

# TIGERS ACROSS THE TASMAN



Dr Janis Carroll-Lind (New Zealand) and Janet Williams-Smith (Australia)



Early  
Childhood  
Management  
Services

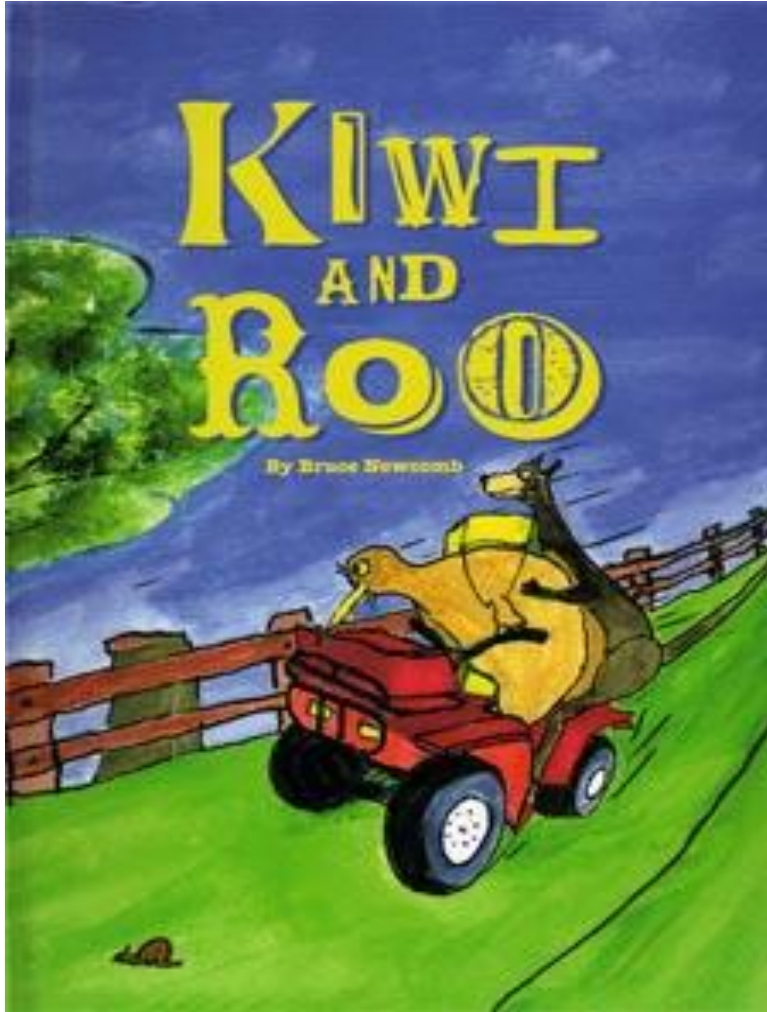




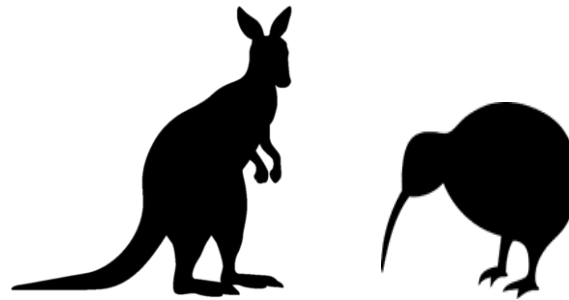
# The partnership: Inaugural Trans- Tasman students



# Introduction to this presentation




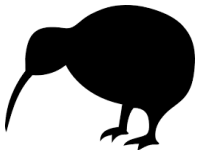
Roo has come from Australia to visit his friend, Kiwi, and enjoy some typical New Zealand activities, but Roo finds the language a bit hard to understand at times.



# Introduction to this presentation

The two-year international trans-Tasman postgraduate diploma in early childhood leadership for curriculum and social change – what we hoped to achieve

- 
- A unique opportunity to gain a postgraduate ECE leadership qualification in collaboration with colleagues from both sides of the Tasman
  - An applied practice, part-time program that grows a community of leaders within the ECE sector
  - Australian and New Zealand ECE leaders and aspiring leaders share and co-construct leadership knowledge from experience in the two similar but different ECE contexts.
  - Students engage together online as well as in face-to-face contact courses as a cohort within the wider Postgraduate Diploma in Leadership (ECE) qualification program

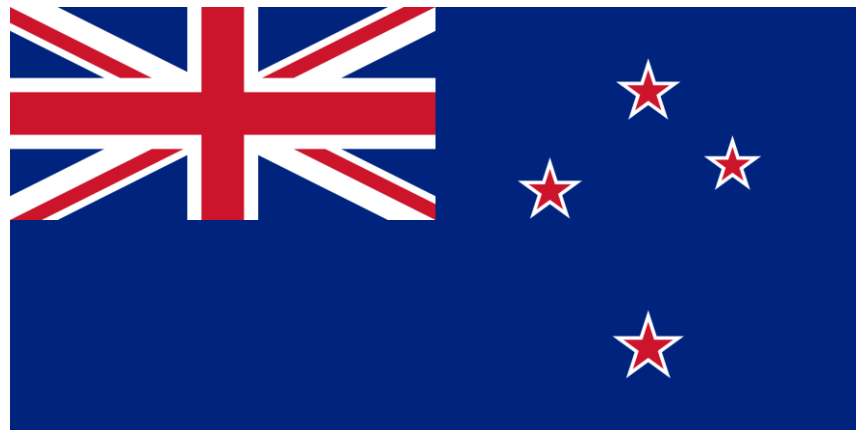




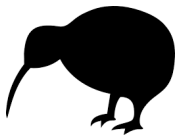


# Exchanging more than Practice

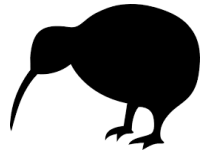
*Culture, country, language and history in learning and teaching*



# Four Papers on Leadership

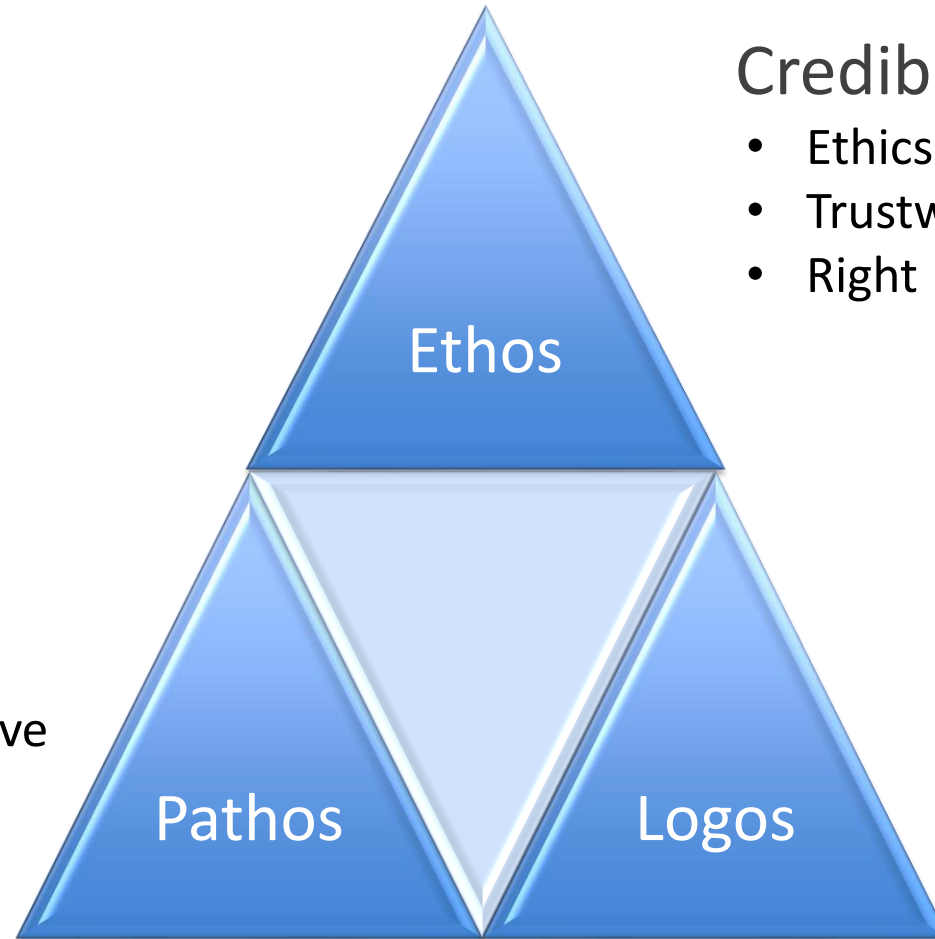


# The Art of Persuasion – Aristotles Rhetorical Triangle



## Emotion

- Emotional or Imaginative Impact
- Human Stories



## Credibility

- Ethics
- Trustworthiness
- Right



## Logic

- Reasoning or Argumentation
- Facts, Statistics
- Evidence

# Advocacy to Activism

**Advocacy** in ECE has become an emergent activity in the last 20 years.

**Social, economic and political narratives** have become more dominant in the discourse and process of how we care for, nurture and grow our young. Our reaction to this has been to advocate for the rights of the child to **have a voice and be a person in their own right**, not an investment for the future or a minor to be managed.

**Activism** has a more **intentional** aim to bring about social and political change.

Our students, through the course of the two years have developed activism as part of their practice, **not only for children but for the profession and the sector**.

Many of our participants have since developed **active reconciliation** in their services, **participated in political activity** during the introduction of new policies and systems in the sector and **joined peak bodies** to join forces to act for change.



Sonja Davies



Zelda D'Aprano



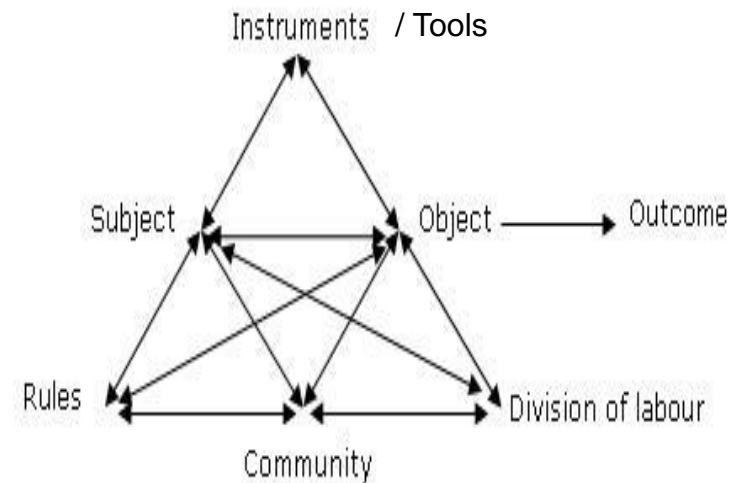


# Triangle Land

## Cultural historical activity theory (CHAT)

- Tools: Concepts, signs, symbols, spoken language plus culturally valued artefacts that hold and transfer cultural meanings.
- Rules: What is acceptable? What are our values? In what way do we do things?
- Division of labour: Who does what?
- How do we organise ourselves?
- How does power circulate?

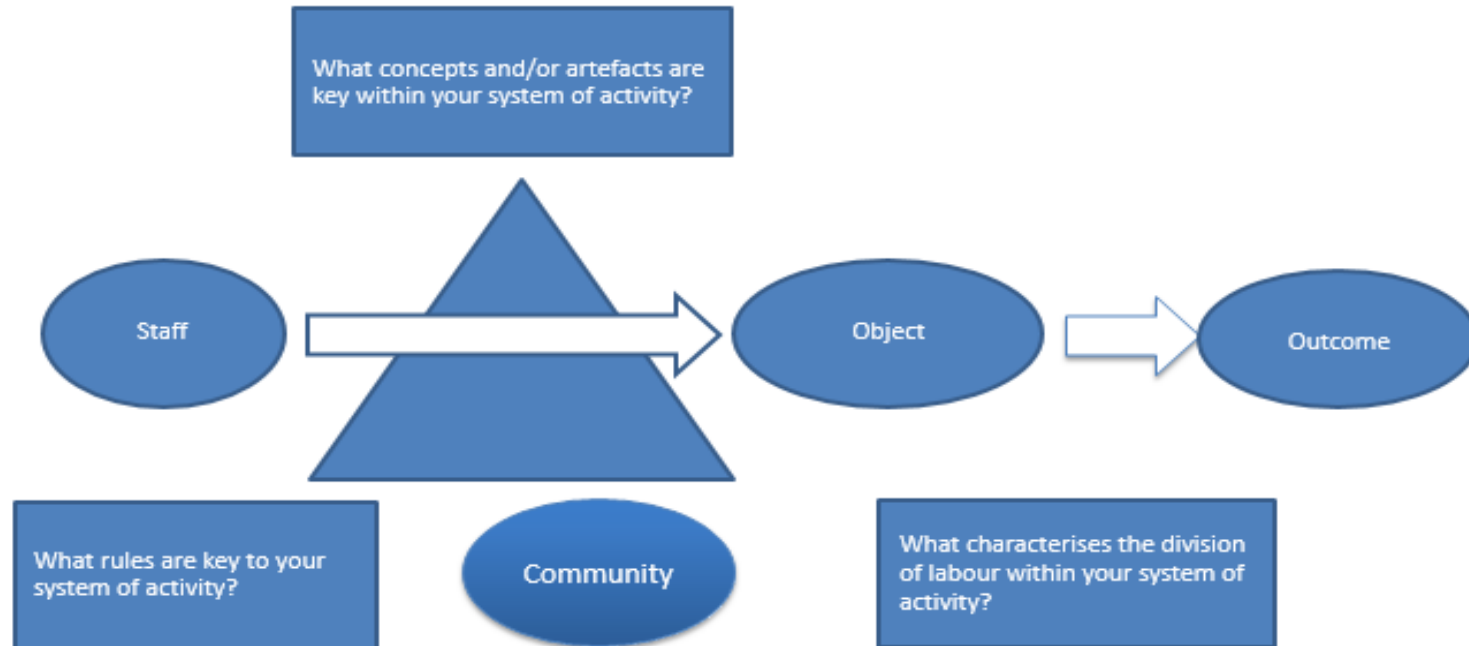
(Engeström, 1987, 2001).



# Mapping the centre system

## Principles of CHAT/activity theory

- Systems analysis (within and between systems)
- Multi vocal
- Historicity
- Role of contradictions
- Possibility of expansive transformations



# Argyris and Schön (1974)

## Theories of Action

### *Espoused theories*

- Theories and beliefs relating to what people *think* they would do in a certain situation.
- Theory of action to which people give allegiance, and which they communicate to others



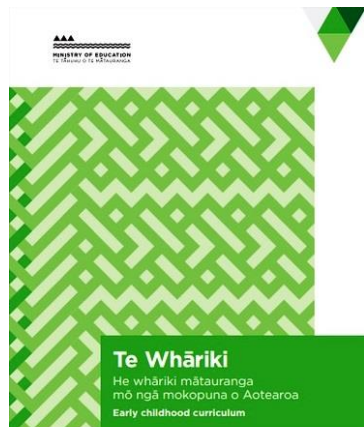
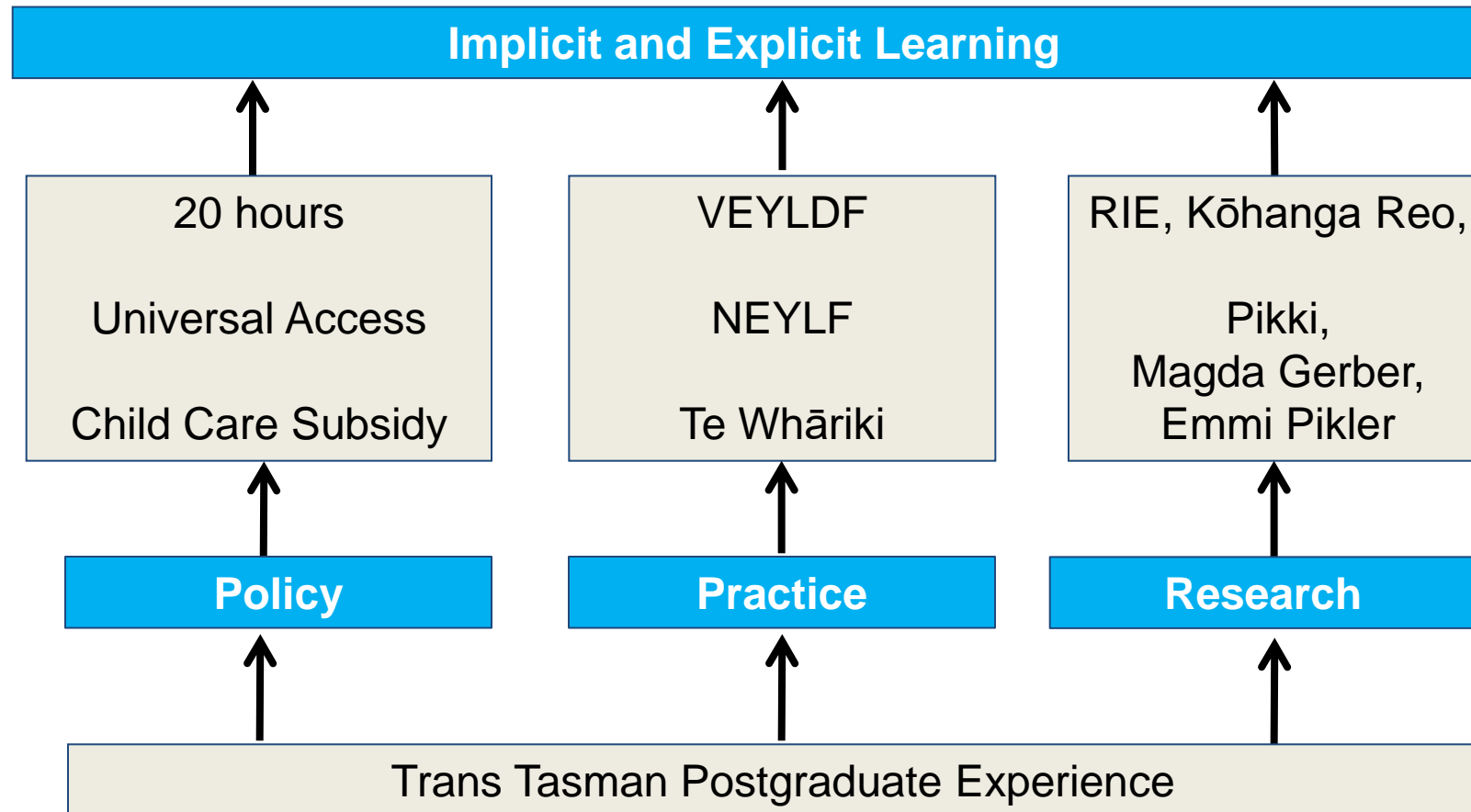
### *Theories-in-use*

- Theory that *actually* governs actions
- Led by people's mental maps
- Shapes actions
- May or may not be compatible with their espoused theory

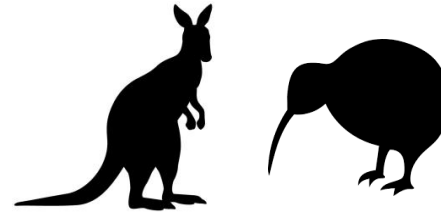




# Two different early childhood contexts



# Leading change conversations in centres



## Congenial conversations

are characterised by conflict avoidance and reassurances that activities and problems are normal

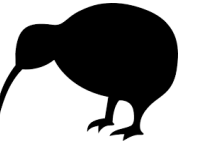
## Collegial conversations

are distinguished by honest talk, valid data, and consequential conversations

- Intentional and transparent steps are needed to shift from congenial to collegial conversations.
- Learnt to build the team's capacity for using conflicting views as starting points for developing shared meanings, i.e., '*the way we do things around here*' (Nuttall, 2013).

# Emerging outcomes

- **Communities of Practice** – professional dialogue and practice exchange
- **Objectivity through research in practice** – using theory in practice
- **Context of the importance of ECE** – advocacy
- **Differing perspectives** – debate
- **Global reflection** - OMEP
- **Professional Identity** – pride, ownership and belonging
- **Staircasing into Master's Degrees** – new beginnings through learning
- **Submissions to government** - activism





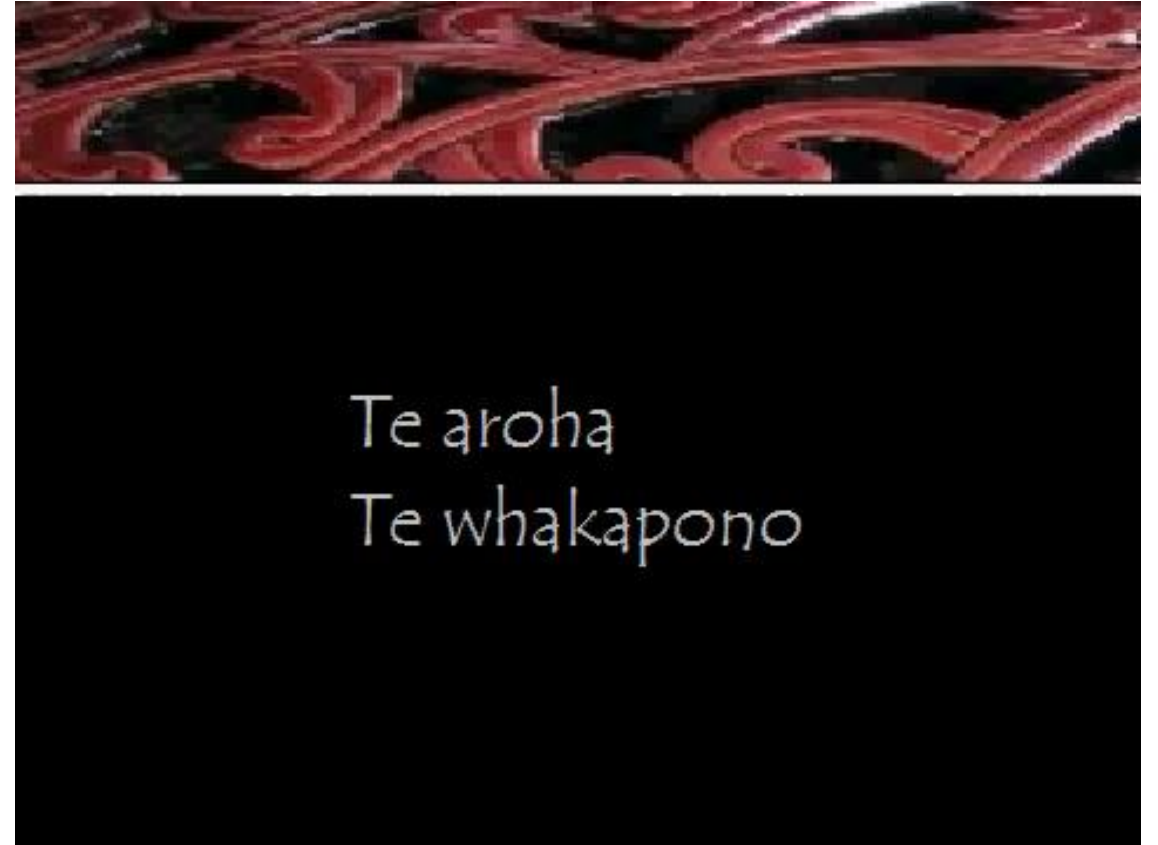


Ko te manu e kai ana i te miro,  
nōna te ngahere.

Engari, ko te manu e kai ana i te  
mātauranga, nōna te ao.

The bird that consumes the miro  
berry, owns the forest.

However, the bird that consumes  
knowledge, owns the world.



LOVE FAITH PEACE BE AMONGST US ALL  
**HAERE RA - FAREWELL**