



MINISTRY OF
SOCIAL DEVELOPMENT
Te Manatū Whakahiato Ora

Early childhood centres and family resilience

Appendices

Prepared by
Judith Duncan, Chris Bowden and Anne B Smith

Prepared for
**Centre for Social Research and Evaluation
Te Pokapū Rangahau Arotaki Hapori**

December 2005

Appendix A: The project and advisory teams

The Children's Issues Centre (CIC) project team

The project team included: Professor Anne B Smith, Dr Judith Duncan (Project Supervisor), Chris Bowden (Project Manager and Researcher, Wellington), Simone Shivnan and Christine Moetara (Researchers, Gisborne), Dr Nancy Higgins and Kate Marshall (Researchers, Dunedin), Rachael Efaraimo (Researcher Māori families/whānau, Wellington).

The advisory team and specialist support

The advisory team

The advisory team consisted of Dr Carmen Dalli (Institute of Early Childhood Studies, Victoria University of Wellington), Dr Margaret Carr and Dr Margaret Nicholls (Waikato University), and Anne Kerslake Hendricks, Bryony Walker and Nicolette Edgar (Ministry of Social Development).

The advisory team for research with Māori families/whānau

Mark Te One – Elected Managing Trustee of the Wellington Tenths Trust/Nga Tekau o Poneke – agreed to be the advisor for the project's research with Māori in the Wellington region. The Wellington Tenths Trust is the Iwi authority representing the Iwi Mana Whenua of Wellington and the Hutt Valley – Te Atiawa/Taranaki. Mr Te One offered advice on both a personal and professional basis. Rachael Efaraimo was nominated and employed as the researcher to conduct interviews with the Māori families/whānau in the Wellington region.

Dr Khyla Russell (affiliated with Kai Tahu) was involved as an advisor for research with Māori families in the Dunedin region and Justine Camp was nominated as the researcher for Māori families in the Dunedin area. The services of Justine, however, were not used as the families requested to have only Dr Nancy Higgins (non-Māori researcher) present at the interviews. Ngai Tahu Development Corporation withdrew Dr Russell's participation from the project due to concerns at their lack of pre-project consultation.

Tracey Tangihaere – CEO of Te Runanga o Turanganui a Kiwa (TROTAK), Bridgette Masters Awatere (psychologist and researcher) and Joan-Ella Ngata (Safer Communities and Restorative Justice Co-ordinator) made up the advisory group for Māori research in Gisborne. TROTAK decided that an "Advisory Group" was an appropriate initiative for this region. This group did not continue to the completion of the project due to concerns that the project was not as consultative and participatory as required by the members. However, Ms Tangihaere continued in a limited advisory capacity. Christine Moetara was the researcher nominated to conduct the interviews with Māori families/whānau in the Gisborne region.

Lynne Pere (formerly of the Ministry of Social Development) was also part of the advisory team in regards to Māori families/whānau taking part in the project. Lynne is Ngai Tahu, Ngati Mamoe, Ngati Kahungunu and Rangitane. Her whakapapa is Otakou in the Dunedin area and her children are also Te Aitanga a Mahaki, Rongowhakaata and Ngai Tamanuhiri from Gisborne. She currently works for the Māori Health Research unit.

The Ministry of Social Development Liaison and Advisory Team

Representatives of the Ministry of Social Development who were involved in the project included: Bryan Perry, Anne Kerslake Hendricks, Bryony Walker, Nicolette Edgar, Ann Dysart and Trish Donnelly.

The advisory team was established to provide support for the project. Advisors were involved in varying aspects of the project but had greatest input in the development of the research proposal, development of the instruments, selection of the researchers to conduct research within the EC centres and with both Māori and non-Māori families. Advisors were also involved in commenting on the cultural appropriateness of research project, design, research process, and preliminary findings. They were involved in the assessment and reformulation of the questions and prompts for the family/whānau interview schedules and background demographic questionnaires to ensure that they are culturally appropriate and sensitive. Advisors also provided resources for the researchers and feedback on the preliminary findings and draft and final reports, and assisted in the community dissemination of results.

Appendix B: Interview schedule for early childhood education staff focus group

Centre Code Number:

Date Interview Conducted:

Number and positions of respondents: (for example, Supervisor, Head Teacher, teacher)

Question 1.

What are the major goals and philosophies of the centre in relation to the work you do with children and families/whānau?

- Please describe the major goals and philosophies of your centre.
- What are the goals and philosophies of staff in their work with:
a) children and b) families/whānau?
- Other goals?
- Can you describe how your centre's goals and philosophies for family/whānau support were decided?

Question 2.

Can you describe what you and the centre do to support families/whānau?

- Examples of main forms of support that the centre provides families/whānau?
- Examples of forms of support staff personally offer families/whānau?
- What is the difference between the planned and the incidental forms of support that staff and the centre provide?
- Who would be most likely to access the main day-to-day support offered by the centre and why?

Question 3.

Can you explain some of the processes that you and the centre go through when supporting families/whānau?

- Examples/anecdotes of how staff/centre:
 - a) Identify when or if a parent, or groups of parents, need support;
 - b) Decide on the strategy or kind of support the centre will offer;
 - c) Implement the support;
 - d) Monitor the outcome and reflect on and review the processes that occur.
- Who do staff call on when making decisions about supporting families/whānau? (eg colleagues at centre or another centre, partner, parents, families)

- Do the centre's strategies include referring families on to appropriate advisory support and social agencies when staff feel this is appropriate?

If so: What agencies do staff and the centre have contact with?

How much contact do staff have with these people? – regular and ongoing contact?
Or only when required?

What is the purpose of this contact?

Question 4.

How do the support staff and the centre influence the lives of families/whānau? And what are some of the key factors that influence the effectiveness of the support you offer?

- Examples or anecdotes where staff and centre feel they have made a difference to a family/whānau or families/whānau.
- Examples or anecdotes where staff feel that they were unable to make a difference.
- What were the factors or keys to the successful example and the not-so successful example?
- Are there any advantages and disadvantages of using or working with other advisory and support agencies identified?
- Under what circumstances might staff choose NOT to offer support to families/whānau or to personal members of the family/whānau? Why?

Examples?

- Is there anything staff would like to change about the role that their centre plays in supporting families/whānau? Why?
- Is there something staff would personally like to be able to do differently to support families/whānau? What? What would enable them to achieve this?

Question 5.

Can you describe some of the events, circumstances and issues that you and the centre help families/whānau cope with?

- Can you think of examples where families/whānau have been under stress/feeling pressured? What factors were involved?
- What are some of the factors that influence how families cope with, adjust to and recover from these challenges?
- How do these families/whānau usually deal with these types of issues? Do you think they were dealt with in an effective way? Why? Why not?
- What examples have you seen where families/whānau in your centre have successfully coped with a stress or difficult period? What were the factors involved that made it successful?
- What helps families – overcome odds? (despite exposure to problems)

- What helps families – sustain competence under pressure? (adapt)
- What helps families recover from trauma? (adjust successfully to negative life events)

In conclusion: is there anything in relation to the ways that EC centres support families/whānau that we have not already discussed that you would like to talk about?

Is there anything about the study you would like to ask me?

THANK YOU VERY MUCH FOR YOUR TIME AND DISCUSSION

Appendix C1: Interview schedule for parent(s) and families (non-Māori)

Family/Whānau Code Number:

Date Interview conducted:

Gender of respondent:

Relationship to child?

1. Please tell me about [name of child].
2. Why did you decide to send [name of child] to an early childhood centre?
3. Why did you decide to send [name of child] to [name of centre]?
4. [If there have been, or are, other children attending [name of the centre]:
 - a) why did you decide to send [name of child/children] to [name of centre]?
 - b) have your experiences of [name of the centre] changed in the time your family/whānau has been attending? Examples?
5. Over the time you and your child/children have been attending [name of centre] have you made friends or formed social networks with other parents/families who also attend [name of centre]? If yes, how did the centre and staff help you form these relationships?
6. In what ways are you involved with [the name of the centre]? (eg parent help, looking after the pets, dropping child at session).
7. Please tell me about how you came to be involved in these ways.
8. What does [the name of the centre] do to support you in the general day to day aspects of your life? (eg does centre provide time out to pursue study or to work, parent education evenings, invited speakers/information handouts etc).
9. Are there other practices and things which [the name of the centre] or the teachers offer which you would describe as supportive or helpful either to yourself personally or to your family/whānau?
 - Please describe these.
 - Why do you think they are helpful or supportive?
10. Do the staff and teachers at the centre offer these supportive practices to you and your family/whānau or did you have to ask for them?
 - Is there any form of support you and your family/whānau have not been offered or have chosen not to use?
 - Can you tell me about these?
11. Are there things that [the name of the centre] or the teachers do which you would describe as unhelpful, or make things harder to deal with, either for yourself personally or for your family/whānau?
 - Please describe these.
 - Why do you think they have been unhelpful?

12. Have any other community services and agencies outside of [name of centre] helped you or your family/whānau over these early childhood parenting years?

- Why did you use them (or who referred you to them)?
- What was it about them that you found helpful/unhelpful?

13. Thinking generally, could you please describe what has helped you and your family/whānau most in your daily lives.

14. Over the last year have there been times that have been stressful or challenging for you or your family or times when you have been feeling under pressure? (for example, illness, increased work commitments, child not sleeping?).

Example/s?

15. How did these stressful or challenging events/problems affect you?

- Your children?
- Your family/whānau?

16. Can you tell me what makes some events and problems more stressful or challenging than others?

17. Can you describe what helped you get through these times and what you did to manage or cope with the stress or problem?

18. Who is there for you and your family/whānau when things get rough and times are challenging?

19. What things can you and other families/whānau do to help staff at [name of centre] learn how to support families/whānau more effectively? Examples? (eg how do families/whānau contribute to the centre and the support they receive?)

20. In conclusion: is there anything in relation to the difficulties and issues that you and your family/whānau face and support in general that we have not already discussed that you would like to talk about?

21. Is there anything about the study you would like to ask me?

THANK YOU VERY MUCH FOR YOUR TIME AND THE DISCUSSION HERE TODAY

Appendix C2: Family/whānau background demographic questionnaires

Background/demographic questionnaire to be used with non-Māori families/whānau

[cover sheet]

This information is being collected so as to be able to describe in general terms the situation of the families and early childhood centres which form the basis of this study. This information will in no way identify you or your family/whānau. You may choose whether or not to answer any or all of these questions.

Child Currently Attending [name of centre]

1. Gender:
 - 3. Samoan
 - 4. Cook Island Māori
2. Age of child:
 - 5. Tongan
 - 6. Niuean
 - 7. Tokelauan
 - 8. Chinese
 - 9. Indian
 - 10. Fijian
 - 11. Other Pacific Island
 - (please specify)
3. Ethnic Origin(s)
Please indicate the cultural or ethnic group(s) with which your child(ren) identify by placing ✓ in the appropriate box.
 - 1. European/Pākehā or New Zealand European
 - 2. New Zealand Māori Tribal Affiliation (Iwi)
If you identify with more than one Iwi, please list them all.
 - 12. Other Asian (please specify)
 - 13. Other (please specify)
4. Other siblings:
Number:
Age and Gender:
5. Number of siblings enrolled at [name of centre]:
6. Length of time child has been at centre: ____years, __months, _____weeks

[Name of EC Centre]

7. Length of time that family/whānau has been using [name of centre]:
8. Approx distance travelled from home to centre: _____ km

Parent(s)/Guardian/Caregiver

9. Marital status of parent(s)/guardian/caregiver:

10. Ethnicity of parent(s)/guardian/caregiver.

Please indicate by placing in the appropriate box.

- | | |
|--|---|
| <input type="checkbox"/> 1. European/Pākehā or New Zealand European | <input type="checkbox"/> 6. Niuean |
| <input type="checkbox"/> 2. New Zealand Māori
Tribal Affiliation (Iwi)
If you identify with more than one Iwi, please list them all. | <input type="checkbox"/> 7. Tokelauan |
| | <input type="checkbox"/> 8. Chinese |
| | <input type="checkbox"/> 9. Indian |
| | <input type="checkbox"/> 10. Fijian |
| | <input type="checkbox"/> 11. Other Pacific Island
(please specify) |
| | <input type="checkbox"/> Other Asian
(please specify) |
| <input type="checkbox"/> 3. Samoan | |
| <input type="checkbox"/> 4. Cook Island Māori | <input type="checkbox"/> 13. Other
(please specify) |
| <input type="checkbox"/> 5. Tongan | |

11. Age and gender of parent(s)/guardian/caregiver:

12. Occupation of parent(s)/guardian/caregiver:

Please indicate by placing in the appropriate box.

- | | |
|---|---|
| <input type="checkbox"/> 1. Student | <input type="checkbox"/> 5. House person or retired |
| <input type="checkbox"/> 2. Wage or Salary earner | <input type="checkbox"/> 6. Overseas (irrespective of occupation) |
| <input type="checkbox"/> 3. Unemployed or other beneficiary | <input type="checkbox"/> 7. Other
(please specify) |
| <input type="checkbox"/> 4. Self-employed | |

Family/Whānau Members

13. Number of members in the family/whānau:

14. Current number and relationship of members in the household:

15. Please indicate if there is anyone else in your family/whānau [including your partner] who share the responsibility of caring for your child(ren)?

Please indicate by placing ✓ in all that apply.

- | | | |
|--------------------------------------|-----------------------------------|---|
| <input type="checkbox"/> Partner | <input type="checkbox"/> Relative | <input type="checkbox"/> (Other |
| <input type="checkbox"/> Grandmother | | <input type="checkbox"/> please specify)_____ |
| <input type="checkbox"/> Grandfather | | |

16. Do you [or your partner] have a Community Services Card?

- | | | |
|------------------------------|-----------------------------|-------------------------------------|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Don't Know |
|------------------------------|-----------------------------|-------------------------------------|

Source(s) of income of the family/whānau:

17. In the last 12 months, did you [or you and your partner] get income from any of these?

Please indicate by placing ✓ in all that apply.

- | | |
|--|---|
| <input type="checkbox"/> 1. Interest from banks, finance companies, building societies, etc | <input type="checkbox"/> 7. Any other assets (eg art, antiques, collectibles. Do not count household effects, motor vehicles, recreation, leisure or hobby equipment) |
| <input type="checkbox"/> 2. Dividends from shares, unit trusts, bonus bonds etc | <input type="checkbox"/> 8. Overseas income |
| <input type="checkbox"/> 3. Interest from mortgages or loans | <input type="checkbox"/> 9. Income from Māori land or from other leased land |
| <input type="checkbox"/> 4. Rents received | <input type="checkbox"/> 10. Child maintenance payments, reparation or similar payments |
| <input type="checkbox"/> 5. Business ownership or investment (eg in farming, forestry or any other business) | <input type="checkbox"/> 11. None of these |
| <input type="checkbox"/> 6. Income from a family trust | <input type="checkbox"/> 12. Other (please specify) |

18. In the last 12 months, did you [or you and your partner] receive any of the following from the Government?

Please indicate by placing ✓ in all that apply.

- 1. Community Wage (Unemployment, Sickness or Training Benefit)
- 2. Emergency Benefit
- 3. Student Allowance
- 4. Domestic Purposes Benefit
- 5. Widows Benefit
- 6. Invalids Benefit
- 7. Transitional Retirement Benefit
- 8. New Zealand Superannuation or Veterans Pension
- 9. Family Support
- 10. Accommodation Supplement
- 11. Disability Allowance
- 12. Special benefit
- 13. Child Care
- 14. Training Incentive Allowance
- 15. Unsupported Child Benefit
- 16. Other regular payment - (please specify)
- 17. None of these
- 18. Don't Know

19. Please indicate with a \checkmark in the appropriate box which family/whānau member provides the main source of income:

- You/primary caregiver
- Partner
- Other person (please specify)

20. Estimated combined family/whānau income:

Thinking about your (and your partner's) TOTAL overall income from wages, salaries, self-employment, government benefits and support payments and any other income, for the last 12 months, which of these apply.

Please indicate the amount BEFORE tax.

Please indicate with a \checkmark in the appropriate box .

Loss	\$40,001 – \$50,000
Zero income	\$50,001 – \$60,000
\$1 – \$5000	\$60,001 – \$70,000
\$5,001 – \$10,000	\$70,001 – \$80,000
\$10,001 – \$15,000	\$80,001 – \$90,000
\$15,001 – \$20,000	\$90,001 – \$100,000
\$20,001 – \$25,000	\$100,001 – \$110,000
\$25,001 – \$30,000	\$110,001 – \$120,000
\$30,001 – \$35,000	more than \$120,000
\$35,001 – \$40,000	Don't Know

General

21. Do you or your children and family/whānau members have any special needs or disabilities (eg difficulty hearing, seeing, speaking)?

Please specify which family member and type of disability.

THANK YOU

Appendix D1: Interview schedule for self-identified Māori parent(s)/guardian(s)/ caregivers and family/whānau

Family/Whānau Code Number:

Date Interview conducted:

Gender of respondent(s):

Relationship(s) to child? (eg mother, father, auntie, grandfather, guardian)

- = are prompts that can be used by researchers to prompt for additional information if it does not come out during the discussion of the numbered questions

(eg) = are examples of factors that may be raised, these are not to be given to interviewees as they would lead answers. They are there to help the researcher understand the intention of the question.

[lead in question to help families/ feel comfortable and to provide some background information]

1. Please tell me about [name(s) of child/children enrolled at centre] and your family/whānau
 - Personality of child, age, how long been at ec centre,
 - Who is in your family/whānau
 - Other ages of brothers/sisters
 - Iwi affiliations etc

Early Childhood Centre

2. Why did you decide to send [name(s) of child/children] to an early childhood centre?
 - What is the factors did you consider when making this decision? (eg child's/children's needs, personal needs, family/whānau needs, language and cultural values, location, cost etc)
[we want to know whether family/whānau send their child to EC centre for particular reasons, eg whether they think EC education is important for child, for them etc]
3. Why did you decide to send [name of child/children] to [name of centre]?
 - Has your child attended any other early childhood centres?
 - Did you consider any other types of centres when making this decision? (eg creche, play centre, Kohanga Reo, kindergarten)
4. Do you have, or have you had other children attending [name of centre]?
 - Have your experiences of [name of the centre] changed over the time your children have attended? Examples?
 - (eg have staff left, has the programme changed, for better or worse?)
 - (eg feel more part of the centre than when first child attended, much more involved in fundraising etc, has the amount or type of support they get changed now child has "settled in" or since the child has developed?)
5. In what ways are you and your family/whānau involved with [the name of the centre]? (eg parent help, looking after the pets, cleaning up, working B's, fundraising, dropping child at session). Please tell me about how you came to be involved in these ways. (eg encouraged by staff or friends, volunteered).

Supportive Policies and Practices

6. Have you or your family/whānau made friends or formed social networks with other parents/families/whānau who also attend [name of centre]?
 - If yes, how did you come to develop these relationships?
 - Did the centre and staff help form these relationships?
 - If yes, in what ways? (eg staff organised barbeque night and social events for families/whānau, introduced parents to one another)
7. Does [name of the centre] and its staff offer any form of support/taukoko to you and your family/whānau in the general day to day aspects of your life?
 - What does having your child(ren) in [name of centre] allow you to do as an individual? As a couple? As a family?
 - How does [name of centre] support your needs as an individual? Parent? And the needs of your child(ren) and family/whānau?
(eg provide time out to pursue study or to work, parent education evenings, invited speakers, information handouts etc).
8. If yes, please describe these forms of support/taukoko.
 - Why do you think they are helpful or supportive?
9. Did you have to ask for this support/taukoko or was it offered to you and your family/whānau?
 - Is there any form of support/taukoko you and your family/whānau have not been offered or have chosen not to use?
 - Are you able to tell me about these?
10. Are there things that [the name of the centre] or the teachers do which you would describe as unhelpful? (eg staff attitude, pressure on parents to participate or fundraise)
 - Are there things about [name of centre] or staff that make things harder to deal with, either for yourself personally or for your family/whānau? (eg drop off and pick up times are hard for working parents to make)
 - Please describe these.
 - Why do you think they have been unhelpful?
 - Does this affect you personally or does it affect your family/whānau? If so, how?

I am aware that the [name of centre] is part of a local community and that communities have a wide range of organisations and groups that offer support and services to families/whānau.

Community Services and Social Support

11. Have any other community services, groups and agencies outside of [name of centre] helped you or your family/whānau over these early childhood parenting years?
(eg Plunket, GP, Tipu Ora, Iwi Social Services, WINZ, Local Library, Salvation Army)
 - Please name these services, groups or agencies.
 - Did you choose to use them or were you referred to them? Please expand.
 - Did you find anything about them helpful? Please expand.
 - Did you find anything about them unhelpful?

Factors that may contribute to Individual and Family/Whānau Resilience

12. Could you please describe what has helped you and your family/whānau most in your daily lives?
(eg extended family/whānau, close friends, having a good EC centre or school, stable employment, adequate income, a good home, having good communication between parents, doing things as a family, solving problems together, getting an education and qualifications etc)
What positive or helpful things are in your life that help you in your day to day life? [looking for factors that do not come under support offered by EC centre or community agencies].

Sources and Effects of Individual and Family/Whānau Stress

Lead: Parents of small children and families/whānau are often faced with many stressors and have multiple problems to cope with.

13. Over the last year, have there been times that have been stressful (eg moving house, financial difficulties) or when you have felt under pressure (eg increased work commitments? not able to pay bills on time)
 - Are you able to tell me about these times?
 - Have there been certain events (eg bereavement, loss of job) that have been challenging for you and your family/whānau?
 - Are you able to tell me about these?
14. How did these stressful events/problems affect you? (eg physically, emotionally, socially)
 - Affect your children?
 - Affect the rest of your family/whānau?
15. What makes some events (eg unemployment, setbacks, losses, illness) and problems (eg financial problems) more stressful than others? (eg multiple problems occurring at once, feeling alone).
 - What makes some of these events and problems harder to cope with? (eg lack of people to talk to, if having interpersonal problems with partner, no money or way of improving the situation, being reliant on others etc)

Individual and Family/Whānau Coping Strategies and Support

16. What helped you get through these times? (eg friends, family/whānau, hope, good communication, doing things as a family/whānau, sense of humour, feeling that one is not alone, spirituality, Church)
 - How did you and your family/whānau cope with the stress or problem(s)?
 - What did you and/or your family/whānau do?
17. Who is there for you and your family/whānau when things get rough and times are hard? (eg extended family/whānau, other Māori)
 - Who helps meet you and your family/whānau's emotional, social, parenting needs?
 - Who do you go to when you need help parenting?
 - Who is there to help you out when you have budgeting or financial problems?
 - How much contact do you and your family/whānau have with these people who support you?
18. What things can you and other families/whānau do to help staff at [name of centre] provide better support to families/whānau?
 - Examples?
 - (eg parents/guardians/caregivers help clean up so that staff have more time to talk to parents about their children's progress and how the family/whānau is doing)
 - (eg families/whānau can help develop cultural teaching resources for the centre, so that staff can better support the language and cultural needs of families/whānau, make music tapes, books, posters, translate material)
 - (eg help staff and centre organise cultural or family/whānau social events where staff and families/whānau can develop relationships on social level)
 - (eg family/whānau can get involved with parent committees and help develop centre policy and practice).
19. Is there anything else that you would like to discuss about:
 - [name of centre]
 - difficulties that you and your family/whānau face
 - family/whānau support in general that we have not already discussed?
20. Is there anything else you would like to ask me about the study?

THANK YOU VERY MUCH FOR YOUR TIME AND THE DISCUSSION HERE TODAY.

Appendix D2: Background/demographic questionnaire to be used with self-identified Māori families/whānau

[cover page]

This information is being collected so as to be able to describe in general terms the situation of the families/whānau and early childhood centres which form the basis of this study. This information will in no way identify you or your family/whānau. You may choose whether or not to answer any or all of these questions.

Child/ren Currently Attending [name of centre]

1. Gender

Please write M for male or F for female

Child 1

Child 2

Child 3

2. Age of child(ren)

Child 1

Child 2

Child 3

3. Length of time child(ren) has/have been at centre:

Child 1. ___years, ___months, ___weeks

Child 2. ___years, ___months, ___weeks

Child 3. ___years, ___months, ___weeks

4. Ethnic Origin(s)

Please indicate the cultural or ethnic group(s) with which your child(ren) identify by placing a ✓ in the appropriate box.

CHILD 1

- 1. European/Pakeha or New Zealand European
- 2. New Zealand Māori Tribal Affiliation (Iwi)
If you identify with more than one Iwi, please list them all.

- 3. Samoan
- 4. Cook Island Māori
- 5. Tongan
- 6. Niuean
- 7. Tokelauan
- 8. Chinese

CHILD 2

- 1. European/Pakeha or New Zealand European
- 2. New Zealand Māori Tribal Affiliation (Iwi)
If you identify with more than one Iwi, please list them all.

- 3. Samoan
- 4. Cook Island Māori
- 5. Tongan
- 6. Niuean
- 7. Tokelauan
- 8. Chinese

- 9. Indian
- 10. Fijian
- 11. Other Pacific Island (please specify)

- 12. Other Asian (please specify)

- 13. Other (please specify)

- 9. Indian
- 10. Fijian
- 11. Other Pacific Island (please specify)

- 12. Other Asian (please specify)

- 13. Other (please specify)

CHILD 3

- 1. European/Pakeha or New Zealand European
- 2. New Zealand Māori Tribal Affiliation (Iwi)
If you identify with more than one Iwi, please list them all.

- 3. Samoan
- 4. Cook Island Māori
- 5. Tongan
- 6. Niuean
- 7. Tokelauan
- 8. Chinese
- 9. Indian

- 10. Fijian
- 11. Other Pacific Island (please specify)

- 12. Other Asian (please specify)

- 13. Other (please specify)

[Name of EC Centre]

5. Length of time that family/whānau has been using [name of centre]:

_____years, _____months, _____weeks (eg 4 years in total, 2 years for one child, 2 years for another)

6. Approximate distance travelled from home to centre _____ km

Parent(s)/Guardian(s)/Caregiver(s)

Marital status of parent(s)/guardian/caregiver:

Ethnicity of parent(s)/guardian(s)/caregiver(s).

Please indicate by placing a ✓ in the appropriate box.

PARENT/GUARDIAN/CAREGIVER 1

- 1. European/Pakeha or New Zealand European
- 2. New Zealand Māori Tribal Affiliation (Iwi)
If you identify with more than one Iwi, please list them all.

- 3. Samoan
- 4. Cook Island Māori
- 5. Tongan
- 6. Niuean
- 7. Tokelauan
- 8. Chinese
- 9. Indian

- 10. Fijian
- 11. Other Pacific Island (please specify)

- 12. Other Asian (please specify)

- 13. Other (please specify)

PARENT/GUARDIAN/CAREGIVER 2

- 1. European/Pakeha or New Zealand European
- 2. New Zealand Māori Tribal Affiliation (Iwi)
If you identify with more than one Iwi, please list them all.

- 3. Samoan
- 4. Cook Island Māori
- 5. Tongan
- 6. Niuean
- 7. Tokelauan
- 8. Chinese
- 9. Indian

- 10. Fijian
- 11. Other Pacific Island (please specify)

- 12. Other Asian (please specify)

- 13. Other (please specify)

PARENT/GUARDIAN/CAREGIVER 3

- 1. European/Pakeha or New Zealand European
- 2. New Zealand Māori Tribal Affiliation (Iwi)
If you identify with more than one Iwi, please list them all.

- 3. Samoan
- 4. Cook Island Māori
- 5. Tongan
- 6. Niuean
- 7. Tokelauan
- 8. Chinese
- 9. Indian

- 10. Fijian
- 11. Other Pacific Island (please specify)

- 12. Other Asian (please specify)

- 13. Other (please specify)

Age of parent(s)/guardian(s)/caregiver(s):

Parent/Guardian/Caregiver 1

Parent/Guardian/Caregiver 2

Parent/Guardian/Caregiver3

10. Gender of parent(s)/guardian(s)/caregiver(s)
Please write M for Male and F for Female

Parent/Guardian/Caregiver 1

Parent/Guardian/Caregiver 2

Parent/Guardian/Caregiver3

11. Occupation of parent(s)/guardian(s)/caregiver(s):

Please indicate by placing a ✓ in the appropriate box.

PARENT/GUARDIAN/CAREGIVER 1

- 1. Student
- 2. Wage or Salary earner
- 3. Unemployed or other beneficiary
- 4. Self-employed

- 5. House person or retired
- 6. Overseas (irrespective of occupation)
- 7. Other (please specify)

PARENT/GUARDIAN/CAREGIVER 2

- 1. Student
- 2. Wage or Salary earner
- 3. Unemployed or other beneficiary
- 4. Self-employed

- 5. House person or retired
- 6. Overseas (irrespective of occupation)
- 7. Other (please specify)

PARENT/GUARDIAN/CAREGIVER 3

- 1. Student
- 2. Wage or Salary earner
- 3. Unemployed or other beneficiary
- 4. Self-employed

- 5. House person or retired
- 6. Overseas (irrespective of occupation)
- 7. Other (please specify)

Family/Whānau Members

12. Current number of people in the household:

--

13. Relationship(s) of people in household to child(ren) (eg mother, father, uncle, cousin)

14. Please indicate if there is anyone else in your family/whānau (eg including your partner, grandparents, uncles, aunts, nanny) who share the responsibility of caring for your child(ren)?

- | | | |
|---|--------------------------------------|--------------------------------------|
| <input type="checkbox"/> Partner | <input type="checkbox"/> Grandmother | <input type="checkbox"/> Grandfather |
| <input type="checkbox"/> Other Relative | <input type="checkbox"/> Other _____ | |
| | (please specify) | |

15. Do you [or your partner] have a Community Services Card?

- Yes No Don't Know

Source(s) of income of the family/whānau :

16. In the last 12 months, did you [or your partner] get income from any of these?

Please indicate by placing a √ in all that apply.

- | | |
|--|---|
| <input type="checkbox"/> 1. Interest from banks, finance companies, building societies, etc | <input type="checkbox"/> 7. Any other assets (eg art, antiques, collectibles. Do not count household effects, motor vehicles, recreation, leisure or hobby equipment) |
| <input type="checkbox"/> 2. Dividends from shares, unit trusts, bonus bonds etc | <input type="checkbox"/> 8. Overseas income |
| <input type="checkbox"/> 3. Interest from mortgages or loans | <input type="checkbox"/> 9. Income from Māori land or from other leased land |
| <input type="checkbox"/> 4. Rents received | <input type="checkbox"/> 10. Child maintenance payments, reparation or similar payments |
| <input type="checkbox"/> 5. Business ownership or investment (eg in farming, forestry or any other business) | <input type="checkbox"/> 11. None of these |
| <input type="checkbox"/> 6. Income from a family trust | <input type="checkbox"/> 12. Other (please specify) |

17. In the last 12 months, did you [or your partner] receive any of the following from the Government?

Please indicate by placing a √ in all that apply.

- 1. Community Wage (Unemployment, Sickness or Training Benefit)
- 2. Emergency Benefit
- 3. Student Allowance
- 4. Domestic Purposes Benefit
- 5. Widows Benefit
- 6. Invalids Benefit
- 7. Transitional Retirement Benefit
- 8. New Zealand Superannuation or Veterans Pension
- 9. Family Support
- 10. Accommodation Supplement
- 11. Disability Allowance
- 12. Special Benefit
- 13. Child Care
- 14. Training Incentive Allowance
- 15. Unsupported Child Benefit
- 16. Other regular payment – (please specify)

- 17. None of these
- 18. Don't Know

18. Please indicate with a ✓ in the appropriate box which family/whānau member provides the main source of income:

- You Partner Other person (please specify) _____

19. Estimated combined family/whānau income:

Thinking about your (and your partner's) TOTAL overall income from wages, salaries, self-employment, government benefits and support payments and any other income, for the last 12 months, which of these apply.

Please indicate the amount BEFORE tax.
Please indicate with a ✓ in the appropriate box.

- Loss
- Zero income
- \$1 - \$5000
- \$5,001 - \$10,000
- \$10,001 - \$15,000
- \$15,001 - \$20,000
- \$20,001 - \$25,000
- \$25,001 - \$30,000
- \$30,001 - \$35,000
- \$35,001 - \$40,000
- \$40,001 - \$50,000
- \$50,001 - \$60,000
- \$60,001 - \$70,000
- \$70,001 - \$80,000
- \$80,001 - \$90,000
- \$90,001 - \$100,000
- \$100,001 - \$110,000
- \$110,001 - \$120,000
- more than \$120,000
- Don't Know

General

20. Do you - parent(s)/guardian(s)/caregiver(s) - or your family/whānau members have any special needs or disabilities (eg., difficulty hearing, seeing, speaking)?

Please specify which family member (their relationship to child(ren) and type of disability.

THANK YOU

Appendix E: Interview schedule for advisory and support agencies

Agency Name:

Date Interview conducted:

Position of respondent:

How long has person worked with [centre name]?

1. What is the nature of your service?
 - Please describe the service that your agency and/or organisation provides
 - a) families/whānau and
 - b) early childhood centres.
2. What are your roles and relationships with [centre name] and the staff and families/whānau there?
3. In what ways do you think the staff at [name of centre] support families/whānau either formally or informally? Please provide examples.
4. In what other ways do you think [name of centre] supports families/whānau either formally or informally? Please provide examples.
5. What strategies do you think are most helpful in supporting the ways that family/whānau cope with challenging and stressful circumstances?
 - (Who should or could provide this support)?
6. How effective do you feel that [name of centre] is in helping support families/whānau?
7. At what point would you be involved in their strategies?
8. Please provide us with an example or anecdote where you feel your involvement with the centre and a family/whānau has made a difference for a family/whānau, or families/whānau.
9. Please provide an example or anecdote where you feel you were unable to make such a difference.
10. What were the factors or keys to the successful example and the not-so successful example.
11. What other advisory, support and social agencies do you work with? (eg Health Nurse, Counsellor, CYPFS, Social workers, Priests/Ministers)?
 - How would you describe your relationships with them?
12. Can you think of examples where you have been involved with [name of centre] and other support agencies?
 - a) Describe the advantages and disadvantages of this.
 - b) What was the outcome?
13. What difficulties do you feel that families/whānau currently have to deal with over the early childhood parenting years?
14. In your experience what supports family/whānau through the difficult times?
15. Are there any other ways that early childhood centres support the good things that parents and families/whānau do in bringing up their children, that we have not discussed?
16. In conclusion: is there anything in relation to the ways that early childhood centres support families/whānau that we have not already discussed that you would like to talk about?
17. Is there anything about the study you would like to ask me?

THANK YOU VERY MUCH FOR YOUR TIME AND THE DISCUSSION HERE TODAY.

Appendix F: Participant observation guidelines for researchers

1. Notify all families/whānau that you will be observing and recording interactions¹ between staff and families² over the one nominated week.

2. Spend time in the centre for one week before the nominated week to allow staff, children and families to get to know you and for you to familiarise yourself to the centres' routines and practices.

3. Researchers will record notes on:

a) Staff – family interactions:

- Formal and/or planned
- Informal and/or incidental

For example:

- Who initiates the contact?
- What is the purpose(s) of the contact?
- Who is involved in the contact?
- What is the duration of the contact?
- What are the outcomes? – if any.
- Is there a follow-up?
- Time and location of the contact?
- Do these interactions happen in private or within the programme?
- Who are the members of the family who interact within the programme?
- Who do the parents interact with during the session?
- Who 'calls in' during the programme?
- When are the significant contacts with support personnel made?
- How are the significant contacts with support personnel made?
- Decisions made by the staff or parents about contacting support personnel.
- Other observations.

b) Aspects of the environment:

- Layout
- Arrival/departure locations
- Spaces for parents to talk with staff?
- Spaces for parents to talk with other parents?
- Places for privacy?
- Welcoming signs? – noticeboards? chairs? cups of tea available?
- Other.

¹ These notes and anecdotes are to be written up in greater detail with examples by the researchers after the session of PO is completed and while the observations are still fresh.

² Where researchers observe some issue regarding practice, or an event, at the centre which causes them concern they should follow the guidelines for disclosure, and report the event to the Project Manager who will discuss the issue with them and the Project Team and advise them on appropriate steps that may be taken.

Appendix G: Background and demographic information to be collected from centres

The following can be collected during the 1 week “settling in” and/or during participant observation. The following are guidelines only:

Information on Children and Families

- How many children are on the roll?
- What are the ethnic and demographic backgrounds of children and families?
- What are the age ranges of the children?
- What age do they start (if at kindergarten)?
- How long have the children been at the centre? What turnover of children and families is there?

Information on Staff

- How many teaching staff are there? Full-time and part-time? Identify other staff.
- Gender of staff? Teaching and other?
- What is the staff level of qualifications and training?
- What are the staff roles/duties?
- How long have staff been at the centre?
- What is the staff turnover like?

Information on the Programme

- Does the centre have different sessions? If so how many?
 - How long does each session go for and how many children attend each session?
 - How many staff, parents and other adults attend those sessions? What are their roles?
 - What aspects of the programme do parents/families take part in?
 - Is there a specific parent-support programme? Are there parent education classes?
1. What information do parents receive about the programme? About their expected involvement?
 - About support opportunities?

Information on Policies

- Copy the centre's Charter.
- What are the formal and informal policies of the centre? (eg How do families get on the roll?)
- How does the centre help families settle in?)
- What is the centre's policies on parent and family/whānau support?
- What are the policies on parent participation?
- What are the centre's policies on referral of children and families to other advisory and social support agencies?
- Does the centre have pamphlets and information for parent's? If so what are these? And get copies.

Information on Support Agencies

- What agencies does the centre have relationships with? Names, contact details and name of member of agency staff that centre works with.

Appendix H: Updated reflective staff record guidelines for researchers

These instructions are to support your direction and guidance to the staff over what is expected from this record keeping. Please note: concerns have been raised over the term 'diary' as this has been misused in the past and caused ethical problems. So, in keeping with the information and ideas supporting using this method of data collection the following are points to assist in this process and avoid the identified problems:

1. Staff will record notes on: Staff-family interactions:
 - Formal and/or planned
 - Informal and/or incidental

For example:

- Who initiates the contact?
- What is the purpose(s) of the contact?
- Who is involved in the contact?
- What is the duration of the contact?
- What are the outcomes? – if any.
- Is there a follow-up?
- Time and location of the contact?
- Do these interactions happen in private or within the programme?

- When are the significant contacts with support personnel made?
- How are the significant contacts with support personnel made?
- Decisions made by the staff or parents about contacting support personnel.
- Other observations.

In recording these incidents or examples ask the staff to REFLECT ON THESE EXPERIENCES.

- Why did they decide to approach the parent/family member in the way they did?
- Why did they think that the way they worked with the parent/family member would be successful?
- Was it?
- What made it feel successful from the staff's point of view?

In reflecting on the incidents encourage the staff to focus on THEIR actions, ideas and feelings rather than describing the parents/family etc.

The purpose of these records is for us to be able to triangulate the data gathered: eg are staff doing what they think they are doing and are families experiencing it the way that staff think they are?

It is essential that the records do not identify the families but focus on the staff themselves. The records then become a useful tool for the staff's own professional development.

I suggest that you encourage the staff to think about how they would make their entries for a few days before they begin keeping the records. (In this way you can 'check' before they begin recording.)

Again, I remind you that we would like them to keep the diary on a week when you are NOT in the centre (in this way we will have 3 weeks of data spread). Because you will not be present it will be important that you and the staff are comfortable with the record taking and that the staff know that they can contact you to check on their record keeping at any time over that week.

Appendix J: Consent forms and information sheets

Individual Consent Form

I have read the information pamphlet about this project and understand it. All my questions have been answered to my satisfaction. I understand that I can ask for more information at any time.

I know that:

1. My participation in the project is entirely voluntary.
 - (a) I can withdraw from the project at any time without any disadvantage.
 - (b) Personal information about my family and me will be destroyed at the conclusion of the project, but other information (such as notes taken during the interviews) will be kept in secure storage for five years (without names or any other identifying information attached to it). When the project has been completed, I will be asked if I want to have the tape-recording of my interview returned to me. (If I do not want the recording, the tape will be electronically erased.)
 - (c) The interview will cover a range of different topics. The actual questions that will be asked have not been decided beforehand, but there are a number of topics the researcher would like to discuss with me. If I feel uncomfortable about answering any question(s), I can tell the researcher that I don't want to answer.
 - (d) Information about my family and myself will be kept confidential by the research team.
 - (e) During discussions with the researcher, if I say anything that indicates that either I or another family member is at risk of harm, or is being harmed, or may be harming others, the researcher will follow the research team's guidelines for handling such "disclosures". This may include follow-up from the early childhood centre or from another agency.
 - (f) Results of this project may be published in New Zealand and internationally, but none of the published information will identify me or my family. I will be given a written summary of the project's results and I will be offered an opportunity to attend a public meeting where the general findings of the project will be described. I can also buy a copy of the final report (the cost covers photocopying charges).

I agree to take part in this project:

(Name and Signature of Participant)

(Date)

This project has been reviewed and approved by the Ethics Committee
of the University of Otago

Consent Form for Advisory Support and Social Agencies

I have read the information pamphlet concerning this project and understand what it is about. All my questions have been answered to my satisfaction. I understand that I am free to request further information at any stage.

I know that:

1. The agency or organisation's participation in the project is entirely voluntary;
- The agency or organisation is free to withdraw from the project at any time without any disadvantage;
 - Personal data will be destroyed at the conclusion of the project but any raw data on which the results of the project depend will be retained in secure storage for five years (for example, written records and interview questionnaires), after which it will be destroyed.
 - This project involves a semi-structured open-questioning technique where the precise nature of the questions which will be asked have not been determined in advance, but will depend on the way in which the interview develops and that in the event that the line of questioning develops in such a way that I feel hesitant or uncomfortable I may decline to answer any particular question(s) and/or may withdraw from the project without any disadvantage of any kind.
 - Individuals interviewed may choose to be anonymous or to be named in any publications arising out of the study.
 - Results of this project may be published both in New Zealand and internationally but any data included will in no way be linked to myself. I will be supplied with a full summary of the results for this study and I am able to request a copy of the final report for the cost of the reproduction

I agree that _____ (Name of Agency) will take part in this project.

(Name and Signature of Participant)

(Date)

(Position of Participant signing on behalf of Advisory support or social agency)

This project has been reviewed and approved by the Ethics Committee
of the University of Otago

Consent Form for Advisory Support Participants

I have read the information pamphlet concerning this project and understand what it is about. All my questions have been answered to my satisfaction. I understand that I am free to request further information at any stage.

I know that:

1. My participation in the project is entirely voluntary;
 1. I am free to withdraw from the project at any time without any disadvantage;
 2. Personal data will be destroyed at the conclusion of the project but any raw data on which the results of the project depend will be retained in secure storage for five years (for example, written records and interview questionnaires), after which it will be destroyed.
 3. This project involves a semi-structured open-questioning technique where the precise nature of the questions which will be asked have not been determined in advance, but will depend on the way in which the interview develops and that in the event that the line of questioning develops in such a way that I feel hesitant or uncomfortable I may decline to answer any particular question(s) and/or may withdraw from the project without any disadvantage of any kind.
 4. I may choose to be anonymous or to be named in any publications arising out of the study.
 5. Results of this project may be published both in New Zealand and internationally but any data included will in no way be linked to myself. I will be supplied with a full summary of the results for this study and I am able to request a copy of the final report for the cost of the reproduction

I agree to take part in this project:

(Name and Signature of Participant) (Date)

This project has been reviewed and approved by the Ethics Committee
of the University of Otago

Consent Form for Management of Early Childhood Services

I have read the information pamphlet concerning this project and understand what it is about. All my questions have been answered to my satisfaction. I understand that I am free to request further information at any stage.

I know that:

- The centre's participation in the project is entirely voluntary.
- The centre is free to withdraw from the project at any time without any disadvantage.
- This project involves a semi-structured open-questioning technique where the precise nature of the questions which will be asked have not been determined in advance, but will depend on the way in which the interview develops. In the event that the line of questioning develops in such a way that I feel hesitant or uncomfortable I may decline to answer any particular question(s) and/or may withdraw from the project without any disadvantage of any kind.
- Personal data will be destroyed at the conclusion of the project but any raw data on which the results of the project depend will be retained in secure storage for five years (for example, written records and interview questionnaires), after which it will be destroyed. Identifying data will be destroyed at the conclusion of the project with the exception of the incident diaries, which will be returned to the centre.
- Each centre that participates in the study will receive a small token of appreciation.
- Individuals interviewed may choose to be anonymous or to be named in any publications arising out of the study. Centres may also choose to be anonymous or be named in any publications arising out of the study.
- Results of this project may be published both in New Zealand and internationally but any data included will in no way be linked to any specific participant. We will be supplied with a full summary of the results for this study and we are able to request a copy of the final report for the cost of the reproduction.

This project has been reviewed and approved by the Ethics Committee
of the University of Otago

I agree that _____(Name/s of Centre/s) may be approached to take part in this project.

Name and Signature of Participant)

(Date)

(Position of Participant signing on behalf Management organisation, eg Kindergarten Association)

Consent Form for Staff of Early Childhood Centres

I have read the information pamphlet concerning this project and understand what it is about. All my questions have been answered to my satisfaction. I understand that I am free to request further information at any stage.

I know that:

My participation in the project is entirely voluntary.

I am free to withdraw from the project at any time without any disadvantage.

Personal data will be destroyed at the conclusion of the project but any raw data on which the results of the project depend will be retained in secure storage for five years (for example, written records and interview questionnaires), after which it will be destroyed. Identifying data will be destroyed at the conclusion of the project with the exception of the incident diaries, which will be returned to the centre.

This project involves a semi-structured open-questioning technique where the precise nature of the questions which will be asked have not been determined in advance, but will depend on the way in which the interview develops. In the event that the line of questioning develops in such a way that I feel hesitant or uncomfortable I may decline to answer any particular question(s) and/or may withdraw from the project without any disadvantage of any kind.

A researcher will be participating as a 'parent help' over a period of one week in my centre. S/he will be recording significant parent/family interactions and parent contacts. S/he will be under the direction of the supervisor/head teacher of the centre.

Each centre that participates in the study will receive a small token of appreciation.

Individuals interviewed may choose to be anonymous or to be named in any publications arising out of the study.

Results of this project may be published both in New Zealand and internationally but any data included will in no way be linked to any specific participant. We will be supplied with a full summary of the results for this study and we are able to request a copy of the final report for the cost of the reproduction.

I agree to take part in this project:

(Name and Signature of Participant) (Date)

(Position of Participant eg teacher, aide)

This project has been reviewed and approved by the Ethics Committee of the University of Otago

[Letterhead]

EARLY CHILDHOOD CENTRES AND FAMILY RESILIENCE
INFORMATION SHEET FOR MANAGEMENT,
SUPERVISORS/HEAD TEACHERS AND STAFF OF EARLY CHILDHOOD CENTRES
Judith Duncan, Chris Bowden and Anne Smith
Children's Issues Centre
Dunedin

Thank you for showing an interest in this project. Please read this information sheet carefully before deciding whether or not to participate. If you decide to participate we thank you. If you decide not to take part there will be no disadvantage to you of any kind and we thank you for considering our request.

What is the Aim of the Project?

The Children's Issues Centre, University of Otago, Dunedin is carrying out a study looking at how early childhood centres support parents, families/whānau and children. The project examines the relationships, policies and practices between early childhood education centres and families/whānau in three early childhood education centres in New Zealand that place a high priority on policies and practices which support families. We wish to talk to staff and family members in order to find out how families are supported by early childhood centres, how centres impact on family life, and how they can help family members cope with challenging circumstances. The study will help contribute to the development of indicators of quality processes for supporting family resilience and may help institutions and organisation who work with families respond more effectively to their needs.

What Types of Participants are being sought?

We are working in three areas – Dunedin, Wellington and Gisborne. We are looking for one early childhood centre in each area to participate in the project. Centres that participate will be based in areas of high family needs and put priority on working with families.

What will Participants be asked to do?

Should you agree to take part in this project, you and staff at the centre will be part of a one-month period of intensive data collection in each centre. Staff will be provided with and asked to fill out incident diaries of significant contacts with families over a period of one week. Researchers will engage in one week of participant observation in the centre where they will observe and record staff-family contacts and interactions. You and other staff will also be asked to take part in a focus group interview at the EC centre concerning the work that you and the centre does to support families. You and your colleagues will also be asked to help identify families who could take part in the study, as well as the appropriate family support agencies (eg CYFS, Plunket) that have relationships with your centre.

Individuals will not be identified in the study and all directly identifying details will be removed to preserve anonymity and privacy.

Please be aware that you may decide not to take part in the project without any disadvantage to yourself of any kind.

You may withdraw from participation in the project at any time and without any disadvantage to yourself of any kind.

What Information will be Collected and What Use will be Made of it?

We are interested in examining the ways in which your centre supports families and how this may impact on the lives of families and family resilience. The data will be collected through individual interviews, focus group interviews, diary records, and participant observations.

The interviews will involve an open-ended semi-structured questioning technique where the precise nature of all the questions which will be asked will have not been determined in advance, but will depend on the way in which the interview develops. Consequently, although the Ethics Committee is

aware of the general areas to be explored in the interview, the Committee has not been able to review the precise questions to be used.

In the event that the line of questioning does develop in such a way that you or your staff feel hesitant or uncomfortable you and your staff have the right to decline to answer any particular question(s) and may withdraw from the project at any stage without any disadvantage of any kind.

The staff focus group interview is expected to take approximately 1 hour and it is envisaged that this could occur during a time allotted for a staff meeting at your centre. Researchers will ask permission to audio-tape the sessions and these recordings will be used to check against our written notes about the sessions and to transcribe selected segments.

Results of this project may be published both in New Zealand and internationally but any data included will in no way be linked to any individual. We guarantee complete confidentiality to all individuals who participate in the study, although if individuals wish to be named, we are happy to include their names in final reports.

We will supply you with a full summary of the results for this study and you are most welcome to request a copy of the final report for the cost of the reproduction.

The data collected will be securely stored in such a way that only Chris Bowden, Judith Duncan and Anne Smith will be able to access it. No other person will be able to access any identifiable data. At the end of the project any personal information will be destroyed immediately except that, as required by the University's research policy, any raw data on which the results of the project depend will be retained in secure storage for five years, after which it will be destroyed.

If you have any questions ...

If you have any questions about our project, either now or in the future, please feel free to contact either:

Judith Duncan, Children's Issues Centre, University of Otago, Box 56, Dunedin. E-mail:

judith.duncan@stonebow.otago.ac.nz

Phone: 03-479-5038

Chris Bowden, Institute for Early Childhood Studies, Victoria University, Box 600, Wellington.

E-mail: famresil@paradise.net.nz. Phone: 04-463-6480

This project has been reviewed and approved by the Ethics Committee of the University of Otago

[Letterhead]

**EARLY CHILDHOOD CENTRES AND FAMILY RESILIENCE
INFORMATION SHEET FOR FAMILIES/WHĀNAU
Judith Duncan, Chris Bowden and Anne Smith
Children's Issues Centre
Dunedin**

Thank you for showing an interest in this project. Please read this information sheet carefully before deciding whether or not to participate. If you decide to participate we thank you. If you decide not to take part there will be no disadvantage to you of any kind and we thank you for considering our request.

What is the Aim of the Project?

The Children's Issues Centre, University of Otago, Dunedin is carrying out a study looking at how early childhood centres support parents, families/whānau and children.

This study aims to identify and explore factors that occur in good quality early childhood education centres which support families and find out how these make a difference in your life and the lives of your family members. We also wish to identify other forms of supports and strategies that you and your family may use to cope with the stresses and strains of family life.

What Types of Participants are being sought?

We wish to talk with families who have been attending [name of centre] for a minimum of three months. We would also like to talk to families who may have a child enrolled for less than 3 months at the centre but who have had other children enrolled at [name of centre] previously. We are going to be interviewing families from the three early childhood centres who have been selected for our study (located in Dunedin, Wellington and Gisborne).

As part of the study we will also be interviewing the staff at your centre and some of the local support agencies.

What will Participants be asked to do?

We would like to talk to you about how [name of centre] supports and encourages you, and your family. We are also interested in examples and anecdotes of how you, and your family, cope with the stresses and problems that often occur in family life. We are particularly interested in the contribution that [name of centre] makes to your family and how supportive relationships between centres and families may be strengthened. Interviews will take approximately 1 hour and can be carried out by [researcher's name] at a venue and time that suits you and your family. Families, centres and individuals will not be identified in the study and all directly identifying details will be removed.

You may find that the interviews raise important and sensitive issues for yourself and your family/whānau. If this is the situation we will help you gain access to information and put you in touch with appropriate support people.

Please be aware that you may decide not to take part in the project without any disadvantage to yourself of any kind.

You may withdraw from participation in the project at any time and without any disadvantage to yourself of any kind.

What Information will be Collected and What Use will be made of it?

We will be using a semi-structured interviewing technique where the precise nature of all the questions which will be asked have not been determined in advance, but will depend on the way in which the interview develops. Consequently, although the Ethics Committee is aware of the general areas to be explored in the interview, the Committee has not been able to review the precise questions to be used.

In the event that the line of questioning does develop in such a way that you and members of your family feel hesitant or uncomfortable you have the right to decline to answer any particular question(s) and you may also withdraw from the project at any stage without any disadvantage of any kind.

The researcher will ask your permission to tape record the interview and your information and views will be added to that from other interviews collected from staff at the centre and from other local advisory support and social agencies. If you do not wish to have the interview recorded we would still like to interview and discuss the questions with you and your family.

Results of this project may be published both in New Zealand and internationally but any data included will in no way be linked to any specific individual.

We will supply you with a full summary of the results for this study and you are most welcome to request a copy of the final report for the cost of the reproduction.

The data collected will be securely stored in such a way that only Chris Bowden, Judith Duncan and Anne Smith will be able to access it. At the end of the project any personal information will be destroyed immediately except that, as required by the University's research policy, any raw data on which the results of the project depend will be retained in secure storage for five years, after which it will be destroyed.

If you have any questions ...

If you have any questions about our project, either now or in the future, please feel free to contact either:-

Judith Duncan, Children's Issues Centre, University of Otago, Box 56, Dunedin. E-mail: judith.duncan@stonebow.otago.ac.nz. Phone: 03-479-5038

Chris Bowden, Institute for Early Childhood Studies, Victoria University, Box 600, Wellington. E-mail: famresil@paradise.net.nz. Phone: 04-463-6480

This project has been reviewed and approved by the Ethics Committee
of the University of Otago

[Letterhead]

EARLY CHILDHOOD CENTRES AND FAMILY RESILIENCE
INFORMATION SHEET FOR
ADVISORY SUPPORT AND SOCIAL AGENCIES
Judith Duncan, Chris Bowden and Anne Smith
Children's Issues Centre
Dunedin

Thank you for showing an interest in this project. Please read this information sheet carefully before deciding whether or not to participate. If you decide to participate we thank you. If you decide not to take part there will be no disadvantage to you of any kind and we thank you for considering our request.

What is the Aim of the Project?

The Children's Issues Centre, University of Otago, Dunedin is carrying out a study looking at how early childhood centres support parents, families/whānau and children. The project examines the relationships, policies and practices between early childhood education centres and families/whānau in three early childhood education centres in New Zealand that place a high priority on policies and practice which support families. We wish to talk to early childhood centre staff, support agency staff and family members in order to find out how families are supported by early childhood centres, how centres impact on family life, how centres work with support agencies, and how centres can help family members cope with challenging circumstances. The study will help contribute to the development of indicators of quality processes for supporting family resilience and may help institutions and organisation who work with families respond more effectively to their needs.

What Types of Participants are being sought?

We wish to talk with advisory support and social agencies that have professional relationships with each of the selected early childhood centres involved in this study (located in Dunedin, Wellington and Gisborne). Your agency has been identified as providing support to the staff and/or families associated with [name of centre].

We are also interviewing the staff at [name of centre] and some of the parents whose children attend.

What will Participants be asked to do?

Should you agree to take part in this project, you or another representative of your agency who has contact with the centre will be interviewed. We wish to talk to you about how [name of centre] supports and encourages families (for example, what things they do to help families cope with the stresses and problems that often occur in family life); and the nature of the linkages between early childhood centres and support agencies for families and children. We are also interested in your views of what difference early childhood centres make for family life and how supportive relationships between centres and families may be strengthened. Interviews will take approximately 1 hour and can be carried out by a researcher a venue and time that suits you.

Individuals will not be identified in the study and all directly identifying details will be removed. As we are looking at positive practice your agency may be named in the final report and in subsequent publications. We guarantee complete confidentiality and anonymity to all individuals unless individuals wish to be named in publications.

Please be aware that you may decide not to take part in the project without any disadvantage to yourself of any kind.

You may withdraw from participation in the project at any time and without any disadvantage to yourself of any kind.

What Information will be Collected and What Use will be made of it?

We will be using a semi-structured interviewing technique where the precise nature of all the questions which will be asked have not been determined in advance, but will depend on the way in which the interview develops. Consequently, although the Ethics Committee is aware of the general areas to be explored in the interview, the Committee has not been able to review the precise questions to be used.

In the event that the line of questioning does develop in such a way that you and members of your family feel hesitant or uncomfortable you have the right to decline to answer any particular question(s) and you may also withdraw from the project at any stage without any disadvantage of any kind.

The researcher will ask your permission to tape record the interview and your information and views will be added to that from other interviews collected from staff at the centre and from families who attend the centre. If you do not wish to have the interview recorded we would still like to carry out the interview.

Results of this project may be published both in New Zealand and internationally but any data included will in no way be linked to any specific participant.

We will supply you with a full summary of the results for this study and you are most welcome to request a copy of the final report for the cost of the reproduction.

The data collected will be securely stored in such a way that only Chris Bowden, Judith Duncan and Anne Smith will be able to access it. At the end of the project any personal information will be destroyed immediately except that, as required by the University's research policy, any raw data on which the results of the project depend will be retained in secure storage for five years, after which it will be destroyed.

If you have any questions ...

If you have any questions about our project, either now or in the future, please feel free to contact either:

Judith Duncan, Children's Issues Centre, University of Otago, Box 56, Dunedin. E-mail:

judith.duncan@stonebow.otago.ac.nz. Phone: 03-479-5038

Chris Bowden, Institute for Early Childhood Studies, Victoria University, Box 600, Wellington.

E-mail: famresil@paradise.net.nz. Phone: 04-463-6480

This project has been reviewed and approved by the Ethics Committee
of the University of Otago

Appendix K: Disclosure process – guidelines for researchers

Researchers will take steps to clearly spell out to participants during the consent process, that their confidentiality will be preserved except where participants disclose something that causes the Researcher to be concerned about a risk of harm to a person and/or their family.

Where a participant indicates that they are at risk of harm, are being harmed, or may be harming others the following disclosure process will be followed:

1. The Researcher should discuss the issue(s) further with the participant individually. If the Researcher has no concerns following this discussion, the matter is at an end.
2. If the Researcher still has concerns following this discussion then s/he must inform the participant that s/he (the Researcher) is obliged to report the disclosure in accordance with this process.
3. The Researcher should ensure that they have the individual's name and contact details so that further contact with the person is possible if the need arises.
4. Where the Researcher has concerns but is not sure what action to take, the Researcher, should advise the participant as above, and discuss the matter with the Project Manager as set out below.
5. If a disclosure has been made, the Researcher will discuss the situation with the Project Manager. Following this discussion the Project Manager and Project Supervisor will decide whether follow up is appropriate. This decision may involve informing the Advisory Panel of the situation and a joint decision being made.
6. The Project Manager will report the disclosure in accordance with the relevant Early Childhood Centre's disclosure policy.

Where the EC centre has no policy or no appropriate policy regarding reporting of disclosures, the Project Manager will contact a front line person in an appropriate government (eg Department of Children and Youth and Families) or non-government agency to discuss the situation and what could be done.

If the front line worker of the agency considers that a notification should be made the Project Manager will contact the Researcher and give them the name of the front line worker whom they spoke with, to contact. The Project Manager will contact the front line worker after 2 days to ensure that the Researcher has spoken with the agency/organisation; if this has not happened the Project Manager will contact the Researcher again.

Appendix L: Information on the demographics, programmes and policies of the three EC centres

The childcare centre

Background information and demographics

The childcare centre has a sleep room for infants and children wanting to have naps; an outdoor playground area; a very small shared office space, children's toilet area; adult toilet and nappy change area; a small infant room; a music/play room; family room; art room; kitchen and kitchen/cooking area and laundry.

The childcare centre is licensed for 25 children (12 children under the age of 2 years old and 13 children over the age of 2 years old). At the time of the study there were 44 children on the role. The staff believed that the staff-child ratio was one of the major reasons why they can provide the amount and quality of formal and informal support to families that they currently provide.

The following ethnic groups were identified by families as indicated on their enrolment forms:

	Male	Female
Māori	2	
Māori/Pakeha	6	1
Pākehā/European	22	9
Asian	1	
Russian Immigrant		1
Rarotongan	1	
Tokoloan	1	

At the time of the study there were 33 boys and 11 girls enrolled. The children's ages ranged from 5 months to 4 years and 4 months and the time they had been in the centre ranged from one month (3 children) to 3 years (1 child).

Information on the programme

The childcare centre does not have different sessions. It is licensed to operate from 7.30 am to 6.00 pm Monday to Friday. At the time of the study it was operating by parent demand through the hours of 8.30 am to 5.00 pm, and this is flexible and changes with parent needs. The centre is open all year except for statutory holidays and a short period between Christmas Day and after New Years Day.

Staff are rostered on at different times and change very alternate week:

Week 1. 7.30 am – 3.30 pm, 9.00am – 5.00 pm, 10.00 am – 2.00 pm.

Week 2. 8.00 am – 4.00 pm, 8.30 am – 5.00 pm, 9.30 am – 5.30 pm.

The supervisor works from 8.30am – 5.00pm daily.

The following routines occur on a daily basis:

- – 8.30am Free structured experiences
- 9. 50 am Tidy up
- 10.00 am Group music/movement or story time, followed by handwashing
- 10.15 am Morning tea
- 10.30 am Group structured learning experiences
- 10.45 am Nappy changing/toileting
- 11.00 am Free play
- 11.50 am Tidy up – handwashing
- Noon Lunch
- 12.30 pm Quiet time – stories/puzzles, concentrated learning experiences
- 12.45 pm Free/structured learning experiences
- 2.50 pm Tidy up

3.00 pm	Group music/movement or story time, followed by handwashing
3.15 pm	Afternoon tea
3.30 pm	Free/structured play
4 – 5.00pm	Goodbyes – home time

Sleepers:

- putting children who sleep to bed
- checking at all times
- remain indoors while child is sleeping
- do your cleaning in between

Programme and Kindergarten Pickup:

- Leave centre at 11:45 a.m. and back by noon

Programme Quiet Time

12:30–1.00pm

- Group activity for 20 minutes
- Must be pre-planned and ready to go at 12:30

Toileting/Nappy changes

- Throughout the Day

Outside

- Set up and rake sand pit
- Planned group activities
- Programme Quiet Time

Parent/caregiver participation and involvement

During the study some parents/caregivers were observed in the centre interacting with their children. The majority of parents' interactions were, however, limited to dropping off and picking up infants, toddlers and children, and speaking to staff and other parents.

Staff encouraged parents to become part of the Executive Committee and parents take part in parent evenings. There has been two such evenings during 2001. The centre has sent out a questionnaire asking parents what kind of get-togethers they would like to have at the centre. A fish and chip tea evening and an education evening about the curriculum were arranged as a result of this questionnaire. Ten parents came to the education evening. According to the supervisor, evenings are difficult to arrange because of child care issues.

Teacher responsibilities and duties

Teacher 1:

- Keep children's cot/bed list current on wall in sleeping room. Assign children cots and beds.
- Keep children's beds and bedding bags current with children's names.
- Record all phone messages on message pad situated on shelf above high chair. Place messages in pocket beside phone.
- Fill out accident reports/forms when required. Copy to be placed in parents' pockets. Copy to be put in accident folder on wall in kitchen. Report all accidents to the supervisor immediately after they have occurred.
- Keep children's Learning books up to date.

Teacher 2:

- Keep visitors' book ruled up and current.
- Inform parents/caregivers of full art boxes to take home and change of places for children's bags.
- Record all phone messages on message pad situated on shelf above high chair. Place messages in pocket beside phone.
- Fill out accident reports/forms when required. Copy to be placed in parents' pockets. Copy to be put in accident folder on wall in kitchen. Report all accidents to the supervisor immediately after

they have occurred.

- Keep children's Learning books up to date.

Teacher 3

- Keep children's toileting procedures chart current on wall in adult bathroom.
- Ensure under 2s bag hooks have current children's names above them.
- Record all phone messages on message pad situated on shelf above high chair. Place messages in pocket beside phone.
- Fill out accident reports/forms when required. Copy to be placed in parents' pockets. Copy to be put in accident folder on wall in kitchen. Report all accidents to the supervisor immediately after they have occurred.
- Keep children's Learning books up to date.

Teacher 4

- Inform parents of full art boxes to take children's art work home.
- Record all phone messages on message pad situated on shelf above high chair. Place messages in pocket beside phone.
- Fill out accident reports/forms when required. Copy to be placed in parents' pockets. Copy to be put in accident folder on wall in kitchen. Report all accidents to the supervisor immediately after they have occurred.
- Keep children's Learning books up to date.

Teacher 5

- Keep children's art boxes up to date with all children's names on them.
- Record all phone messages on message pad situated on shelf above high chair. Place messages in pocket beside phone.
- Fill out accident reports/forms when required. Copy to be placed in parent's pockets. Copy to be put in accident folder on wall in kitchen. Report all accidents to the supervisor immediately after they have occurred.
- Keep children's Learning books up to date.

Information on Childcare and Family support policies

The supervisor meets with each new entrant. Each parent is encouraged to stay with their children for the first few days until they can leave without upsetting the child and when the child feels safe. According to the supervisor, this can take from two days to a week.

The childcare centre's management plan for relationships with parents/guardians and whānau reflected the centres and staff's commitment to consultation with families and highlights some of the formal and informal ways the centre supports families:

The Plan states:

Goal:

To ensure parents are consulted as effectively as possible on their child's progress and the centre operation.

Strategies:

- To continue to encourage parents/caregivers to represent the centre on the Executive Committee of the Dunedin Childcare Association.
- Teaching staff are available to parents/caregivers to discuss their child/ren's individual progress where time permits.
- Parents/caregivers/whānau are encouraged to attend outings with staff and children.
- We hold social and/or information functions for children and families/whānau to attend throughout the year. These are held once every three months or four times a year.
- A bi-monthly newsletter/pānui is distributed to parents/whānau and are placed in children's information pockets.
- Parents/caregivers/whānau are consulted on charter, policy review and implementation via notice board where draft policies are placed for a period of three weeks. Parents/caregivers can then write comments on these.
- Parents/caregivers goals and aspirations for their child/ren are incorporated into their individual

- programme through consultation sheets to include in the child's learning book.
- The Centre Charter is available for parents to read at all times.
 - The minutes of the Executive meetings and the Association's financial statements will be displayed on the hall notice board.
 - Books related to children's health, education and well being along with parenting topics are available in the Parent/Caregiver library for borrowing.

Referral policies

Some informal referral systems include word of mouth, responding to the sign outside the door, special education and needs networks such as CYF, SES, the phone book, ERO reports which are on the internet. The centre has an open door policy and are quite happy to talk to parents. They make referrals for parents if there are difficulties which the parents need help with.

Childcare and staff philosophies

The childcare centre have a standard Charter and set of policies (including Desirable Objectives and Practices, DOPs), set by their umbrella organisation, including policies on transition to school, enrolments, children sleeping, sun safety, behaviour management, excursions, nutrition, smoke free environment, children's sickness, child abuse, and provision of medication. They also have Management plans that guide the management of staff relationships with parents/guardians and whānau, staff development, work with children with special needs, hazardous materials, land and buildings,

The Teaching Team Philosophy stated:

We as early childhood teachers believe that children acquire new skills, gain knowledge and enhance their development through reciprocal social relationships with other children, adults and the environment around them.

We believe in providing a programme full of stimulating learning experiences that will encourage children to problem solve, become confident and independent and show ability in pre-reading and maths recognition skills in preparation for their next educational journey on to school.

We believe in encouraging each child to respect each other's needs by giving them a range of strategies to enable them to help themselves and help others.

We believe in working in partnership with parents/whānau. It is through teachers and parents working sharing of knowledge that children gain a sense of belonging and an insight into the world around them.

New enrolments and admissions

Parents are provided with enrolment forms and information about the centre, programme and regulations (eg must bring immunisation certificate before child is enrolled). They can enrol children for either full time or part time spaces and the children go onto the roll when spaces become available.

Links with other services and agencies

The centre has ongoing and positive relationships with SES, CYF, the Public Health Nurse, and the Public Health Vision and Hearing Screener/Tester. From SES they work with two early intervention teachers, two speech language therapists, and two Education Support Workers. From CYF they work with a social worker.

Kindergarten A

Background information and demographics

The kindergarten is open-plan in layout and design.

The kindergarten is licensed for 45 on the morning roll and 45 on the afternoon roll. At the time of the study there were 62 children enrolled at the Kindergarten, 31 in the morning and 31 in the afternoon. The staff-child ratio was 1:15, but at the time of the study the kindergarten had an actual ratio of 1:10. The EC staff stated that they believed this ratio is one of the main reasons why they can provide the level of consistent support they offer to families/whānau and children who attend.

The staff described the kindergarten and its families, as falling into the low socio-economic bracket which is consistent with the area in which it is located.

The following ethnic groups were identified by families on their enrolment forms. Some families indicated that they identified with more than one ethnic group:

Assyrian	2
Chinese	5
Dutch	1
Ethiopian	2
European/New Zealand/Pākehā	45
German	1
Greek	1
Indian	4
Japanese	1
Māori	6
Polish	1
Samoan	14
Scottish	1
Somali	1
Tokelauan	2
Tongan	5
Vietnamese	1

At the time of the study there were 21 boys (7 morning, 14 afternoon) and 41 girls (24 morning, 17 afternoon) enrolled.

The children's ages range from 2 years 8 months to 5 years. Most children started at the kindergarten around the age of 3 years, but some children have started earlier because the staff have endeavoured to support a family which has a particular need (eg when support network for family is low, or when parents attempting to find employment).

Children attending the morning session, were approximately 4–5 years of age. Most attend up to 5 days a week, and have been at the kindergarten for up to 2 years. Those children attending the afternoon session, are approximately 3–4 years of age, and attend up to 3 days a week. Most of the afternoon children had been attending the kindergarten for approximately one year.

The kindergarten has had periods of relatively high turnover in terms of children and families leaving. The kindergarten does however, have a stable base of families which keep the roles consistently at around 60 children. The staff also identified that many families in the local area do not use early childhood and family services such as Plunket, and so are not aware of, or referred to, kindergartens in the local area.

Information on the Programme

The kindergarten has five morning sessions, three from 8.45–11.45am and two from 8.00am–12 noon. It also has three afternoon sessions, which run from 12.45–3.15pm.

The kindergarten has two sessions and the daily routine is as follows:

Morning Session

- 8.00 am: Kindergarten is set up for children to arrive ensuring it is warm, safe and inviting. All teachers will greet the children as they arrive. Children can choose where they wish to play...free play policy.
- 9.30 am: A rolling morning tea will be prepared for the children to eat during the session. Children can either sit at the kai table or elsewhere in the kindergarten, just as long as they are seated (Not at the computer). Children will be encouraged to wash their hands when eating. The phrases “Horoi o ringa ringa” and “Fufuli lima” will be used (Māori and Samoan).
- 9.30 am: Kotahi-tanga time (This is mat time which discusses the programme and incorporates all things Māori). This happens every Monday, Wednesday and Friday. One teacher will be responsible for the planning of this mat.
- 10.00 am: (approx) Inside and Outside teacher roles change. Resource teacher goes where the need is most.
- 11.15 am: Te wa whakapai (tidy up time). All children are encouraged to tidy the kindergarten so it is ready for the next session. The Teachers facilitate this. Paints and all activities are cleaned up.
- 11.30 am: Children are asked to gather at the green mat inside. “Harae mai ke ta Whaariki” (Mat time). After calling children in Māori the teachers play a song on the tape deck “We are family” which the children recognise as being the signal to gather on the mat, where they join in with the song.
- 11.45 am: Children are sent off the mat with a designated adult.
- 11.45–12.00 noon (Wed & Fri). Children will spend time with a teacher reading stories or completing puzzles until a designated adult arrives.

Afternoon Session

- 12.45pm: Children arrive and are greeted by teachers. Children can choose where they wish to play. Free play policy.
- 1.30pm: A rolling afternoon tea will be prepared for the children to eat during the session. Children can either sit at the kai table or elsewhere in the kindergarten, just as long as they are seated (Not at the computer). Children will be encouraged to wash their hands when eating. The phrases “Horoi o ringa ringa” and “Fufuli lima” will be used (Māori and Samoan).
- 2.00pm: Inside and Outside teacher roles change. Resource teacher goes where the need is most.

2.40pm: Te wa whakapai (tidy up time). All children are encouraged to tidy the kindergarten so it is ready for the next session. The Teachers facilitate this. Paints and all activities are cleaned up.

2.55pm: Children are asked to gather at the green mat inside. "Harae mai ke ta Whaariki" (Mat time).

3.15pm: Children are sent off the mat with a designated adult. Two teachers will be present at this mat. Other teacher will finish re-setting kindergarten for next session. Before leaving, staff check windows, doors, heater and make sure the alarm is on.

Written and verbal information about the programme is provided to parents, extended family/whānau and caregivers. There is a whiteboard which is placed just inside/outside the main entrance to the kindergarten. This often has big bright messages concerning upcoming events (cultural dinner nights, committee meetings, farm visits), reminders for people to bring in resources from home (eg paper, cardboard boxes etc) and a positive message for the day from the staff (smile the sun is shining, or go with the flow).

Parent/caregiver participation and involvement

Parent/caregiver participation in the Kindergarten is voluntary. There is a very relaxed atmosphere within the kindergarten and very little pressure for parents and families to be involved in aspects of the programme. Parents and caregivers are, however, encouraged and provided with many opportunities to participate in the programme. They can "stay and play" and they are able to use the kindergarten as a place to meet and talk to staff and other parents/caregivers about their children or about other matters. Parents/caregivers have access to information about the ways that 'parent helps' can be involved in the programme and in curriculum and resource development. Parents, family members and caregivers often help with making resources (eg play dough, scones, snacks, paint and glue/glitter containers), 'cleaning-up time" and to join in with songs and activities at the end of session (often at mat time). Parents and caregivers also often read stories to children, engage with children's activities both indoors and outdoors. Parents/caregivers often help out with cleaning, washing spare clothes, towels etc. They are also encouraged to become involved in fundraising, working Bees and the parent committee. Some belong to the parent committee and others attend the committee meetings. Often parents and family members take part in fundraising and working bees.

Teacher responsibilities and duties

Each teacher is responsible for 10 children's profiles in each session (morning and afternoon). These are known as whānau groups.

During child non-contact hours (Wednesday and Friday afternoons) staff undertake paper-work, organising rolls, manage finances, update children's profiles, make resources, and study. Staff also use a lot of their non-contact time to continue their support of families and to develop and strengthen their relationships with families and other support agencies. For example, staff may use this time to visit the local primary school, other EC centres to raise awareness of the kindergarten, drop pamphlets and information off that parents have not picked up from their pockets (on the notice board), and to raise the profile of the kindergarten.

Information on kindergarten and family/whānau support policies

The kindergarten has a standard Kindergarten Association Charter and numerous formal policies. One of the major policies is "Communication and consultation with parents" and this is contained in their statement of Desirable Objectives and Practices (DOPs) of the centre. Staff believe that not only is it important for them to support parents and families/whānau but that families/whānau also need to support their decisions and actions. A team approach is also taken by the staff in their work in the Kindergarten.

The kindergarten have a 'Family/Whānau Grouping' policy, where a child (who is no younger than 3 years old) may attend the morning session with their sibling(s) in order to better support the family and their needs.

Some of their informal policies that focus on supporting families/whānau are based on the following:

- Staff value and are there to support the community.

- Teachers have a personal and professional investment in the kindergarten but recognise that they do not own the kindergarten (it is not their kindergarten, but belongs to the parents, children and families in the local community).
- The kindergarten is community driven and the parent committee reflects that community, and are there to reflect on and help staff identify and meet the community needs.
- Staff reflect and adapt their policies and practice to meet the diverse and changing needs of families and the community.

Referral policies

The centre has numerous policies on referring families to other advisory and social support agencies. They take an active role in trying to improve the links between these agencies and families and often act as advocates on behalf of parents (particularly those with English as a second language and those who have had negative experiences with support agencies and government departments).

Kindergarten and staff philosophies

This following is a copy of the kindergarten's personal philosophy which was developed by the staff:

- To provide a safe, secure and fun learning environment.
- An environment where all families feel welcome and comfortable. We will value and recognise all cultures and provide an equitable environment for everyone.
- There will be equitable opportunities for learning, irrespective of gender, ability, age, ethnicity or background.
- All children will be affirmed as individuals and competent learners.
- Peaceful play will be encouraged at all times.
- We will provide an environment in which children and whānau feel confident that their first language is valued.
- We will provide experiences which give children opportunities to learn and develop their skills in the English language.
- To recognise the dual heritage of New Zealand and provide opportunities to extend children's knowledge and understanding of the values and language of the Tangata Whenua.
- The programme will offer children a wide range of appropriate experiences and skills. These will reflect children's interests and the Early Childhood Curriculum Te Whāriki (Well-being, Belonging, Contribution, Communication and Exploration).
- We will provide a free play environment where children learn through their own experiences at their own pace.

New enrolments and admissions

When new families first come to the kindergarten, they are welcomed by all the staff and shown around by the head teacher. They are often directed towards the Project Wall. This is where the children's learning and development is documented in photos and art work, which reflects the kindergarten's project approach to learning. New families are given a yellow pamphlet which contains information about the sessions, staff, programme, children's profiles, parent participation, parent donations (fee structure), kindergarten committee, parent notice pockets, delivery of children, immunisation certificates, food at the kindergarten, sickness, clothing, earthquake/fire drill. They also like to emphasise the fact they have very good ratios, and a good diversity of kids from varying ethnic, cultural and demographic backgrounds. Parents often stay for the first day or even the whole week as their child settles in and staff spend a lot of time helping parents and children settle in. Staff may even ring parents after they have left to let them know how their child(ren) have settled.

Kindergarten B

Background information and demographics

The kindergarten has a large outdoor area and an open plan design indoors with separate activity areas. There is a very small office space, a small kitchen space (not a separate room), separate toileting facilities for the children and adults, and a family library area.

The kindergarten is licensed for 45 children on the morning roll. At the time of the observations there were 47 children on the morning roll. The extra two are children who attend with a caregiver or children who attend on a casual basis.

The kindergarten is licensed for 45 on the afternoon roll and currently there are 41 children on the roll. The staff believe it is important that the number on the afternoon roll is no more than 40–41 in order to allow them to support the families in appropriate ways. For example supporting families with younger children just starting kindergarten.

The following ethnicities were reported for the children attending the sessions:

	Morning Session		Afternoon Session	
	Boys	Girls	Boys	Girls
European	15	9	5	6
Māori	10	11	13	15
Pacific Island	1		2	
Indian	1			
Total	27	20	20	21

The head teacher described the kindergarten as falling within the mid to low socioeconomic bracket, which is consistent with the decile rating of the neighbouring school.

At the time of the study the children ranged in ages from 2 years-8 months to 4 years 11 months. There are instances however, where children will remain at the kindergarten after 5 years of age. Children within the kindergarten association are able to start kindergarten at 2 years of age. In general, the oldest child who is on the waiting list is the next child to attend. In most instances children start on the afternoon roll and then move into the morning roll. While this is the general rule, sometimes a child of 2 years of age may be admitted directly onto the morning roll under a whānau placement concept. This is where it is more suitable for children from the same family, or a relative of the family, to attend the same session, regardless of their age.

In addition, children will be taken from the waiting list onto the roll, not in order of age, if there is an identified need within the family, for example, if the staff are aware that the family is at risk, or if the family have English as their second language. The staff believe that this is imperative since the kindergarten may provide a support network for some families where in some instances support is at a low.

The kindergarten has had 82 children leave over the period from February to October of 2001. The turnover of children attending is relatively high mainly due to the transient nature of the community.

Information on the programme

The kindergarten runs 5 morning sessions a week 3 of which operate between the hours of 8:30 am to 11:30 am and two of which operate between 8:30 am and 12:30. While the morning sessions tend to cater for the older children, younger children may be admitted for example under a whānau placement (as mentioned above). The kindergarten also runs three afternoon sessions a week which operate between 1:30 pm and 3:00 pm. In addition, 'Play and Stay' is encouraged particularly in the afternoon sessions whereby children who are on the waiting list are encouraged to attend with a caregiver as a transition to their attendance on a more independent basis (if they choose this).

Parent/caregiver participation and involvement

In addition to the full- and part-time staff members at the kindergarten there are frequently a number of family members who take part within the programme to varying degrees. At the Pre-Entry Hui an invitation is extended to all whānau to take part in the kindergarten. On many occasions four or more family members may be in attendance. For example on one of the days a researcher was at the kindergarten, six family members were taking part within the programme. Four of these family members attended part of the session (at least 45 minutes) and two of the family members remained for the entire session. While all family members interacted with all of the teaching staff, some family members interacted with the Educational Support Workers within the programme, as well as the Work Experience Person. Staff were observed frequently encouraging family members to help themselves to food, and a cup of tea or coffee. Consequently, families and staff were often observed 'catching up' in the kitchen as well as other spaces within the kindergarten. Furthermore, family members and visiting support staff will often remain to take part in many of the activities the children are engaged in.

Other ways in which families take part within the kindergarten include a high turnout of families for excursions away from the kindergarten. Families receive a 'Thank you Certificate' for assisting on excursions and the head teacher believes that this along with families being informed of their expectations, encourages them to take an active role on excursions. Families also attend committee meetings, take part in fundraising, and seek out resources within the community for example collecting wood for the carpentry table. Likewise, family members are willing to take on jobs or responsibilities as they crop up within the kindergarten.

Information on kindergarten and family/whānau support policies

Family support programmes include 'Pre-Entry Hui' whereby families/whānau whose children are due to come off the waiting list and go onto the roll at kindergarten are invited to attend. The head teacher describes this as "A chance to awahi families with no one else around". During this hui families receive information on the kindergarten programme, children's profiles, the curriculum, as well as information on the transition of children to kindergarten. On attending the Pre-Entry Hui, families are met at the gate of the kindergarten and on leaving they are farewelled at the gate. In addition, there is always special consideration to the provision of kai for families to share and enjoy.

To encourage and build relationships with Pacific Island families staff actively promote Tongan and Samoan EC training students to undertake their practicum course work within their kindergarten sessions.

Kindergarten philosophies

The Centre's Charter is a generic Kindergarten Association Charter. Formal policies include policies required for meeting Ministry requirements, the Early Childhood Regulations and the Desirable Objectives and Policies. For example, fire and earthquake safety, accident and emergency procedures, signing families in and out, and signing rolls. Other policies include the way in which families are supported in the programme as well as how children are taken from the waiting list on to the roll.

The kindergarten philosophy stated:

We embrace the values that lead to providing an environment for children and their Whānau using the following guidelines:

A	ACCEPTANCE	Loving children for who they are.
B	BELIEVING	That children are valuable.
C	CARING	For children when they are hurt.
D	DESIRING	What is best for them.
E	ERASING	All offences and not holding them against children.

The Mission statement stated:

- That we provide an accepting, caring and safe environment that provides a wide variety of educational opportunities to allow children to enjoy their learning experiences.

- That there is a real value placed on cultural diversity and identity with a particular respect for the Tangata whenua and Te Tiriti o Waitangi.
- We will encourage children with respect to gender and positive role modelling for conflict resolution.
- We recognise that inherent in providing a safe environment, is the need to hold families and children accountable for behaviour standards and we will work towards this in a positive, confidential and supportive manner.
- We believe in providing a quality, resourced programme and that the kindergarten learning environment for children functions at optimum levels when adult-child ratios are respected. Research statistics prove this to be not more than 10:1 children to adults.
- We believe that kindergarten should be a service accessible and available to families, regardless of their socio-economic status, or their ability to pay in numerical terms.
- We value contributions that may come in the nature of time, energy or other ways that are culturally appropriate.

Links with agencies

In order to have a better understanding of the needs of the families attending the kindergarten, staff meet with agencies such as Work and Income New Zealand (W&I). In addition, they have advocated for their families to be able to hold some of the W&I entitlement forms at the kindergarten. In addition, the kindergarten has sought out and made available information regarding the rights of both parties in shared custody situations. Similarly, if a need for information for families is identified then staff will do what they can to access that for them. For example, staff have downloaded school ERO Reports from other parts of the country for families leaving the district.

In addition, a commitment has been made to having much of the kindergarten reading material translated into other languages to make it accessible for families with English as a Second Language. For example, all of the intake information and home contact book information has been translated into Tongan. Likewise there are resources, books, posters and artefacts relating to Samoan and Tongan culture as well as dictionaries in Samoan and Tongan.

Appendix M: Advisory support and social agencies

Families/Whānau – Identified Providers of Support

In the course of interviews and data collection families/whānau identified having some limited contact with and support from the following advisory support and social agencies:

- Educational Agencies – Specialist Education Services (now known as Group Special Education under the Ministry of Education), Teacher Aides, Early Intervention Teachers
- Specialist Agencies – IHC, The Donald Beasley Institute
- Family Support Network
- General Practitioners (GP), Paediatricians and specialists (eg Neurologists)
- Social Workers
- Public Library
- W&I (Work and Income New Zealand)
- College of Education
- Catholic Social Services
- Salvation Army (food parcels)
- Child, Youth & Family (CYF)
- Presbyterian Support Services
- PAFT (Parents As First Teachers, parents liked the home visits and support provided in terms of information about what to expect in terms of children's developmental progress)
- Midwives
- Plunket/Karitane Centres and Plunket Line (0800 number)
- Benefits Rights Service at the People's Resource Centre
- Library and toy library.

Families also identified the following providers as offering ongoing support:

- Teacher Aides
- Education Support Workers
- Counsellors (for both parents and children)
- SES
- Barnardos
- Cancer Society
- Public Health Nurse
- Pacific Island Network Centre
- Parent Centre
- REAP
- Autistic Association
- Kindergarten Correspondence School
- New Mothers Support Group
- Barnados Family Daycare
- W&I.

EC Staff – Identified Intermittant Providers of Support

The following agencies and services (support providers) are those that staff identified their centre as having some contact with on an intermittent basis (on a 'needs be' basis:).

- Early Childhood Development (ECD)
- Work and Income New Zealand (W&I)
- Child, Youth and Family (CYF)
- Salvation Army
- Plunket
- Parents As First Teachers (PAFT)
- Presbyterian Support Services
- Local health centres and GPs
- Budgeting Advice Bureau
- Local EC centres (eg A'oga Amata and Kohanga Reo) and primary schools

- Public Health Nurse
- Dentists
- Kindergarten Association Senior Teachers.

The major providers of support nominated by EC Staff

EC staff were asked to nominate advisory support and social agencies that they thought were the major supports for the EC centre and the families that attend their centre. The following agencies and providers of support were identified:

- Well Child Team – Public Health Nurse (Public Health Service/Unit)
- Vision and Hearing Technician (Regional Public Health)
- Special Intervention Teacher (SES)
- Speech Language Therapist (SES)
- Education Support Worker (SES)
- Social Worker (CYF)
- Local Librarian
- Local New Entrant's Teacher
- Local Primary School Principal
- Local Kindergarten Teachers.

Role and Function of Advisory Support and Social Agencies

Provided by the Agencies in their interviews:

Well Child Team: Public Health Unit – Well Child Team Leader / Public Health Service - Public Health Nurse / Regional Public Health – Vision and Hearing Technician

A Well Child Team Leader of a Public Health Service provided information about the nature and function of their service and described how Public Health Nurses work alongside EC centres. EC centre staff contact the Public Health Unit if they have a concern about a child's wellbeing and in consultation with the family and staff. Public Health may assess the child and refer on for treatment if necessary. Nurses also have established a relationship with families who enrol their children at an EC centre. A big role of Public Health is the monitoring of the immunisation programme. Public Health nurses have been involved in distribution of information about recent changes to the immunisation programme to families through the EC centres. The Public Health Unit provides tympanometry screening for all 3 year olds in the kindergartens and vision, hearing and tympanometry screening for all 4 year olds in kindergartens. If necessary, children can then be referred by the nurses to the hearing technician or GP if necessary.

A Public Health Nurse (PHN) visits EC centres and families at home and provides advice, information and education about aspects of child health. In particular the PHN focuses on illnesses and diseases, immunisation, promoting good health, offers health screening and provides support for families with concerns related to aspects of child behaviour and development. The Public Health Nurse makes regular and formal visits to EC centres but is also available on an on-call basis if staff want to refer families to a nurse. Home visits were seen as a vital part of the support offered by the PHN because it helped the PHN become aware of family issues, and potential problems and risks to family members. By home visiting the PHN found that this helped her develop trusting relationships with the family and she could offer one-to-one support.

The PHN is a free service that is accessible to all families and EC centres and the PHN often refers families onto other agencies if screening procedures identify problems. The Public Health Service also has a clinic and parents can self-refer children, phone for appointments or arrange home visits. The PHN and EC staff often consult each other about particular children.

Other examples of supportive strategies provided by the Public Health Nurse included:

1. Assisting in 'Child Protection': by investigating any indications of abuse
2. Providing assistance to families who may be abusing (violent) towards their child (eg teaching alternative discipline strategies)

3. Assisting parents who have children that are anxious and have difficulty starting at a Kindergarten, also supporting parents who have anxiety about settling their children into kindergarten
4. Advice about children's nutrition and diet
5. Working with families around discipline ideas and strategies. This includes working to change families' beliefs and acceptance of past experience of discipline strategies that might not be positive or helpful – providing a 'listening ear' for families to talk through their feelings and ideas about discipline in a safe non-threatening environment.

A Vision-Hearing Technician works as part of the Well Child Team and visits pre-schools in the area and tests for tympanometry (middle ear infections, not hearing) in all 3-year-olds and vision in all 4-year-olds. The goal of the service to have every child who attends primary school hearing and seeing to the best of their ability. If the child does not pass the hearing or vision test they are then re-tested three months later. Upon failing the re-test the child is then referred to their General Practitioner (GP).

A follow-up method is used to monitor whether families have taken their child(ren) to the GP. A letter and stamped envelope is sent to the family to give to the GP. The GP is required to sign this letter which is returned to the technician so that he/she can check that the family have consulted with a GP. This is policy that has become adopted by the service in the geographical area covered. The Hospital will also help with follow up and ring the technician if the results of the family's tests do not arrive due to lack of follow-up with a GP.

The technician works alongside SES (Speech language therapists), Optometrists, Ophthalmologists, Audiologists, Plunket Nurses, School teachers, Public Health personnel. The technician's role also includes explaining to families how the health care system works and how to refer children to hearing and vision specialists. The technician may also refer families to local health centres and services which may assist them in accessing affordable and appropriate health care for their children.

Group Special Education (now under the Ministry of Education) formerly known as Specialist Education Services (SES).

The EC staff in this study stated that they have the highest amount of contact with SES staff (Specialist Education Services such as education support workers, early intervention teachers and speech language therapists who often work with children in the EC centres.

The Early Intervention Teacher's (EIT) role was described to support children and families with special needs and this service is offered to children and families at home through the EC centre. The EIT works with a children with a wide range of special needs, behaviour problems and developmental problems (developmental delay) and children with specific disabilities and diagnoses (eg Autism). The EIT is often involved with the EC centre and a range of other services/agencies/professionals because children with special needs often have multiple needs that cannot be met by one service/agency/professional. EIT's may work with a range of other support people including Speech Language Therapists, Sensory Therapists (vision and hearing) and psychologists. Children and families may be referred either from the EC centre, health professionals, other support agencies or services, or home.

Supportive strategies of the EIT includes the following:

1. Providing support via teacher aides or Education Support Providers (ESW) for individual children with disabilities in the EC centre. The ESW worker may do a home-based programmes as well
2. Assessing the child's development and situation in order to work out the kind of support that the child/family in the centre may need
3. Providing on-going advice in meetings for staff and family
4. Acting as an advisor and coordinator, (coordinate the team members around that child so that

all will meet and work together (include staff at EC centre)

5. Working with child and family on a direct basis.

Speech Language Therapist (SLT)

Speech Language Therapists service both early childhood and primary school settings. They support the development of communication skills in children with delayed language or speech difficulties and works directly with both the child and the family. The SLT may also work in the EC centre as part of an Early Intervention Team and may work in a hands on capacity with children. However, the focus of the service is to help family members understand how they can use strategies to help the child develop better communication.

Child, Youth & Family (CYF)

Social Worker

A social worker often becomes involved with an EC centre through referrals which come from CYF about children who are considered to be at risk of abuse, who are being abused, or where there are concerns about their care or relationship difficulties within the family. As a support worker the social worker investigates the concerns and assesses the child and family's needs. EC centres may refer cases to CYF or CYF may become involved with working with EC centres and staff if they are already working with a child or family who attend the EC centre. CYF may also become involved with an EC centre if they believe that the child or his/her family would benefit from the child being enrolled at the EC centre. Social workers also have working relationships with SES, schools, Catholic Social Services, Presbyterian Support, and Anglican Methodist. Links with/knowledge about, Buddy Programs, Budget Advice, Police (D.A.R.E programme for children), Women's Refuge amongst others.

The social worker works with the EC centre in mainly an advisory role where she provides suggestions and discusses options for supporting children and families. She also provided other forms of support including:

- Assisting families with enrolment processes within EC centres and providing families with information about the availability and types of EC centres.
- Finding an EC centre for a child to attend during the process of family group conferences, court processes etc.
- Establishing contact or referring families to other agencies and services who provide support (eg SES).
- Transporting and arranging transport for some children moving between families and EC centres.
- Attending meetings in the interests of the child and family, (eg family group conferences or meetings to establish plans for the future). These meetings are often attended by a number of people/agencies who have an interest/knowledge about the child and family, including CYF worker and the EC centre the child attends.

Kindergarten Head Teacher

A head teacher of a kindergarten was nominated as a major support for one EC centre because of its close proximity to the centre and the fact that children attend both centres (kindergarten in the morning and are collected by staff of the EC centre taken to the centre for lunch and the remainder of the day). For the families of these children the shared-arrangement is a way for families to cope with the need for full childcare. The teacher felt that the two EC centres were not in competition but rather complimented one another and worked together well to meet the needs of the families who wished for full day care facilities. The head teacher and EC staff work together on IEP's (Individual Education Plans) for the children that attend both EC centres and informally discuss shared children and the issues to do with behaviour and/or concerns about parent and family issues.

Local Primary Schools

The staff from two EC centres nominated teachers from the neighbourhood school as people who provide major support to the EC centre, staff and the families who attend them. Contact with local primary schools centred around helping children and families familiarise themselves with the school environment, easing the transition to school and to help children develop and maintain friendships with children who have moved on to school or who will soon be attending school. School facilities were also accessed by the centres, eg photocopiers, gym equipment, cultural festivals etc.

Local Library – Librarian

A local Council librarian worked with an EC centre as a customer/children's service representative. Her major role in supporting the EC centre is in providing children, families and EC centre staff with greater access to resources both within the EC centre and within the local library. She visits the kindergarten every two weeks and brings new material, reads and sings songs with the children. The librarian forms a bridge between the local library and the kindergarten, to provide resources to the kindergarten and to get children and families interested in the library, literacy and the services it offers.

The EC staff also visited the library and took older children down to the library for visits (once a month). This provided an introduction to the school visit programme that children may experience once they begin primary school. Children and families are introduced to the concept that the library is a fun and friendly place where children and families can make use of material (books, music, CD-ROMs) – which many families may not be able to afford to buy – that can be used to enrich their home environment and encourage learning. Some families may feel some pressure to provide access to many different learning media for their children (eg CD Roms) and the EC centre and library can help provide access to these at no cost.

The library also provided a safe, warm learning environment for children and is a place where many children from the local EC centre and their older siblings visit (often to do their homework). This may support parents who have to work after school hours and who cannot afford child care or who do not have any other place for their children to go (where they will be supervised) until they finish work/study. The library provides the EC teachers with books and teaching resources when needed and this ultimately benefits the children and families. The library also provides the teachers with books on topics that they may use for their own professional development and studies.

The EC centre also encourages the families to use the library as it has a lot of material.

Appendix N: The Early Excellence Centres Programme, United Kingdom

The Early Excellence Centres (EEC) Pilot Programme is intended to provide a network, (initially up to 25), of early years providers demonstrating innovation in multi-agency, integrated early years services and high quality early education and childcare for children under 5 years and training for adults, bringing together education, care, health, adult education and community development. EEC are intended to provide models of good practice for other providers and to demonstrate the feasibility and effectiveness of integrated family services.

It is a phased programme and so far 29 Early Excellence Centres have been designated in England, with an expansion of the Programme under consideration. The EEC Programme forms an important part of the Government's broad based strategy for raising standards, increasing opportunities, preventing family breakdown, reducing social exclusion, increasing the health of the nation and addressing child poverty. Designated Centres or Networks are expected to undertake a wide range of functions, including:

1. The development and delivery of high quality integrated education and day care for young children.
2. The development and delivery of opportunities for parents, carers, families and the wider community to access support, health advice and adult education opportunities.
3. The provision of multi-agency working in service delivery, including education, social services, health and other agencies.
4. The extension of family involvement in young children's learning and development.
5. The combating of social exclusion.
6. The dissemination of good practice in integrated service delivery and the provision of training for early years practitioners.
7. The support of the EYDCP Plans.
8. The exemplification of cost effectiveness and value for money.
9. The dissemination of their work, and the work of the pilot programme, locally and nationally.

In short, designated Early Excellence Centres or Networks are testing out different approaches to integrated service delivery and acting as 'beacons of good practice' to support others who wish to adopt a similar approach. For example, one Centre might provide nursery education, extended day care, out of school services, family literacy and adult learning all on one site. Other models involve the networking of several providers and services. One of the key functions of the EEC is the dissemination of successful integrated service provisions to other providers, through demonstration and training, and in this function they differ from other initiatives like Sure Start, which are primarily focused on supporting their immediate community of families.

Reproduced from Bertram, T and C Pascal (2000) *The OECD Thematic Review of Early Childhood Education and Care: Background Report for the United Kingdom* (pp59–60)