

School based childcare: Bridging home-childcare-school partnerships

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The Western Australian Context

- ❑ International reporting: OECD
- ❑ Quality Agenda
- ❑ Care AND Education
- ❑ School based childcare



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Research Questions

1. How is 'quality education and care' within school based childcare described by individuals from various stakeholder groups?
2. How do stakeholders' perspectives of quality school based childcare align with the *National Quality Standard*?



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Research Design

Qualitative

- *Phenomenology*

- *Interpretative Phenomenological Analysis*

- *Interview and Document Analysis*



Master Themes	Sub-Themes	Participant's Evidence
1.Relational	The vibe Relationships between staff, parent and child	"A gut feel when you walk into a place" "I think the relationships, as well, between the staff, between the children, between the families"
2.Environmental	Location Hygiene Safety Routines Resources	"Well, I guess it's to do with proximity" "That the kids are clean" "They're all enclosed in a safe area so it's good" "I guess that homely stuff" "Sort of like nice stuff"
3.Social Emotional	Wellbeing Happy children	"I would like to see the children...playing, having fun" "I guess a happy child makes quality care"
4.Educational	School-like Play Teacher Educator Mandated documents	"It's more school orientated" "They learn a lot from general play" "...and the teacher is here" "Based on the curriculum and the EYLF"
5.Staffing	Ratios Relationships Qualifications	"...certain amount of kids per adult" "The main thing, though, is the staff" "What sort of training do the staff have"



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School based childcare is....



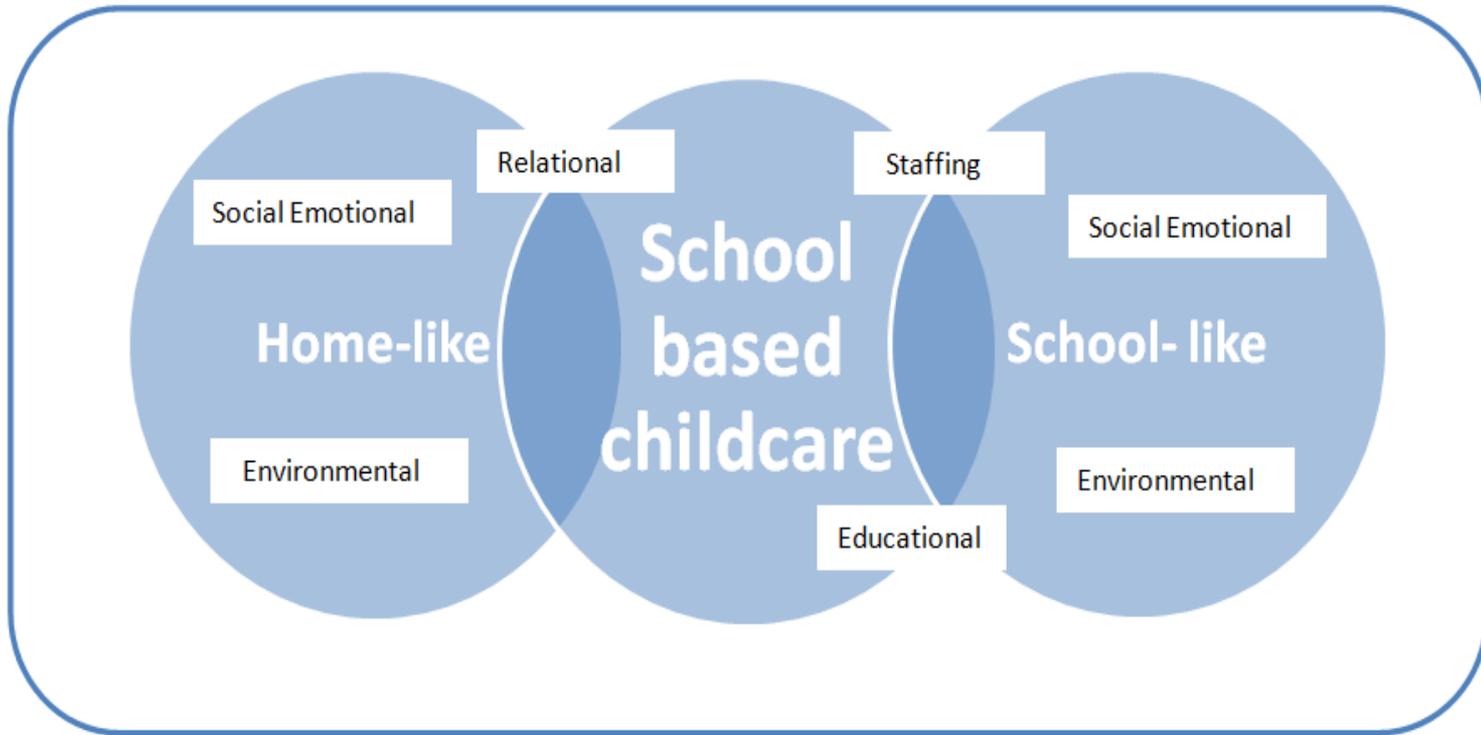
home-like



school-like



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Implications for practice

- Share information across home – childcare – school
- Implement transition programs/routines that involve families and staff
- Engage with families in establishing practices for early intervention – integrated service delivery
- Processes for linking staff across centre and school
- Sharing of facilities



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"The best outcomes for children are the result of partnerships. The research shows again and again that it is where parents and professionals work together, and where professionals are able to deliver services in co-ordinated and integrated teams, that we see the best results for children. "

Prof Frank Oberklaid



“partnerships tend to decline...unless schools and teachers work to develop and implement appropriate practices of partnerships...” (Epstein, 2010, p. 84).



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