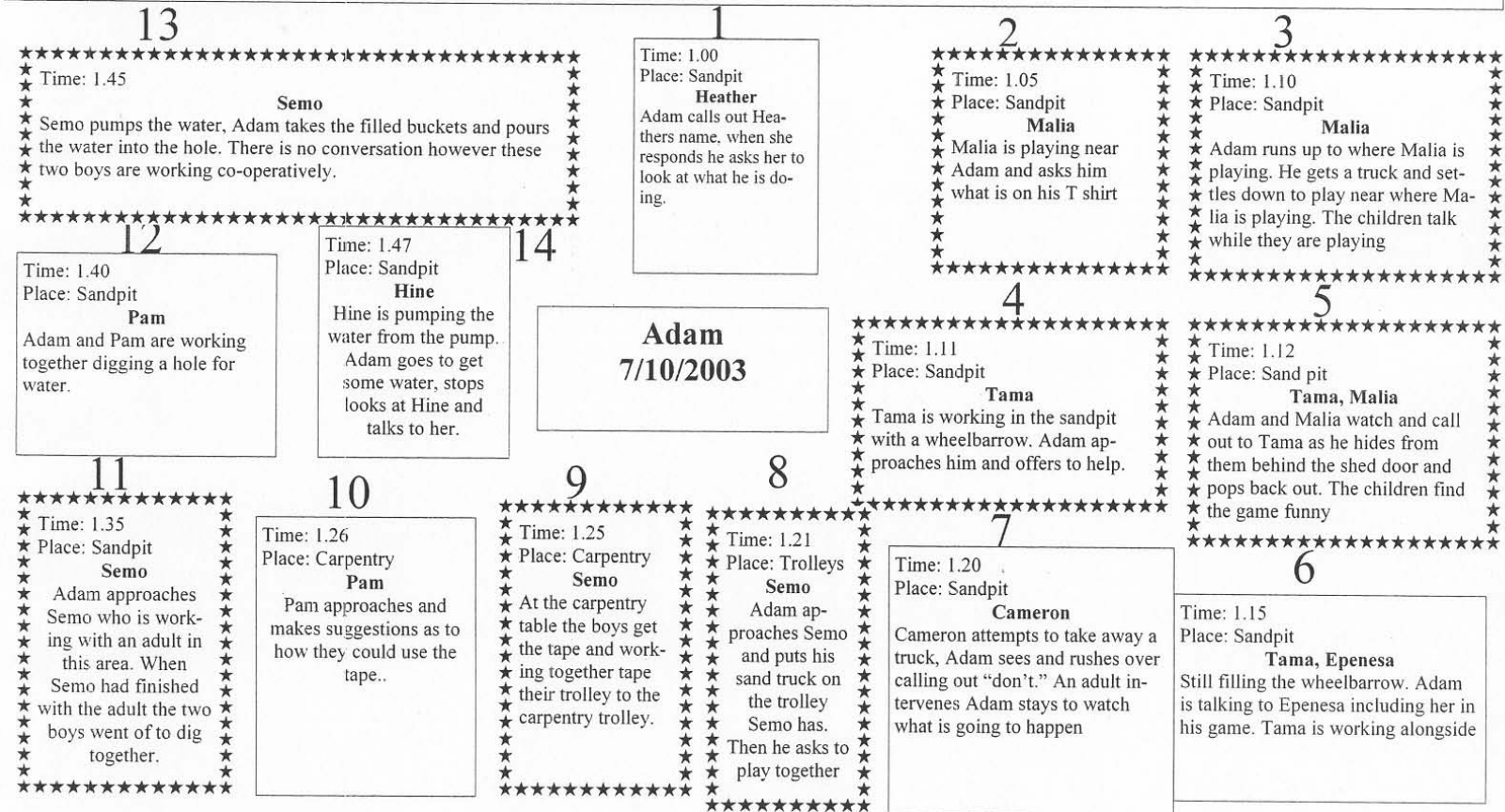
Times 1.00—3.00

Researcher Heather

Language recording made Yes Ethnicity N.Z. European

Contextual Information relating to this Observation:

It is a beautiful sunny afternoon, Adam arrives with his Mum. He did not want Mum to leave. Needed help from Epenesa. After spending some time with Epenesa he went of to play independently.



Friendship Map

Name Adam

Contextual Information relating to this Observation:

Date 7/10/2003

Times...1.00—3.00

Researcher Heather

Language recording made Yes

27

Time:
Place:

28

Time:
Place:

15

★ Time: 1.57
★ Place: Sandpit
★ Semo
★ Adam attempts to get
★ Semo's attention by
★ calling out to him to
★ come and look at what
★ Adam has made.

16

Time: 2.00
Place: Sandpit
Nyra, Hine
Adam calls out loudly
"hey" when he sees them
getting in to the hole he
has made.

17

★ Time: 2.20
★ Place: Trolleys
★ Tama, Leighton, Tane
★ Adam is pulling the trolley. He
★ stops and picks up Tama, then
★ Leighton, then Tane. Adam then
★ pulls the trolley with all the other
★ children in.

26

Time:
Place:

18

Time: 2.26
Place Trolleys
Epenesa
Adam is pulling the trolley, he
looks towards Epenesa as he
runs along, as he gets closer he
calls out to her.

Adam
7/10/2003

19

★ Time: 2.28
★ Place: Trolleys
★ Leighton
★ Leighton is now in the trolley. Adam
★ pulls the trolley. Leighton's shoe comes
★ off. Adam carries on for a while then re-
★ turns and retrieves the shoe.

25

Time:
Place:

24

Time:
Place:

23

Time:
Place:

22

Time:
Place:

21

Time: 2.38
Place: Block corner
Pania
Adam and Pania are
working alongside each
other as they make up
the train track. Adam
looks at Pania and they
make eye contact.



20

★ Time: 2.30
★ Place: Trolleys
★ Tane
★ Adam drives past Tane and tells
★ him he will return to take him for
★ a ride. He returns and takes Tane
★ for a ride.

APPENDIX B:

Sample of Teaching – Learning Story

Wycliffe Nga Tamariki Centre of Innovation. Teaching/Learning Story

Belonging	<p><u>Courage & Curiosity</u> <u>Taking an Interest</u></p> <ul style="list-style-type: none"> • Observing • Making links to home and community • Taking responsibility for own actions. • Accessing resources • Risk taking • Joining a group 		<p><u>Peteru and Heather</u> <u>2/8/2004</u> <u>English and Samoan Words</u></p>
	<p><u>Trust & Playfulness</u> <u>Being Involved</u></p> <ul style="list-style-type: none"> • Having fun • Working with/alongside others. • Participating in routines. • Feeling comfortable in the environment 		
Well –Being	<p><u>Perseverance</u> <u>Persisting with Difficulty</u></p> <ul style="list-style-type: none"> • Concentration • Problem Solving • Taking on a challenge • Physical challenges • Awareness of spatial understandings • Predicting/planning outcomes • Trial and error • Questioning • Extended play 	<p>Peteru and I were working together on the computer when all of a sudden Peteru had another idea, turned around and started pointing to parts of my face and asking, "what is that"? I answered his questions in English naming eyes, ears, nose, mouth. Now I pointed to the same parts of Peteru's face and he responded with mata, taliga, isu, gutu. Next Peteru pointed and I responded to the name for my jacket. When I asked him the same question he shrugged and replied jacket. We asked another Samoan adult in the Kindergarten who told us that in Samoa the word jacket is also used but it could be ofu faatimu. Peteru and I both repeated this new word several times. Peteru had not quite finished using these questions to find out new words and share the two languages, later in the day he was at the art table with Liz and used the same method to find out the names of the paint colours.</p>	
Exploration	<p><u>Expressing an Idea or Feeling</u></p> <ul style="list-style-type: none"> • Making I statements • Participating in Dramatic play/singing • Expressing through different media/technology • Participating in group discussion 		
Communication	<p><u>Taking Responsibility</u></p> <ul style="list-style-type: none"> • Peer tutoring • Turn taking • Self pride • Leadership roles • Contributing ideas • Satisfaction with effort • Negotiating 		
Contribution	<p><u>Interacting between adults and children</u></p> <ul style="list-style-type: none"> • Joint attention • Turn Taking • Contributing ideas • Negotiating • Investigating 		
		<p>Ethnicity of Child/children: Samoan</p>	<p>Child/children age: 4 years 6 months</p>

APPENDIX C:

Sample of Video Transcript

Wycliffe Nga Tamariki Centre of Innovation. Data Collection, Children Developing Working Theories of Literacy

Belonging

Comprehension	Motivation	Decoding
<ul style="list-style-type: none"> The ability to understand text that is being read or listened to. 	<ul style="list-style-type: none"> To see literacy as pleasurable, valuable, useful and important to the community and themselves. 	<ul style="list-style-type: none"> To be aware that words can be broken down into small pieces, syllables and letter sounds, enjoying the rhyme and rhythms of language phonemic awareness

Well-Being

Linda, Mareta, Pele, Salesi 7/3/2005

Video Transcript

Hot Spicy Buns

Process Cooking

The Context

- Hot spicy buns is a new process cooking recipe (for Easter) the recipe is longer than our other recipes.
- Linda was working with the children as they worked through the process cooking, she was conscious that the recipe was long and some of the ingredients were new to the children.
- Linda was making sure that the children were turning over each page in the recipe book and reading out the words on each page.
- Mareta, Pele and Salesi rushed in to have a turn as soon as they arrived at Kindergarten (together from Upu Amata) Mareta was first in line but then she stood back to let Pele have the turn. I was concerned when she did this but I think she decided that she would like to take the role of helping Pele.
- I noticed how Linda would read a page from the recipe book and then Mareta would respond with a comment in Samoan.



Exploration

Communication

Contribution

Transcript

M Mareta S Salesi P Pele L Linda

- L That's right pour it in to the measuring cup. Pele went to pour it into the measuring cup.
- L Ooh great pouring. That's great.
- Mareta comes over to where Pele is, has a look and says
- M O fea ni vai? Where's the water?
- S Sole ki ifo gi ou, sole Mareta ki ifo gio'u vai? Hey can you pour hey Mareta can you pour some water in mine
- L Oh Mareta you are a helper.
- Mareta goes around to where Linda is standing. Pele is reaching over to get the fruit.
- L Come around this way Pele so you can reach it.



Wycliffe Nga Tamariki Centre of Innovation. Data Collection, Children Developing Working Theories of Literacy

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*H What sort of fruit is it Pele? What is it?

*P What is that, that.

*M Leai, lava, lava, lava no enough, enough, enough

*M ma lesi ma lesi Pele and another one another one

*S ma le mea lea and this one

*M ga o lea that here it is, Mareta got it of the trolley and handed it to Pele, he put his spoon in to take some.

*M Ua lava lava that's enough, enough Mareta took the spoon from Pele

*P Mareta! And gave Mareta the spoon

*M Ma le mea lele and this one here.

*Pele got the recipe book and both Pele and Mareta look at the book.

*M O lea, Ia o lea here OK here it is and she went of and got the next ingredient of the table

*L What's that one? Smell it, Pele went to smell it

*M si ka sogisogi can I smell it too

Mareta points her finger at the recipe while Salesi studies the book

M Lele! Ae a lea! Mea e ave muamua here! here it is! This is the first thing

Asu le mea ia oe I'll put it in for you

La lea ua uma Yeah it's finished now

P Salesi o lea ua uma a'u Salesi I'm finished now.

Mareta appears with something in her hand

M Ua oo i le mea lea we are up to this one now

L hang on a minute Mareta you have missed a page, Salesi this one first, come and get it over here.



What Learning is happening here:

Isn't it wonderful to see the children referring to the recipe book at every step of the way throughout this process cooking exercise, they really seem to understand that the book can help them, be a tool for their understanding. I think that having the photos and text in each page of the recipe helped give these children complete confidence that they could complete the process.

I noticed that the children were listening to the teacher and following any helpful instructions that she gave. What was really interesting was that as the advice was given in English the children would listen then talk to each other about what to do next in Samoan. They appear comfortable with either language and feel accepted to speak their first language in this situation. The children are having quite long involved conversations in their Samoan language.

Mareta has given herself the role of teacher here I think she planned to do this right at the beginning, both of the boys listened to her and responded to her suggestions. I wonder if she regarded herself as an expert at the cooking and therefore wished to pass on her knowledge of using the recipe book and making the bun.

This recipe was much longer than others we use at Kindergarten. These children were easily able to cope with this challenge.

Aim:	To foster a passion for literacy in every child
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Ethnicity of Child/children: Samoan	Child/children age: 4.11yrs, 4.10yrs, 4.10yrs
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APPENDIX D:

Schedule of Dissemination Activities

**Articles and/or Talks undertaken by WNT about the COI project from June
2003 to December 2005.**

20th August 2003: Samoan Assembly of God Church, Napier

Titled: *Celebration Fono*

13th September 2003: N.Z.K.I. meeting, Wellington

Titled: *Intercultural Research*

24th September 2003: 8th Early Childhood Convention, Palmerston North, in conjunction with Cherreen Exeter MOE

Titled: *Blending cultures.*

23rd September 2003: 8th Early Childhood Convention, Palmerston North, presentation facilitated by Anne Meade and in conjunction with other COI's

Titled: *Promoting an Intercultural Environment*

29th November 2003: Early Childhood Research Symposium

Titled: *WNT Centre of Innovation*

November 2003: NKA Primary Teachers and Principals Evening,

Titled: *Wycliffe Nga Tamariki Centre of Innovation*

March 2004: Hawkes Bay Network Meeting Ruawhoro

Titled: *Wycliffe Nga Tamariki Centre of Innovation*

18th March 2004: Kindergarten Senior Teachers Hui, Wellington, short presentation by Eileen Woodhead

Contents: *COI project*

10th May 2004: New Zealand Education Gazette Tukutuku Korero, article contributed to by Wycliffe Nga Tamariki Kindergarten and Upu Amata

Titled: *More than Neighbours*

28th May 2004: New Zealand Childcare Association Conference, Queenstown

Titled: *Building a Relationship with a Samoan Community*

May 2004: Electronic newsletter to wider community

18th & 19th August 2004: Network meeting Wanganui and Hawera, presentation by Teacher Researcher and Research Associate

Titled: *Wycliffe Nga Tamariki Kindergarten Centre of Innovation*

September 2004: Electronic newsletter to wider community.

December 2004: Article in Early Education Journal, Written by Liz Schimanski

Titled: *Reflections on being a teacher in a Centre of Innovation*

22nd November 2004: Presentation to Centre of Innovation Hui, Wellington

Titled: *Extending the WNT Community of Learners*

23rd November 2004: EC Research Symposium, Wellington, presented by teacher researchers and research associates

Titled: *Learning about Children's Friendships.*

13th November 2005: Mini Conference, Palmerston North, presented by Teacher researcher and research associate

Titled: *The Dance of Friendships*

November 2005: Electronic Newsletter to wider community

December 2004, Findings of 1st action research cycle published, hard copy distributed and electronic copy MOE web site.

Title: *The Dance of Friendships*

24th June 2005 N. Z. Kindergarten Inc Conference, Wellington

Title: *Working along other services*

Poster Presentation European Early Childhood Research Association Conference, Dublin

Title: *Teachers Researching Young Children's Working Theories*

3rd September 2005: EIT Research Symposium, Taradale

Title: *Enhancing Teachers Reflective Practice*

28th September 2005: Ulimasao Conference, Apia Samoa presented by Teacher Researcher and Research Associate

Titled: *Supporting Bilingual Development within a Community of Learners*

12th October 2005: Book Launch with community, Napier.

Titled: *Catching the Waves*

15th November 2005: Heretaunga Kindergarten Teachers Staff Meeting

Titled: *Wycliffe Nga Tamariki Kindergarten*

December 2005: Electronic newsletter to wider community.

December 2005: Article in Early Education Folio, collaborative writing between teacher researchers and research associates.

Titled: *Teachers Researching Young Children's working theories*