


Using Anticipatory Planning Webs to Strengthen Partnerships With Culturally and Linguistically Diverse Families

Gowrie SA

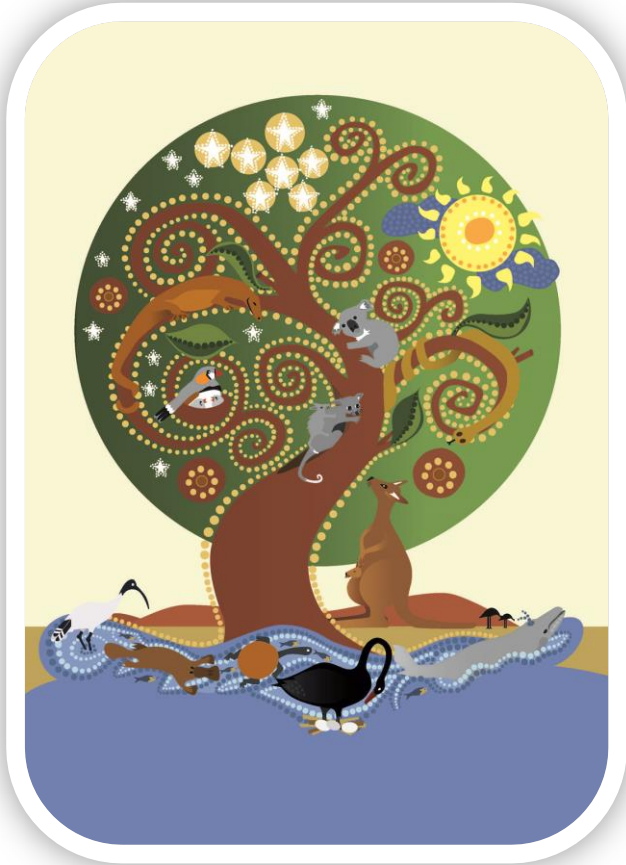
Rob Lister
Early Childhood Teacher

Renee Kemble
Team Leader

A photograph of several children wearing blue caps, seen from behind, looking towards the right. The image is slightly blurred, focusing on the children's heads and caps. A semi-transparent dark box is overlaid on the left side of the image, containing a quote.

"We work and advocate for the wellbeing and learning of all children, families and educators in our society."

Acknowledgement of Country



We acknowledge that we are gathered here today on Larrakia Country. We would like to pay our respects to the elders who hold such a deep connection to this land, its waterways and creatures, its history and its future.

Welcome

- This session will explore ways in which we as early childhood educators can work towards effective partnerships with Culturally and Linguistically Diverse (CALD) families.
- We will focus on the strategies and tools we used to strengthen parent participation and give them a voice; whilst also developing an emergent curriculum that increases participation from CALD children.
- We specifically focus on the idea of Anticipatory Planning Webs as a tool for planning inquiry based projects in an emergent curriculum to support best outcomes for children.

- Where are we from?
- Liam Lomley → Lampang
Iris Lomley → Pattaya } Thailand
Bangkok
- Ayden's family → Cochin / India
- Jeremiah → Sudan
- Sophia. G → Torino / Italy
- Tomislav → Grandparents
Vukovar
Feroval
Murter
Savak
- Jack's Poppa → UKRAINE

Limitations of Term Plans

- Drawing on educators' voices and perspectives
- Working within specific timeframe of a term
- Parent had minimal engagement and participation in the program

Term Plan

Goal: To investigate children's family heritage and explore the diversity within Melaleuca.

Children have a strong sense of identity

- The main focus this term will be to investigate children's heritage by exploring where each child's family has come from and researching those countries. This will include research into the meaning of their flags and symbols, cooking and tasting their foods, and looking at their traditional and modern people.
- This focus will begin by exploring each child's individual family and we will be creating a family tree. This will then be extended to explore their heritage.
- Last terms focus on the arts and children seeing themselves as creators was successful. We will extend this further this term with more art based experiences that promote children's self expression.

Children are connected with and contribute to their world

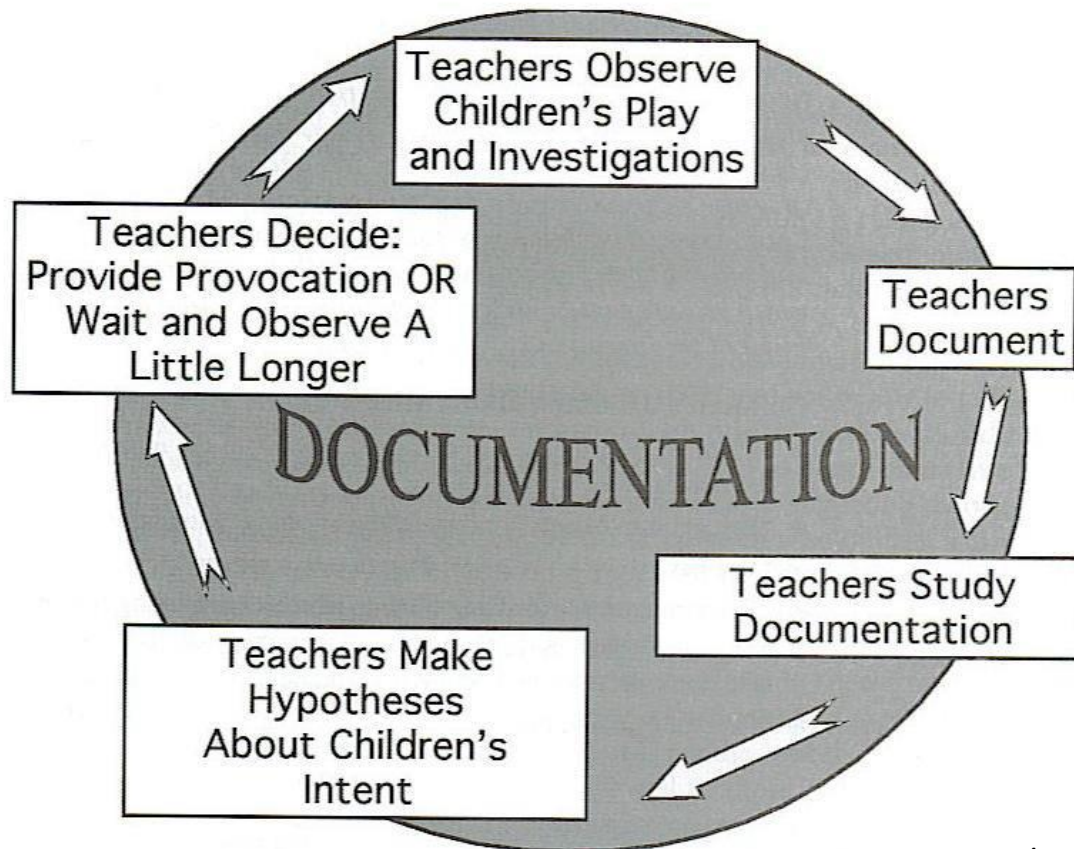
- Our veggie garden will be replanted which will involve us investigating seasonal vegetables and sourcing them from our local community. Also our bush garden is now accessible and the children are able to explore the smells and textures of our native plants.
- The maintenance of both of these gardens will be an ongoing experience as the children take on the roles and responsibilities required. This will include negotiating an agreement, researching the uses of the plants, and making signs to label the gardens.
- We will be introducing sustainable practices into the Melaleuca room and the children will be focusing on reducing, reusing and recycling. We will be providing recycling bins and creating a compost for our green waste. The children will also investigate what happens to the things we throw away.

Children have a strong sense of wellbeing

- The plants from our bush garden and the vegetables grown in our veggie patch will be used in the cooking experiences that will spread across this term. These experiences will have a healthy eating focus as we revisit which foods are healthy.
- We will also be exploring foods that relate to our country of heritage and we will look into making and tasting some of these foods. We will also be open for families to share their cultural foods with us, both traditional and modern, and this can be negotiated with the staff.

Developing an Emergent Curriculum

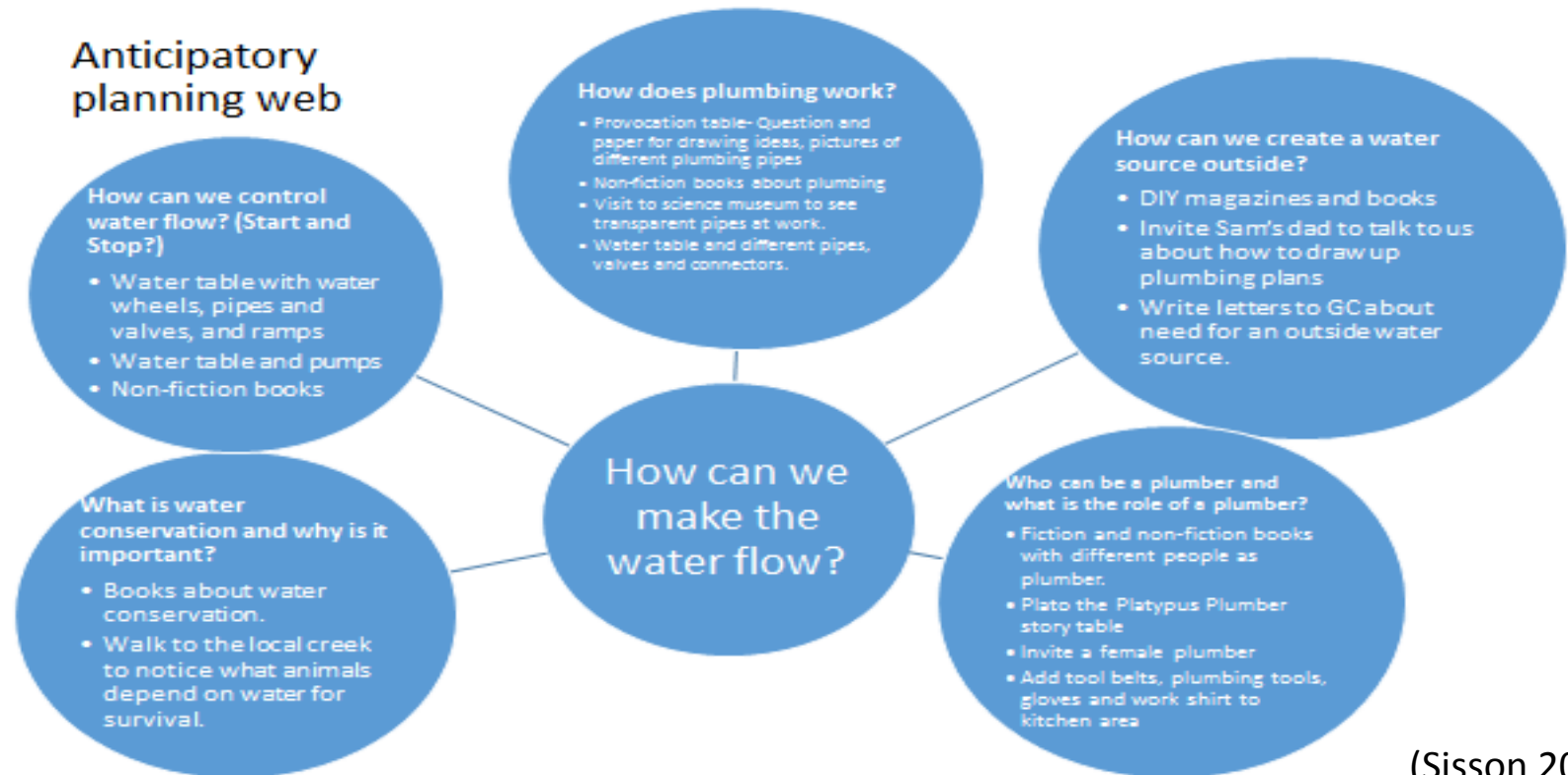
- From our work with Anticipatory Planning Webs we were able to refine our thinking further from Ann Pelo's ECA 2014 conference presentation.



(Pelo 2014)

Developing an Emergent Curriculum

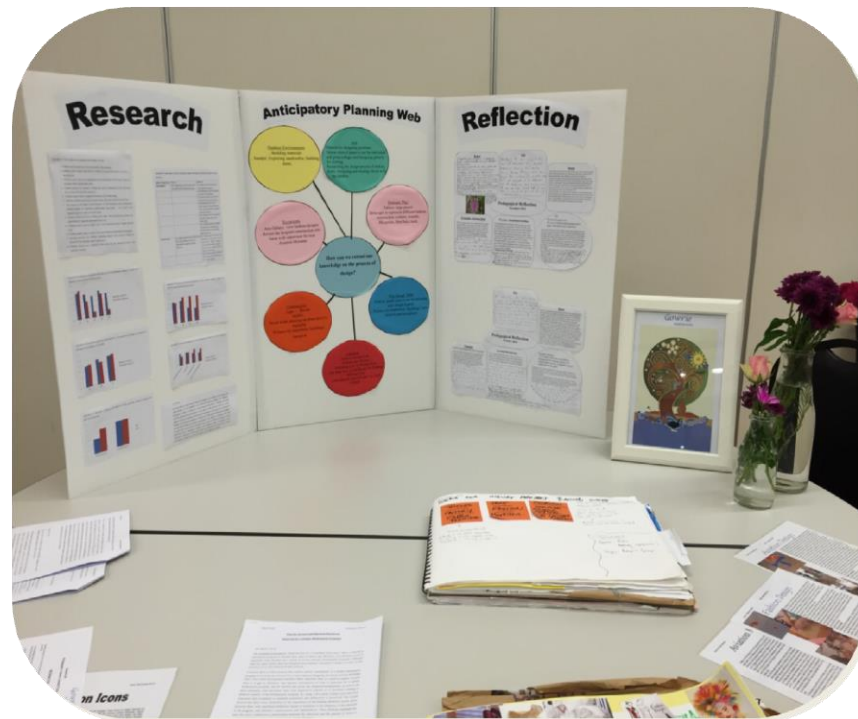
- Participated in the South Australian Strengthening Universal Access Preschool project which was developed by Gowrie SA, the University of South Australia and funded by the Department of Education.
- As part of this project we attended a lecture by Jamie Sisson focused on using Anticipatory Planning Webs within an emergent curriculum model.



(Sisson 2014)

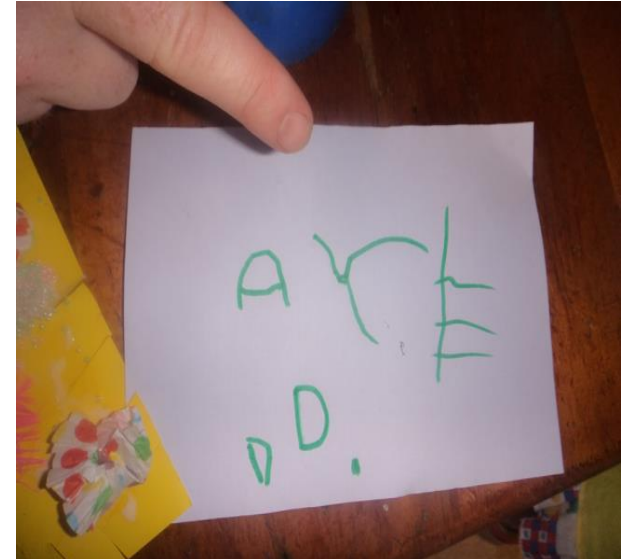
How We Identified Gaps in Partnerships With CALD Families

- Rob undertook a research project as part of a Post Graduate leadership course, which compared parents' and educators' perspectives of a quality kindergarten program.



Ayden's Story

Ayden frequently played in the sandpit. One day he stood on the sidelines, when we gave him a way in he responded with “Mum and Dad said I can not play in the sandpit”.



Primary Care Relationships

- Some educators predominately communicated with CALD families about routines rather than the rich learning happening throughout the day or the curriculum.
- Documentation priorities children's social and emotional development rather than learning concepts and dispositions.

Inquiry Question

- How do we strengthen our relationship with CALD families?

Our Anticipatory Planning Web

Practices

- Using the 'keeping safe: Child Protection Curriculum for culturally and linguistically diverse background' as a resource tool to develop our understanding and improve practice.

Rationale

Last term we realised that we could be working with these families in a more beneficial way. This term we aim to improve these partnerships by engaging with these families at a deeper level.

HOW CAN WE STRENGTHEN OUR RELATIONSHIPS WITH CULTURAL AND LINGUISTICALLY DIVERSE FAMILIES?

Welcoming Families

- We will engage in discussions and share reflections with educational leaders around how we can better support these families during initial centre tours, inductions and enrolments.

Equity

- We will open a professional dialogue with educational leaders on issues around equity and social justice. In particular regarding the issue of support services that we can offer our families.

Sharing Information

- We will strive to set up regular meetings with cultural and linguistically diverse families to provide them with the opportunity to discuss their thoughts on the program and their children's development.
- We will rethink how we offer information nights so that we can engage all families on a level that provides more opportunities for them to ask questions and share information on the program.

The background is a collage of children's artwork. It includes various colored brushstrokes in shades of yellow, orange, red, blue, and grey. Handwritten text in different colors and fonts is scattered throughout, including 'Designing a City.' at the top, 'Its Stormy' at the top right, 'Lean Skate Boarding' in the center, 'Tall Building' on the left, 'The Floor' on the right, and 'Pomerangs' at the bottom left. There are also some abstract shapes and lines drawn in the background.

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Practices

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A close-up photograph of a hand holding a small, delicate purple flower. The hand is positioned in the upper center, with fingers gently cupping the flower. Below the hand, a bed of light-colored wood chips or mulch is visible. The background is slightly blurred, showing more of the wood chips and some green foliage at the bottom. The overall lighting is bright and natural.

Equity

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What engagement were we able to foster?

- Children researched and created cities designed on their place of origin.
- A child undertook the process of retelling a story inspired from his grandfather from Serbia.
- Particular children engaged in planned inquiry projects developed from child initiative
- Children developed play skills
- Children developed social and emotional skills
- Children developed higher levels of wellbeing and involvement

Outcomes for CALD Families

- Shared understanding between families and educators
- Families recognised what play based learning looks like
- Educators were able to take on new perspectives and challenge old perceptions
- Opened up more ways of communicating and giving voice to CALD families
- Consideration of how documentation can intentionally make learning visible and connect educators and families

Challenges During the Inquiry

- Wondering if families were still hesitant to voice their beliefs and values made educators recognise that supporting families to feel safe involves time and reflection
- Strategies that educators used for CALD families looked different and more involved depending on individual contexts and needs
- Fostering shared responsibility and motivation from all educators posed a challenge

Conclusion

- Our inquiry resulted in educators' intentional consideration of what 'strategies they use
- The process of conducting practitioner inquiry research was a key contributor to achieving change
- The impact of accessing broader communities and shared learning was valuable,
- Curriculum models that educators use, particularly emergent models, contribute to holistic outcomes for children

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