

CRN Supported Collaborative Journal Article Writing Process

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Paper 1: Document analysis

Petriwskyj, A., O’Gorman, L., & Turunen, T. (2013). The interface of the Australian national curriculum and the pre-Year 1 year of school: Exploring tensions. *Australasian Journal of Early Childhood*, 38(1), 16-22

ABSTRACT Introduction into the Australian state-based educational system of a national school curriculum that includes a pre-Year 1 Foundation Year has raised questions about the purpose of this year of early education. A document analysis was undertaken across three Australian states, examining three constructions of the pre-Year 1 class and tensions arising from varied perspectives. Tensions have emerged over state-based adaptations of the national curriculum, scripted pedagogies for change management, differing ideological perspectives and positioning of stakeholders. The results indicate that since 2012 there has been a major shift in constructions of the pre-Year 1 class towards school-based ideology, especially in Queensland. Accordingly, positioning of children, parents and teachers has also changed. These results resonate with previous international indications of “schooling” early education. The experiences of Australian early adopters of the curriculum offer insights for other jurisdictions in Australia and internationally, and raise questions about future development in early years education.

Collaborative writing process

- Two academics from QUT and one from CSU with international experience in curriculum
- Initial face to face discussion to establish questions and overall focus, frame structure for the paper and discuss methodology
- Data analysis and joint writing in face-to-face sessions in Brisbane after CRN meeting at QUT
- Collaborative section writing, followed by co-author critique and refinement online and by teleconference

Benefits and Challenges

- Contribution to depth of content offered by varied perspectives based on differing international experience and theoretical positioning
- Challenge of co-authorship across language and cultural boundaries, as concepts and wording required rich debate
- Document analysis permitted negotiation of ideas that draw on varying perspectives and literature.
- Limited face to face writing meetings as a challenge to negotiation of differences in perspective and expression style

Paper 2: Policy Paper

Miller, M., & Petriwskyj, A. (2013). New directions in intercultural early education in Australia. *International Journal of Early Childhood*, 45(2), 251-266. Themed edition on international perspectives on ECEC policy.

ABSTRACT Early education in Australia encompasses both early education and care (ECEC) and the early years of school. Educational approaches to cultural and linguistic diversity have varied not only by sector, but also by jurisdiction based on distinct curriculum frameworks and policies. In Australian early education, provision for cultural and linguistic diversity has been framed largely by multicultural discourse, as defined by a complex history of progressive, yet often superficial reforms. Current initiatives serve to change this trajectory and the positioning of stakeholders. The incorporation of intercultural rather than multicultural approaches offers new possibilities for early education and directs attention to real challenges for ECEC. They re-position Aboriginal and Torres Strait Islanders as the First Australians, and direct attention to both Australia’s social cultural and linguistic diversity and to the role of early childhood educators in enacting more inclusive pedagogies. Challenges yet to be addressed include the cultural understanding of Australian early childhood educators, particularly those who identify as Anglo-Australian, deeper policy enactment in pedagogic practice and negotiation with diverse families and communities. This paper will address the historical and current policy contexts of intercultural early education in Australia, the development of intercultural initiatives, and emerging issues as national policies are introduced. The discussion draws on responses to intercultural early education in New Zealand and Canada to consider approaches to intercultural priorities in Australia. The paper will attend predominantly to Aboriginal and Torres Strait Islander perspectives as a core element of change in Australian early childhood policy, focussing on ECEC.

Collaborative writing process

- One early career and one experienced academic from QUT
- Face to face discussion to establish overall focus and structure for the paper, consider theoretical positions and debate the meanings of specific language terms
- Debate regarding paper content and joint writing in face-to-face sessions at QUT
- Collaborative section writing, followed by refinement face to face, online and by teleconference

Benefits and Challenges

- Advantage of being able to discuss differences in perspective face to face readily, as well as share ideas at a distance
- Contribution to depth of content offered by varied perspectives based on some variation in theoretical positioning and use of language
- Benefit of bringing together emerging body of work and theoretical perspective with mentoring by experienced writer
- Challenge of clarifying the differences between a new perspective on culture in education and previous perspectives on multiculturalism
- Translating abstract into French and Spanish.

Paper 3: Position paper

Mackenzie, N., & Petriwskyj, A. (abstract accepted, paper submitted). Diversity and emergent writing: Re-imagining fluidity in socio-cultural repertoires. *Contemporary Issues in Early Childhood* Themed edition on diversity

ABSTRACT Interrupting notions of risk and deficit while enhancing the educational outcomes of all children, regardless of abilities and backgrounds, prompts a re-imagining of early childhood education. This paper examines such re-imagining with respect to emergent writing. Discussion of emergent writing in this paper includes Australian research examples of how fluidity of representational repertoires between home/community, ECEC settings and school supports emergent writers. Recent Australian curriculum documents for ECEC and schools and the 2011 Position Statement on Transition to School reflect relevant principles, yet examples are required regarding ways to operationalise these principles. We critique perceptions of literacies framed too narrowly by contemporary assessment practices, an over-emphasis on normative development and technical performance, and we consider ways to build on the socio-cultural resources of a diverse range of children. We argue for continuity and smooth, graduated transitions between: home/community and ECEC settings, ECEC and school. We argue for the adoption of a definition of literacy, which incorporates written, visual, aural and multimodal texts for a range of purposes, audiences and contexts and encourages young children to use multiple modes of representation for demonstrating deep understandings that they are not yet able to ‘write’ using conventional print forms. We consider the potential contribution to children’s educational progress of more personalised and culturally relevant pedagogies, of enhanced professional education on bilingualism, of linking curricula across early education settings and of broader attention to writing in content areas such as science, art and technology.

Collaborative writing process

- One academic from CSU and one from QUT
- Initial discussion at WON Brisbane on joint topic of interest
- Face to face weekend writing of paper structure and key segments following a conference in Brisbane
- Teleconferences to negotiate ideas and write sections; considered Skype
- Overall structure negotiated across weekend meeting, then refined later
- Each author framed specialist sections, and shared pertinent journal articles

Benefits and Challenges

- Benefits of compatible philosophical positioning in developing a coherent focus, yet some differences enriched discussion
- Advantage of bringing together of differing areas of expertise (writing and diversity) to say something broader in scope
- Time spent in establishing a trust relationship enabled honesty in refining the paper and drawing together two perspectives and divergent state experience.
- Challenge of melding two voices to form a coherent document

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