分享题目：
**Topic:** Developing a best practice framework for Playgroups-in-schools: A theory driven approach to schools and families working together in early childhood

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A best practice framework for Playgroups-in-schools: A theory driven approach to schools and families working together in early childhood
(Australian Research Council Linkage Project 2017-2020)

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Australian Research Council Linkage Project (LP160101759): A best practice framework for playgroups-in-schools

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Overview

- Playgroups in Australia
- Capabilities
- Resources
- Relationships
- Social capital

- Research problem
- Conceptual framework
- Methodology
  - Narrative for shared learning
- Progress
Playgroups in Australia

What are playgroups?

Playgroups

• Caregivers (parents, carers, kinship members) and children engaging in play together
• Different types of playgroups (supported, transition, community)
• Playgroups-in-schools

• Our stream of research in ‘Australian Playgroup Provision’
Our research program in playgroups in Australia

Supported playgroups in schools: What matters for caregivers and their children.

Karen McLean, Susan Edwards, Yvonne Colliver, Claire Schaper
Australian Catholic University

Supported Playgroups in Schools are a program that allows schools to provide free playgroups in schools. This model has been shown to increase the number of children who are engaged in playgroups and to improve child outcomes.


Community playgroup social media and parental learning about young children's play.

K. McLean, S. Edwards, H. Morris


Supported Playgroups in Schools: Bonding and bridging family knowledge about transition to formal schooling.


Promoting the provision of informal provided play-activities in transition groups for children.

Why the research interest in playgroups?

Parental engagement in early childhood

- Quality of children’s play experiences in early childhood matters (Sylva, Melhuish, Sammons, Siraj-Blatchford & Taggart, 2004)
- Parental provided play experiences can increase learning and developmental outcomes (Evangelou, Brookes and Smith, 2007; Evangelou, Smith & Sylva, 2006).
- Benefits of parental-provided play in the Home Learning Environment (HLE) (Anders et al., 2012; Rodriguez & Tamis-LeMonda, 2011)
- Benefits extending into adulthood (Desforges with Abouchaar, 2003; Schweinart & Weikart, 1997)

- Playgroups are known sites for building parental capabilities about children’s play (McLean, Edwards, et al., 2015)
- Universal early childhood services (DETV, 2016)
A missed opportunity …

Increasing number of Playgroups-in-schools

Playgroups-in-schools currently function without access to any empirically generated advice regarding best practice integration for the realisation of enhanced parental capabilities about young children's play.
Research Aim

This project aims to identify the range of practices, processes and policies in playgroups-in-schools that attend to both strong bonding and bridging relations for the enhancement of parental capabilities about play.

Outcome

A best practice framework for playgroups-in-schools
Conceptual Framework …

- Capabilities
- Resources
- Relationships
- Social capital
- Practices
- Processes
- Policies
- Bonding relationships
- Bridging relationships

(Gittell, & Videl, 1998; Woolcock & Narrayan, 2000)
Why Capabilities?

- Wellbeing
- Pursue personal goals
- Diversity in priorities
- Complementary
- Non-discriminatory

(Akire, 2016; Gupta, Featherstone, & White, 2016; Sen, 1985)
A Capabilities Perspective

Key Concepts

- Functionings
  - Beings and doings
    - States of being
      - Happy, satisfied, lonely, afraid, tired…
    - Doings – activities
      - Painting a picture, reading a book, running a marathon …
  - Value or have reason to value
  - Agency & Freedom
- Capabilities
- Resources

(Entwistle & Watt, 2013; Gupta et al., 2016; Sen, 1985)
Ten central capabilities
(Nussbaum, 2011)

- Represent minimum thresholds
- Intervention points for public policy
- Combined capabilities
- Internal capabilities

1. Life
2. Bodily health
3. Bodily integrity
4. Senses, imagination and thought
5. Emotions
6. Practical reason
7. Affiliation
8. Other species
9. Play
10. Control over one’s environment
Parental capabilities about play
- Skills
- Knowledge
- Confidence

Capabilities are not finite
Capabilities are responsive to resources
“Relational ontology”
(Smith & Seward, 2009)
Supported playgroups in schools: bonding and bridging family knowledge about transition to formal schooling

Karen McLean, Susan Edwards, Maria Evangelou & Pamela Lambert

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Resources

Capabilities

Relationships

Social capital

(Gittell, & Videl, 1998; Woolcock & Narrayan, 2000)
- Playgroups-in-schools characterized by strong bonding relationships and weak bridging relationships
- The range of practices, processes and policies comprising playgroup and school staff contact have not been established
- Dual benefit of bonding and bridging relationships for enhancement of parental capabilities about play is unrealised
- Contextualised policy, processes and practices
Participants

- 25 playgroups-in-schools throughout Victoria (5 clusters).
- 175 families
- 75 school staff

Methodology

Stage 1: Baseline practices, policies and processes for each playgroup-in-school and parental capabilities about play

Stage 2: Designed intervention including Professional Learning Sessions and online professional learning environment.

Stage 3: Post intervention practices, policies and processes for each playgroup-in-school and parental capabilities about play
**Aim:** This project aims to identify the range of practices, processes and policies in playgroups-in-schools that attend to both strong bonding and bridging relations for the enhancement of parental capabilities about play.

<table>
<thead>
<tr>
<th>Stage</th>
<th>Methods</th>
<th>Orientation</th>
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<tr>
<td><strong>Stage 1: Baseline</strong></td>
<td>• Focus group interviews with school staff&lt;br&gt;• Document collation&lt;br&gt;• Individual interviews&lt;br&gt;• Home Learning Environment Survey (Evangelou et al., 2008)</td>
<td>• Establish baseline practices, policies and processes; and parental capabilities about play</td>
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<tr>
<td><strong>Stage 2: Designed intervention</strong>&lt;br&gt;including&lt;br&gt;• Professional Learning Sessions; and&lt;br&gt;• online professional learning environment.</td>
<td>• Mirror data&lt;br&gt;• Narrative as a starting point for collaboration</td>
<td>• Identify and implement scalable practices, policies and processes</td>
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<tr>
<td><strong>Stage 3: Post intervention</strong>&lt;br&gt;• practices, policies and processes for each playgroup-in-school; and&lt;br&gt;• parental capabilities about play</td>
<td>• Focus group interviews with school staff&lt;br&gt;• Document collation&lt;br&gt;• Individual interviews&lt;br&gt;• Home Learning Environment Survey (Evangelou et al., 2008)</td>
<td>• Identifies range of practices, processes and policies in playgroups-in-schools&lt;br&gt;• Best practice framework</td>
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Methodology

Shared learning sessions

Using a narrative as a collaborative tool

- The need for an accessible entry point ...
- An imaginary story introducing and integrating the key theoretical concepts
  - Astonvale Primary School Playgroup
- Individual Chapters
  - Capabilities
  - Bonding relationships
  - Bridging relationships
  - Bonding and bridging relationships
  - Transferability
- Mirror data plotted on x/y axis
- Identifying a process, policy or practice for the playgroup-in-school
Narrative

Chapter One: Capabilities

Who is capable?

- Principal Whyte?
- Bobby Jo?
- Families?
- School staff?
- What skills, knowledge and confidence does each character have?
Narrative

Chapter Two: Bonding relationships

What do you notice about the bonding relationships in this chapter?

- Caregivers establishing bonding relationships with each other
  - Sharing stories about children’s play
  - Bringing along toys from home
  - Making toy box
  - Play dates
  - Rosters
  - Parenting support
Narrative

Chapter Three: Bridging relationships

What do you notice about the bridging relationships in this chapter?

- School staff not aware of the school playgroup
- Principal Whyte’s knowledge of playgroup was limited
- Sam Popevich (Early Years Coordinator) visits the playgroup
- Early Years Coordinator reads stories to the children
- Caregivers share knowledge of children’s interests
- Hans Christian (Librarian) gets involved by organising books
- Caregivers extend on the reading through play activities
- Buddy system set up
- School provides toys and resources for the playgroup
Narrative

Chapter Four: Bonding and bridging relationships

Who potential opportunities for high bonding and high bridging relationships do you notice in this chapter?

- Loss of administration time for Early Years Coordinator reduced opportunity to visit
- Acknowledging caregivers skills, knowledge and confidence about play
- Early Years Coordinator getting involved in the play with families
- Caregiver involvement in play with their children increased
- Bobby Jo’s (Playgroup Facilitator) roster for families to organise play activities
- Hans (Librarian) sets up borrowing system for the families
- Playgroup Facilitator uses Social Media page for reminders for book returns to library
- Led to a raised awareness by school staff of families’ and children’s digital practices in the home
- Transition to school
Website -  
*A Best practice framework for playgroups-in-schools*

http://playgroupsinSchools.org.au/

**Publications & Conferences:**

References


Building capabilities through playgroup participation

References


谢谢观看

THANKS