

Honest Talk

Connectedness for success
in the
Early years and beyond



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Values and underpinnings

- Early childhood education spans Birth to eight years
- Advocacy for young children for the “here and now”
- Advocacy for families
- Glocal perspectives
- Interrogating the ‘givens’ for extension and improvement



Context

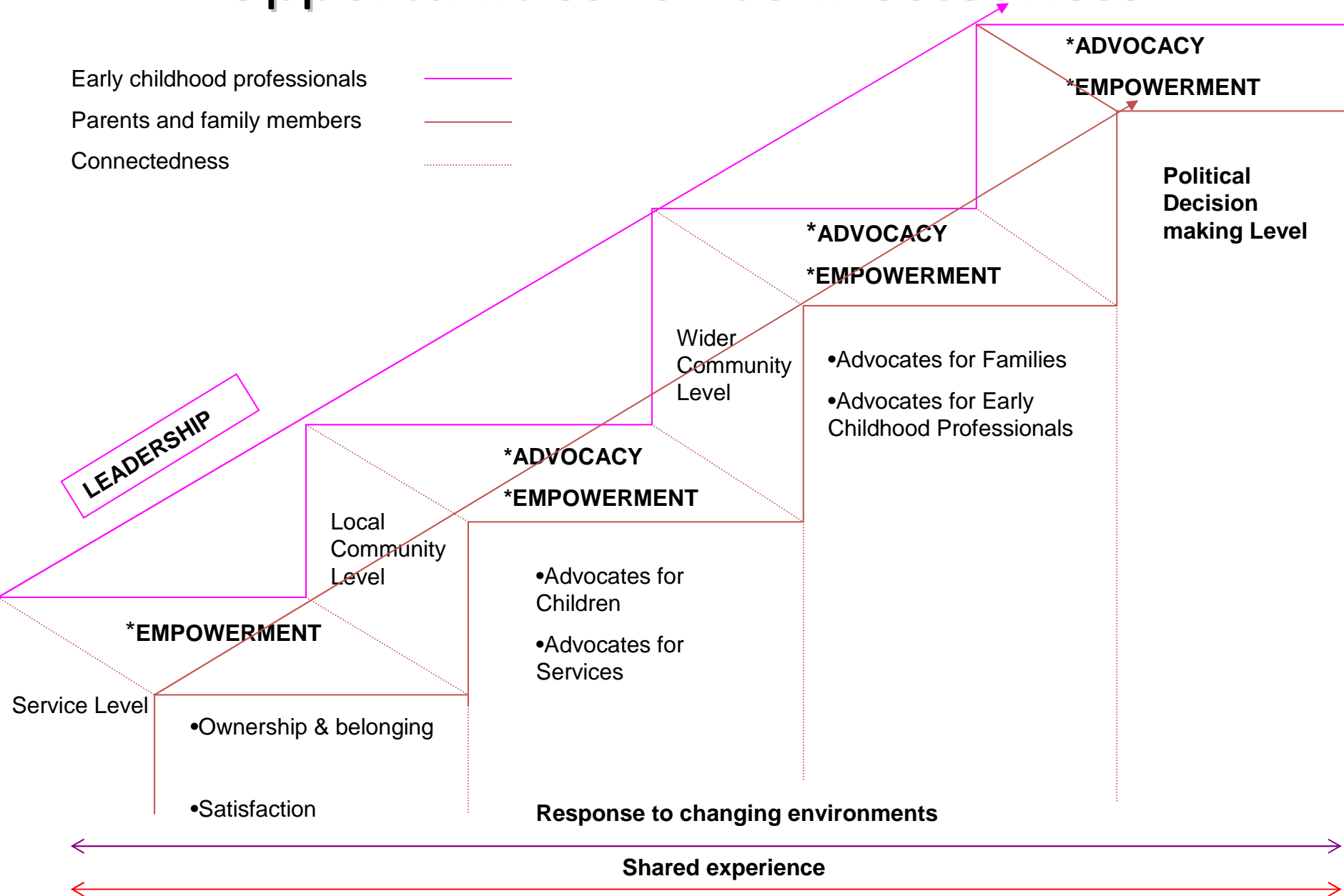
- Political
 - International
 - National
 - Local
- Pedagogical
- Western Region Early Childhood Strategy
 - Not just a good story
 - Growing best practice

Opportunities for Connectedness

Early childhood professionals

Parents and family members

Connectedness





What we know

- Value of relationships
- Value of home learning experience
- Value of openness with families
- Value of viewing cognitive and social development as complementary



What we know

- Value of strong administrative and pedagogical leadership
- Value of specialist knowledge
- Value of a mixture of practitioner initiated group work and freely chosen play
- Value of sustained shared thinking and open-ended questioning



What we know

- Value of strong parental involvement
- Value of feedback to children and families
- Value of children rationalising and talking through conflict
- Value of differentiated learning opportunities



What we know

- Power of clarity of focus in programs
- Power of focus on the whole child
- Power of the relationship between teacher and child
- Power of viewing children as active and experiential learners
- Power of a mixture of responsive and direct teaching



Connectedness- Shared experiences

- Children
- Families
- Community
- Agencies
- Departments



Honest Talk- Honest Listening

- Sustained conversations
 - With colleagues to find a shared language
 - With children for development
 - With communities about culture, knowledge and practice
 - With families to negotiate shared goals and expectations



Honest Talk

- Sustained shared thinking
 - *“Sustained shared thinking: An episode in which two or more individuals “work together” in an intellectual way to solve a problem, clarify a concept, evaluate activities, extend a narrative etc. Both parties must contribute to the thinking and it must develop and extend”.*
(Siraj-Blatchford, Sylva, Taggart, Melhuish, Sammons & Elliot, 2003)



Honest talk - Interrogating

- What “we know”
 - Modes of acquiring knowledge
- Ways of knowing
- What “we do” – Real purpose
- What “we privilege” - Othering



Honest Talk – Honest Action

- Relationship agreements
- Planning together
- Review
- Pedagogical Leadership
- Early Childhood Leadership



Honest talk - Commitment

- Outcomes for children
- Closing gaps
- Outcomes for now
- Outcomes for the future

“When an understanding develops ...even if it started a out as a fight, you have reached a point of respect and respect is what it comes down to: respecting the individual”.

(Leah Purcell, 2002)