

Participation and learning in home-based settings: A process model of participation.

Keynote Presentation

International Family Daycare Conference, Cork, Ireland

20 -25 July, 2009

Judy Layland

University of Otago College of Education

Abstract

Articles 12 and 13 of the United Nations Convention on the Rights of the Child (1989) are related to children's participation. Adults working with children play a key role in whether or not children are afforded these rights. As participation is a requisite to learning, it is crucial that educators firstly, understand what participation rights are; why it is important to afford these rights to children; and be aware of the role they play in affording these rights . This paper reports on some of the findings from an ethnographic and qualitative study of two home-based educators working in a chartered home-based early childhood education service in Aotearoa/New Zealand. It highlights some of the characteristics of the educators' practice and curriculum that supported the affordance of participation rights to the children in their settings, and presents a model of participation which is in keeping with current thinking on how children learn.

Introduction

Of the three types of rights that form UNCROC, protection, provision and participation, the protection and provision rights for children are generally more openly articulated and more easily understood. Participation rights tend to be rights that are seen as controversial and are therefore also often overlooked. This is especially the case for the affordance of participation rights to very young children, as they are often seen as unable or incapable of optimising these rights.

This paper, based on a small research study, discusses why affording children the right to participate is requisite to learning. It also foregrounds some of the characteristics of the curriculum and educators' practice in home-based early childhood settings that were found to support the affordance of participation rights to very young children. It introduces a model of

participation, based on these characteristics, which focuses on the interactive process of the affordance of participation rights.

Theoretical Framework

UNCROC was ratified by New Zealand in 1993 and is composed of three forms of rights for children, protection, provision and participation (Lansdown, 1994). The convention was developed in 1989 in line with a shift in discourse and thinking about children in the 1980s, from needs-focused to competence-focused perspectives (Stainton Rogers, 2004; Woodhead, 1996). Theorists such as Vygotsky (1978), Rogoff (1990, 2004), Bronfenbrenner (1979, 2005), Mayall (1994), and James and Prout (1990), influenced this shift in thinking and practice, from adults making decisions about children's daily lives and learning FOR them, to decisions being made WITH them, empowering them with agency, and acknowledging them as citizens. UNCROC is not just a statement of "good intent", "...but an instrument legally binding those states that ratify it" (Boyden, 1990, p. 193). It "...recognizes the child's capacity to act independently, bestowing not just protective, but also enabling rights" (Cantwell, 1989, cited Boyden, 1990, p. 193).

Participation rights are the most controversial of UNCROC rights, and have often been interpreted as applying only to older children. UNCROC stated that these rights should apply depending "...on the age and maturity of the child". Yet other researchers (Carr, 2001; Flekkøy & Kaufman, 1997; Smith, 2000, 2002) have suggested that younger children too are developing agency, and that their learning is enhanced if they are able to exercise it.

Pufall and Unsworth (2004) state that having agency allows children to have some control over their lives and that having a voice is a way children can express agency. Voice does not necessarily need to be verbal. Very young children express themselves clearly using gesture, facial expression and vocalisation. For children to be active citizens in a democratic society in the "now" and in the future, others in their lives need to grant them agency and voice and to know them well enough to "listen" to and understand their voices.

Articles 12 and 13 of UNCROC are important for the development of a child's voice, agency and citizenship. Article 12 focuses on the right of a child to, "...express his or her opinion

freely and to have that opinion taken into account in any matter or procedure affecting the child”, and Article 13, “...to express his or her views, obtain information, make ideas or information known, regardless of frontiers” (UNCROC, 1989).

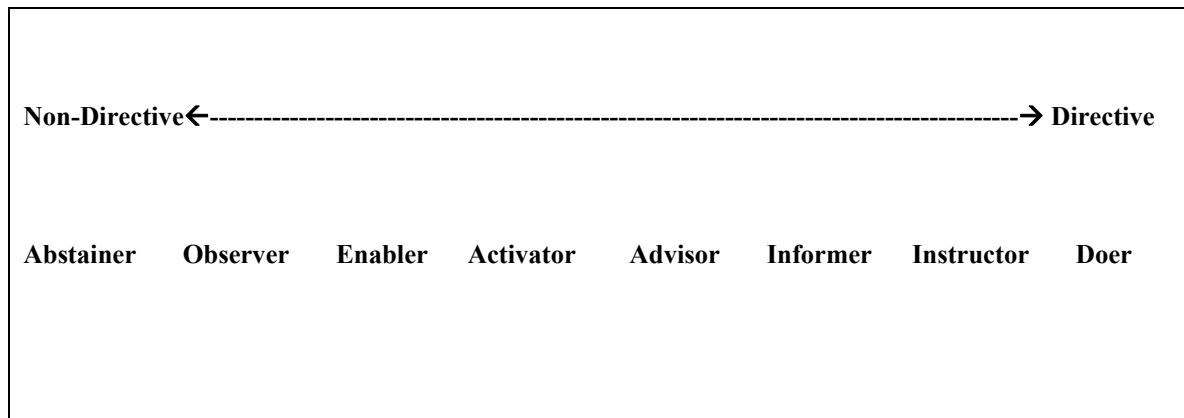
Shier (2001) discusses levels of participation for children, based on these articles. These levels are when children:

- are listened to
- are supported in expressing their views
- have their views taken into account
- are involved in decision-making processes
- share power and responsibility

Shier (2001) described how, for each level of participation, there are openings, where the adult shows a willingness to operate at this level; opportunities, where the adult enables participation at this level; and obligations, where related policy requires adults to operate at this level.

Kirby and Gibbs (2006) also discuss the role of adult and child relationships in relation to children’s participation. They acknowledge that adults need to “move fluidly”, as they shift from providing different kinds of support to children to participate. They draw on another model of participation for children, adapted from Klein (2001), that identifies the adult’s role as a facilitator moving back and forth on a continuum, from being directive, “...taking action on behalf of children”, to abstaining, “...leaving children alone to do activities” (Kirby & Gibbs, 2006, p. 216), with a range of roles between these polar points (*see figure 1*). The adults role in this model is to facilitate children’s involvement to allow for “...maximum control over decisions” whilst still “...ensuring sufficient adult input” (Kirby & Gibbs, 2006, p. 216), moving into the different roles by attending to the children and being responsive to their communications and experiences.

Figure 1



Kirby and Gibbs' Facilitation Roles (2006) (adapted from Klein, 2001)

The image of the child, dominant discourses, theory and participation rights

Archard (1993) states that historically, age, competence and rights have been seen as correlated, with younger children seen as less competent and therefore less able to exercise their rights. Discourse and thinking in relation to children's abilities and competence have changed over time, grounded in and supported by robust theory and research. Theory related to children and their learning and development has formed corresponding images of the child. These images have, in turn, influenced the way we relate to and with children, and the way we, as adults and teachers, create learning environments for or with them (Dahlberg, Moss & Pence, 1999; May, 1997).

These theories have, historically, created "truths" about children (MacNaughton, 2005) and the image of a "universal child", promoting the notion that all children will follow the same pattern of development. These truths have guided and regulated the way adults have worked with children, constraining and limiting their responses to children's behaviour and therefore the possibilities for children's participation.

Current theories see not one universal child but many individual children. The child is a "...co-constructor of knowledge, identity and culture" (Dahlberg, Moss & Pence, 1999, p. 48) with others; a competent child "...with their own rights as individual human beings and full members of society" (Dahlberg, Moss & Pence, 1999, p. 49). Lev Vygotsky (Berk & Winsler, 1996; van de Veer & Valsiner, 1993; Vygotsky, 1978), and Rogoff's (Rogoff, 1990, 2004) sociocultural theory; Urie Bronfenbrenner's ecological theory (1979, 2005) and the sociology of childhood theory of James and Prout (1990) and Mayall (1994) support this image.

Children's participation is a requisite to learning. Within sociocultural and ecological theory, children are actively involved in their own development, constructing knowledge, skills, attitudes and understandings with others, fostering interdependence and intrinsic motivation, becoming agents in their own development (Berk & Winsler, 1996; Bronfenbrenner, 1979, 2005; Vygotsky, 1979; Rogoff, 1990, 2004). Experience, joint activity and reciprocity are critical to children's development and learning. The skills and dispositions to think for oneself, express thoughts and ideas and make decisions, are acquired within the sociocultural contexts children are part of (Rogoff, 1990, 2004; Vygotsky, 1979). As Alderson (1993) states, "...[c]ompetence is more influenced by the social context and the child's experience than by innate ability" (p. 158).

Connections between the contexts children are involved in support the development of a robust mesosystem (Bronfenbrenner, 1979). This, in turn, supports the development of intersubjectivity, or a shared focus between children and others (Rogoff, 1990, 2004; Vygotsky, 1979) and is a crucial factor in the affordance of participation rights. The more an educator knows about a child's life outside of the educational setting, and the more the parents or family/whānau know about the child's involvement in the early childhood setting, the more they can be responsive to the child. When this is evident, interactions can become richer and children's voices, be they verbal or non verbal, are more readily heard, understood, and responded to. This connection is particularly important for infants and toddlers who are developing verbal communication skills and often require support to express their opinions or feelings and have their rights acknowledged. As James and Prout state, "... [a]s we listen to children we need to be careful that we know how to hear what they are saying" (1990, p. 33). Pufall and Unsworth (2004) claim that the overall image of the child and childhood is truer

and more valid “...when viewed through the lenses of several disciplines” (Pufall & Unsworth, 2004, p. 19). Therefore communication between all people involved with the child is crucial to ensure the child a voice and agency.

Supporting and adding weight to the sociocultural and ecological theories is the sociology of childhood approach to thinking about children, their agency, voice and citizenship. The main thrust of this thinking is a focus on seeing children as independent social actors, living their lives in the “now”, not as under-developed adults working towards the ultimate goal of adulthood. Because children were not seen as competent until they were deemed “mature”, there has been a lack of rights for children, and adults have dominated their lives (Archard, 1993). The implementation of this theory in early childhood settings would see children having a “say” in what happens in their day, with educators utilising their understandings and knowledge of the children to support this.

The adult’s role in affording children participation rights

James and Prout discuss the fact that children must be empowered by others to take an active part, not only in their own lives, but in the lives of others (1990). The implementation of participation rights for children is in the hands of the adults who care for and work with them (Nutbrown ,2006). Much time and effort is focused on UNCROC and its implementation at a national level, but there is too little focus on its implementation at a local level (Veerman & Levine, 2000), with teachers’ failure to acknowledge that their directive approach acts as a barrier to children’s participation (Berthelson, cited Fattore, Mason and Sidoti, 2005), “...circumscribing their agency and competence” (p. 24).

Related early childhood policy and practice

Te Whāriki (New Zealand Ministry of Education, 1996a) is the first national curriculum for early childhood in New Zealand. The aim of the document is to provide a framework that acknowledges the diverse range of early childhood education and care providers in Aotearoa/New Zealand, including home-based education and care, and their corresponding philosophies.

The curriculum was not developed around subject knowledge but around a framework of principles and strands underpinned by constructivist, ecological and socio-cultural theory (Nuttall, 2003). A key focus is on the learner, and on the teacher's role and responsibility within individual settings that could encourage their identity and autonomy (Openshaw, Clark, Hamer & Waitere-Ang, 2005). The role of the teacher or educator in this curriculum model is underpinned by Vygotsky's sociocultural theory, where children and adults co-construct meanings together; and Bronfenbrenner's ecological theory where there is reciprocity between the child and the adult and where there is a gradual shift in the "...balance of power" (Bronfenbrenner, 1979, p. 212).

The framework is constructed of four overriding principles that encapsulate the broad aims for children. These are that the curriculum of the setting *empowers* the child to develop and grow *holistically*, with the *family and community* as an integral part of the curriculum in which "...children learn through responsive and reciprocal *relationships* with people, places and things" (New Zealand Ministry of Education, 1996a, p. 14). These principles form the philosophy of the curriculum and support an image of a child who is interdependent and a capable citizen in their own right.

Five strands arise from the principles and represent "...the essential areas of learning and development" (New Zealand Ministry of Education, 1996a, p. 15) for children, *well-being*, *belonging*, *contribution*, *communication*, and *exploration*. These areas have accompanying goals for children, and provide a guide for educators. Rather than being focused on individually, they are seen to be embedded in the experiences, routines, play and events that form children's daily lives, in an integrated and authentic way.

Several sources were identified by Margaret Carr as contributing to the forming of the curriculum, one of which was UNCROC (Carr, 1991, cited Nuttall, 2003). If we analyse the principles and strands, the participation rights of UNCROC are clearly visible. The essence of the principles and strands of Te Whāriki are outlined in the 1996 revised Statement of Desirable Objectives and Practices (DOPS) for early childhood services in New Zealand, making them mandatory in practice.

Assessment and Te Whāriki

Narrative assessment is a sociocultural assessment tool that supports the theory and principles that underpin *Te Whāriki* (Carr, 2000, 2001). This form of assessment tells the stories of children's lives and learning within early childhood settings, making this visible for educators, children and parents. These stories capture the voices of the children, the educators and the parents, and it is these voices that "...will, and should, define the intent and the learning in any educational setting" (Carr, 2000, p. 37). This is a form of assessment that recognises children's voice and agency and the role they can play in living their lives as children.

Home-based contexts in Aotearoa/New Zealand

In New Zealand, home-based education and care, also referred to as family daycare, is an early childhood service in which children are educated and cared for in the private homes of educators. As society has changed over time, and the need and wish for parents of young children to work outside the home has increased, so has the demand for flexible early childhood services. Home-based education and care is sometimes the sole choice of service for some families, but for most, it is used with and alongside other services. New Zealand Ministry of Education figures show that enrolments in this service between 1990 and 2000 increased by over 450%. In 2005 they made up 5.9% of the total enrolments in all licensed and chartered services in New Zealand. This represents a rise of .8% since 2000 (Education Review Office, 2001; Ministry of Education, personal communication, 2006). Children under three years of age represented 61% of the total enrolments of children in licensed home-based networks at 1 July, 2005 (New Zealand Ministry of Education, 2005).

Home-based education and care is guided by the *Education (Home-Based Care) Order, 1992*, and its revision (1998a), which provide clear expectations for health and safety requirements of the homes children will be attending; for the number of children allowed to be cared for at any one time; and for the type of curriculum the educators/caregivers will make provision for. All services which receive government funding are required to adhere to the DOPs (New Zealand Ministry of Education, 1996).

Despite the positive relationship between training and quality practice (Kontos, Howe, Shin & Galinsky, 1995; Podmore, Meade and Hendricks, 2000, cited Wright, 2003; Foote and Davey, 2003), there are currently minimal training requirements for educators. It is within training that educators would become familiar with *Te Whāriki*, DOPs and therefore, either directly or indirectly, UNCROC, and the value and importance of participation rights for young children and their learning and development.

Methodology

The research project was based on case studies involving two home-based educators, and the children in their care on the day of observation, and data collected from a range of sources over an extended period of time.

The methodology used for the study was ethnographic and interpretive in nature. The cultures of the home-based settings in the two case studies, and the relationship between those cultures and the behaviours within the settings were given some meaning (MacNaughton, Rolfe & Siraj-Blatchford, 2001; Tesch, cited Gray, 2004), as they were analysed in relation to participation rights. This approach is in keeping with the principles and sociocultural nature of the early childhood framework, *Te Whāriki*.

Method

The data collection was multi-layered and followed the following process:

- A face to face, informal interview with the two educator-participants
- Participant observations when I spent a day (seven hours) with each educator and children. Field notes and digital photographs were tools I used to gather information about the participation rights of the children in each setting.
- During my time in each setting I accessed the documentation gathered by each educator, in the form of notebooks and child portfolios. From these I obtained more information, gathered across time, to support my data.
- The next step was in the form of a revisit of the information gathered, post-observation. This was an opportunity for the educators to cite and reflect on the field notes, narratives and supporting digital photographs and provide me with clarification and feedback as to their accuracy.

The field notes taken on each observation day were written up, and corresponding photographs taken on the day were inserted. This information was used to formulate narratives which described specific episodes of children’s interactions with people, places and things that demonstrated the affordance of participation rights within each setting. These, along with information gathered during the pre observation interviews, excerpts from diaries/notebooks and portfolios, and information gathered during the post observation were then analysed using Shier’s (2001) levels of participation for children and Kirby and Gibbs’ (2006) adaptation of Klein’s model (2001) of the adult’s role in facilitating children’s participation.

Participants

Case Study 1

Participant 1 – Nancy

Qualifications	Years as a home-based educator
Introduction to Home-Based Care and Human Development Paper – 2 of 11 papers towards the National Certificate in Early Childhood Education (Home-Based Settings)	6 years

Child attending	Age	Length of time in care with participant 1	Weekly hours in care	Hours in care on observation day
Jane	1 year	2 months	2 full days	8.5 hours
Sarah	2 years 1 mo	1 1/2 years	1 full day	8.5 hours
Aleisha	3 years 10 mos	2 years	2 P/T days	5 hours
Braydon	4 years	3 + years	5 P/T days	5.25 hours

Jane and Aleisha are sisters

Case Study 2

Participant 2 – Maria

Qualifications	Years as a home-based educator
----------------	--------------------------------

Full National Certificate in Early Childhood Education (Home-Based Settings)	8 years
--	---------

Child attending	Age	Length of time in care with participant 2	Weekly hours in care	Hours in care on observation day
Harriet	14 mos	1 year	3 full days	10 hours
Sally	3 years 2 mos	3 years	3 full days	10 hours
Harry	3 years	18 months	4 full days	9 hours
Logan	3 years	18 months	3 full days 2P/T days	7 hours

Harriet and Sally are sisters

Results and discussion

On analysis of the data gathered from the two case studies, it was clear that the educators in both case studies were operating across all levels of Shier’s model of participation (2001), and moving back and forth across the continuum of roles, as described by Kirby and Gibbs (2006). The analysis also highlighted some underpinning elements which appeared to be consistent with the affordance of participation rights in both home-based settings. In both case studies *informal and formal assessment; relationships with people, places and things; time and continuity; responsive and reciprocal interactions*, were elements of the curriculum and practice that appeared to be consistent with the affordance of participation rights. These elements were not operating in isolation of each other but it was rather the complex interplay and interdependence of these elements that appeared to support the affordance of participation rights in both case studies resulting in robust contexts or microsystems. Each of the elements will now be discussed in relation to the findings from each case study.

Assessment

In both case studies the educators used a range of assessment techniques, which included gathering information from parents formally and informally, to inform their practice. In each study the educators developed a “profile” of each child and their family on enrolment using a “me” sheet .Their daily communication with the parents, both verbally and via the notebooks; the knowledge they gained about each child as they developed relationships with them over

time; and their ongoing informal and formal assessment of the children, allowed them to be fully responsive and receptive to each child and to the children as a group and community of learners.

The information sharing, adult to adult, provided connections and established a mesosystem (Bronfenbrenner, 1979) between home, home-based and, in some cases, other contexts. This assisted all involved to be responsive either directly or indirectly to the children, initiating and guiding their participation.

Children also used assessment to respond to other children and to the educator and highlighted the importance of child to child and child to adult approaches and interactions.

Relationships with people, places and things

The informal and formal assessment both educators made of the children and the links they made to their other contexts, allowed them to know and understand the children and to form warm, responsive relationships with them. The relationships the educators had with the children and their families, within the home-based settings, and the opportunities they provided for the children to develop relationships with others, the environment and the resources within it, underpinned the affordance of participation rights. Within adult to child, child to child approaches and interactions, children and educators were initiating, observing, negotiating, supporting, and guiding participation.

Time and continuity

The length of time children spent in the settings was an important factor in the development of relationships with people, places and things and the affordance of participation rights. The length of time children could spend involved in episodes of involvement in the curriculum was also an important factor, allowing for continuity of learning and for learning to become more complex. In both case studies time allowed children and educators to co-construct understandings and also empowered children to take control over the curriculum and their learning.

The empowerment of children led to ‘transformation of participation’ (Rogoff, 1990, 2004) and shift in the balance of power from educator to child (Bronfenbrenner, 1979, 2005), reflecting the concept of *ako*. This happened firstly on an ‘interpsychological’ plane (Vygotsky, 1978), between others. At this level of children’s participation, the educator

played a significant role in modelling, demonstrating, guiding and supporting related behaviour, skills, attitudes and dispositions. This led to the children taking on these roles as this learning became internalized and part of their behaviour, and shifted to an ‘intrapyschological’ plane (Vygotsky, 1978). At this level children used the skills, attitudes and dispositions learned with the educator to revisit experiences and initiate new experiences, with and also independent of her.

Responsive and reciprocal interactions

The relationships fostered in both case studies, allowed for responsive, reciprocal interactions. These, in turn, fostered children’s voice, agency and citizenship. Although there were times when both educators were informers, and initiated routines and experiences, adult to child, within these children were empowered to make choices and take some control, child to child and child to adult, observing, negotiating, supporting, demonstrating and guiding, and there was a balance of children’s agency with children’s dependency.

These elements of curriculum were not operating in isolation of each other but it was the complex interplay and interdependence of these elements that appeared to support the empowerment of children and the development of robust microsystems which resulted in the affordance of participation rights. Rather than the adult who was working with the children dominating and having control over interactions, and whether or not children or other adults were afforded participation rights, it was a multi-faceted interchange and movement of approaches and strategies across *adult to adult*; *adult to child*; *child to child* and *child to adult* relationships and interactions. This approach to curriculum acknowledges that children can make decisions and take an active role in their own lives and in the lives of those around them WITH adults (James & Prout, 1990; Lansdown, 2005; Mayall, 1994) and have the ability to “act on their own behalf” (Pufall & Unsworth, 2004, p.4).

Interactive, process model of participation

Based on the results of the study, a model has been developed (*see figure 2*) using the image of the flax windmill, *titi pārerā*, which is a traditional Māori toy. The four wings, *adult to adult*; *adult to child*; *child to child* and *child to adult* acknowledge the four types of interaction, relationships, and ways in which participation rights can be initiated and afforded to others. Although the wings refer in the singular to child and adult they also represent

interactions and relationships between *children* and adults. The windmill works most effectively when all four wings are in action. These come together in the centre to form a strong, cohesive core, representing their interdependency.

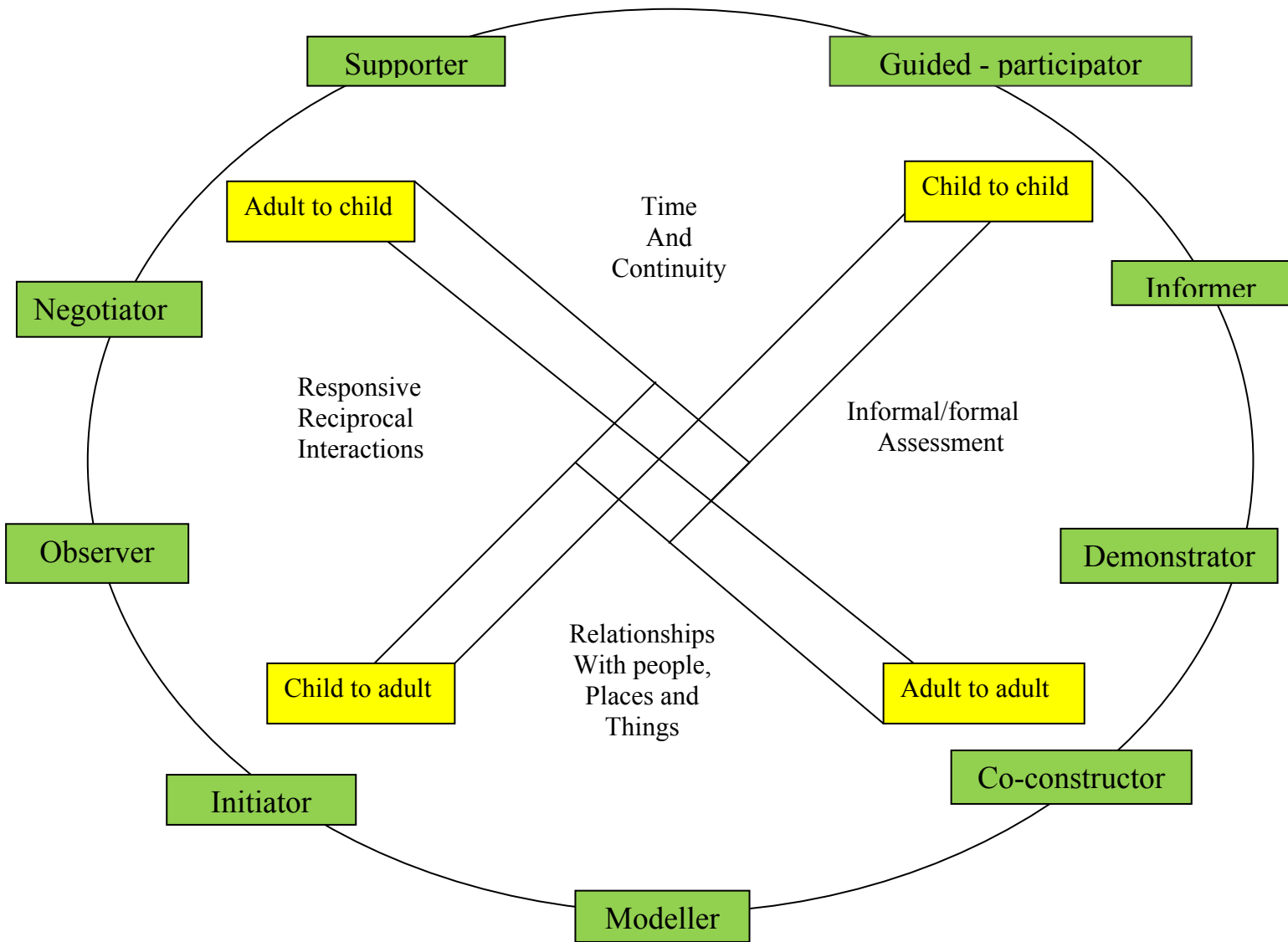
In the background of the windmill are the driving forces of the model, *te hau* (the wind) – *informal and formal assessment; relationships with people, places and things; time and continuity; and responsive, reciprocal interactions;* which result in the empowerment of children and adults, and robust microsystems. Without these the wings would not be able to move and progress.

The outer circle represents the fluid movement of the windmill in any direction, and between the strategic roles adults and children take on within the process of affording participation rights to others, as a *supporter; guided-participator; informer; demonstrator; co-constructor; modeller; initiator; observer; negotiator*. These roles are not absolute but acknowledge a socio-cultural approach, as identified in the analysis, which is based on responsiveness and reciprocity.

The wings are dependent on each other, and on the wind, to ensure fluid movement between the strategic roles. This emphasises the interactive and interdependent nature of the model, with the focus on the process of the affordance of participation rights.

Figure 2

Titi pārerera - Interactive, process model of participation



(Layland, 2007)

Conclusion

In both case studies it is clear that the factors that supported the affordance of participation rights for children are strongly interrelated and interdependent. The results also highlight that not only were the educators affording children participation rights, but they were also supporting children to afford these rights to others. This adds a new level to Shier (2001) and Kirby and Gibbs (2006) models, a level that reflects current thinking about how children learn and develop, and the role of the adult in supporting this.

While it is obvious that the practice of the educators in both case studies afforded children participation rights across the curriculum in each setting, it cannot be assumed that this is the case for all home-based educators. The process model of participation could be a useful tool to use with educators to support reflection on, and development of their practice.

References

- Alderson, P. (1993). *Children's consent to surgery*. Milton Keynes, U.K. : Open University Press.
- Archard, D. (1993). *Children: Rights and childhood*. London: Routledge.
- Berk, L.E. & Winsler, A. (1996). *Scaffolding children's learning: Vygotsky and early childhood education*. Washington: NAEYC.
- Boyden, J. (1990). Childhood and the policy makers: A comparative perspective on the globalisation of childhood. In A. James & A. Prout (Eds). *Constructing and reconstructing childhood: Contemporary issues in the sociological study of childhood* (pp.193-194). Hampshire, UK: The Falmer Press.
- Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Cambridge, Mass.: Harvard University Press.
- Bronfenbrenner, U. (2005). (Ed). *Making human beings human: Biological perspectives on human development*. Thousand Oaks, California: Sage Publications, Inc.
- Carr, M. (2000). Seeking children's perspectives about their learning. In A. Smith, N.J. Taylor & M. Gollop (Eds). *Children's voices: Research, policy and practice* (pp. 37 – 55). Auckland, New Zealand: Pearson Education New Zealand Limited.
- Carr, M. (2001). *Assessment in early childhood settings*. London: Paul Chapman Publishing.
- Clark, (2004). The mosaic approach and research with young children. In V. Lewis, M. Kellet, C. Robinson, S. Fraser & S. Ding. (Eds). *The reality of research with children and young people* (pp. 142-161). London: Sage in association with The Open University.
- Dahlberg, G., Moss, P. & Pence, A. (1999). *Beyond quality in early childhood education and care: Post modern perspectives*. London: Falmer Press.
- Dahlberg, G. & Moss, P. (2005). *Ethics and politics in early childhood education*. London and New York: Routledge.
- Ellis, F. & Foote, L. (2003, February). *Curriculum in home-based settings – Is there a relationship between knowing and doing?* Paper presented at the International Family Day Care Conference, Wellington, New Zealand.
- Fattore, T., Mason, J. & Sidoti, C. (2005). Working seriously towards new partnerships. In J. Mason, and T. Fattore (2005). (Eds). *Children in Charge 12: Children taken Seriously in Theory, Policy and Practice* (pp15-27). London and Philadelphia: Jessica Kingsley.
- Foote, L. & Davey, P. (February, 2003). *Training for home-based educators – An empowering experience*. Paper presented at the International Family Daycare Conference, Wellington, New Zealand.
- Foote, L. Davey, P. & Ewens, J. (September, 1999). *We don't need to plan: Beliefs, practices and professional development for home-based carers to ensure positive learning outcomes for children*. Paper presented at the Seventh Early Childhood Convention, Whakatau, Nelson, New Zealand.
- Flekkøy, M. & Kaufman, N. (1997). *Children in Charge*. The participation rights of the child. Rights and responsibilities in the family and Society. London and Bristol: Jessica Kingsley Publishers.
- Gray, (2004). *Doing research in the real world*. London: Sage publications.
- Hegstrup, S. (2005). Children and social identity. In Papoulia-Tzelepi, P., Hegstrup, S. & Ross, A. (Eds). (2005). *Emerging identities among young children: European issues* (pp27-44). Staffs, England: Trentham Books Limited.

- James, A. & Prout, A. (Eds). (1990). *Constructing and reconstructing childhood: Contemporary issues in the sociological study of childhood*. Hampshire, UK: The Falmer Press.
- James, A. (2004). Understanding childhood from an interdisciplinary perspective. In Pufall, P.B. & Unsworth, R.P. (Eds) (2004). *Rethinking childhood* (pp 25-53). The State University of New Jersey: Rutgers University Press.
- Kirby, P. & Gibbs, S. (2006). Facilitating participation: Adults' caring support roles within child-to-child projects in schools and after-school settings. *Children and Society*, 20, 209-222.
- Kontos, S. (1992). *Family day care: Out of the shadows and into the limelight*. Washington, DC: NAEYC.
- Kontos, S., Howes, C., Shinn, M. & Galinsky, E. (1995). *Quality in family child care and relative care*. New York: Teachers College Press.
- Langsted, Ole. (1994). Looking for quality from the child's perspective. In P. Moss and A. Pence (1994). (Eds). *Valuing quality in early childhood services*. London: Paul Chapman Publishing.
- Lansdown, G. (1994). Children's rights. In Mayall, B. (Ed). *Children's childhoods: observed and experienced* (pp 33-45). London: Falmer Press.
- MacNaughton, G. (2005). *Doing Foucault in early childhood studies: Applying poststructural ideas*. London and New York: Routledge.
- MacNaughton, G., Rolfe, S. and Siraj-Blatchford, I. (2001). *Doing early childhood research: International perspectives on theory and practice*. Australia: Allen & Unwin.
- Mayall, B. (Ed) (1994). *Children's childhoods: Observed and experienced*. London: Falmer Press.
- New Zealand Ministry of Foreign Affairs and Trade. (1997). Convention on the rights of the child: Presentation of the initial report of the government of New Zealand. *Human Rights*, 2, May 1997. Wellington, New Zealand: Information and Public Affairs Division.
- New Zealand Ministry of Education. (1996a). *Te Whariki: He whariki matauranga mo nga mokopuna o Aotearoa: Early childhood curriculum*. Wellington, New Zealand: Learning Media.
- New Zealand Ministry of Education. (1996b). *The revised desirable objectives and practices*. Wellington, New Zealand: Learning Media.
- New Zealand Ministry of Education. (1992). *Education (Home-Based Care) Order*.
- New Zealand Ministry of Education. (1998a). *Education (Home-Based Care) Order. Revised*.
- New Zealand Ministry of Education. (1998b). *Quality in action/Te mahi whai hua. Implementing the revised statement of desirable objectives and practices in New Zealand early childhood services*. Wellington, New Zealand: Learning Media.
- New Zealand Ministry of Education. (2000). *Early Childhood Funding Handbook*. Wellington, New Zealand; Resourcing Division.
- New Zealand Education Review Office. (2001). *What counts as quality in home based care*. Wellington: Education Evaluation Reports.
- New Zealand Ministry of Education. (2004). *An introduction to kei tua o te pae Assessment for learning: Early childhood exemplars*. Wellington, New Zealand: Learning Media Limited.
- New Zealand Ministry of Education. (2005). *Education statistics in New Zealand for 2005*. Retrieved 9 October 2006 from, <http://educationcounts.edcentre.govt.nz/publications/homepages/education-statistics/index.html>

- Nutbrown, C. (2006). *Key concepts in early childhood education and care*. London: Sage Publications Ltd.
- Nutbrown, C. (1996). *Respectful educators – capable learners: Children’s rights in early education*. London: Paul Chapman Publishing.
- Nuttall, J. (2003). (Ed). *Weaving te whariki: Aotearoa New Zealand’s early childhood curriculum document in theory and practice*. Wellington, New Zealand: NZCER.
- Openshaw, R., Clark, J., Hamer, J., & Waitere-Ang, H. (2005). Contesting the curriculum in Aotearoa, New Zealand. In P. Adam, R. Openshaw, & J. Hamer, (Eds). *Education and society in Aotearoa, New Zealand*. (2nd Ed). Victoria, Thomson/Dunmore Press.
- Patton, M. Q. (2002). *Qualitative research and evaluation methods*. (3rd Edition). Thousand Oaks, CA: Sage.
- Prout, A. (2005). *The future of childhood: Towards the interdisciplinary study of children*. New York, USA: Routledge Falmer.
- Pugh, G. (1992) (Ed). *Contemporary issues in the early years: Working collaboratively for children*. National Children’s Bureau, London: Paul Chapman.
- Pufall, P.B. & Unsworth, R.P. (2004). (Eds). *Rethinking childhood*. The State of new Jersey: Rutgers University Press.
- Reynolds, B. & Jones, E. (1997). *Master players: Learning from children at play*. Teachers College Press: New York.
- Rogoff, B. (1990). *Apprenticeship in thinking: Cognitive development in social context*. New York: Oxford University Press Inc.
- Rogoff, B. (2004). *The cultural nature of human development*. Oxford: Oxford University Press.
- Rosenthal, M.K. (1994). *An ecological approach to the study of child care: Family day care in Israel*. Hillsdale, New Jersey: Lawrence Erlbaum Associates.
- Rouse, D. & Griffin, S. (1992). Quality for the under threes. In Pugh, G. (1992) (Ed). *Contemporary issues in the early years: Working collaboratively for children*. National Children’s Bureau, London: Paul Chapman.
- Shier, H. (2001). Pathways to participation: Openings, opportunities and obligations. *Children and Society*, 10, 107 – 117.
- Smith, A.B. (1998). (4th Ed). *Understanding children’s development: A New Zealand perspective*. Wellington, New Zealand: Bridget Williams Books Limited.
- Smith, A.B. (2000). The rights of babies and young children. In A.B. Smith, M. Gallop, K. Marshall & K. Nairn. (Eds) (2000). *Advocating for children: International perspectives on children’s rights* (pp 176-190). Dunedin: University of Otago Press.
- Smith, A.B. (2002). Interpreting and supporting participation rights: Contributions from sociocultural theory. *The International Journal of Children’s Rights*. (10), 73-88.
- Smith, A.B. (2005). Children and young People’s Participation Rights in Education. Paper presented to NZARE Annual Conference, Dunedin. December 6th – 9th, 2005.
- Stainton Rogers, W. (2004). Promoting better childhoods: Constructions of child concern. In M.J. Kehily. (Ed). *An introduction to childhood studies* (pp. 125-144). Maidenhead: Open University Press.
- Stake, R. E. (1995). *The art of case study research*. London, New York: Sage Publications.

- van de Veer, R. & J. Valsiner (1993). *Understanding Vygotsky: A quest for synthesis*. Mass, USA: Blackwell Publishers.
- Veerman, P. & Levine, H. (2000). Implementing children's rights on a local level: Narrowing the gap between Geneva and the grassroots. *International Journal of Children's Rights*, 8:373-384.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. London: Harvard University Press.
- Woodhead, M. (1996). *In search of the rainbow: Pathways to quality in large-scale programmes for young children*. The Hague: Bernard van Leer Foundation.
- Wright, L. (2003). *Living the early childhood curriculum: Five days in family day care settings*. A Thesis. Victoria University of Wellington.

