

## Te taapaepae o te rangi

See there, to the place  
where the sky reaches down



1. How do ePortfolios facilitate communication between families and teachers in an EC centre?
2. What type of communication is fostered through the use of ePortfolios in an EC centre?
3. What impact does communication through the use of ePortfolios have on teacher-parent relationships and children's on-going learning?



- Case study – 'typical' centre
- Part of my Masters qualifications
- Teacher practitioner
- Recent research in quickly changing times
- Very little relevant research available

Involves parents, teachers, and wider whānau perspectives

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Bronfenbrenner (1979):  
two way  
communication

trust, balance of power, and shared goals



## Te Whāriki (2017)

### Family & Community / Whānau Tangata

- It is important that kaiako develop meaningful relationships with whānau and that they respect their aspirations for their children, along with those of hapū, iwi and the wider community.
- Children's learning and development is enhanced when culturally appropriate ways of communicating are used and when parents, whānau and community are encouraged to participate in and contribute to the curriculum.



## Responsibilities of Kaiako:

- Able to engage in dialogue with parents, whānau and communities to understand their priorities for curriculum and learning (p. 59)



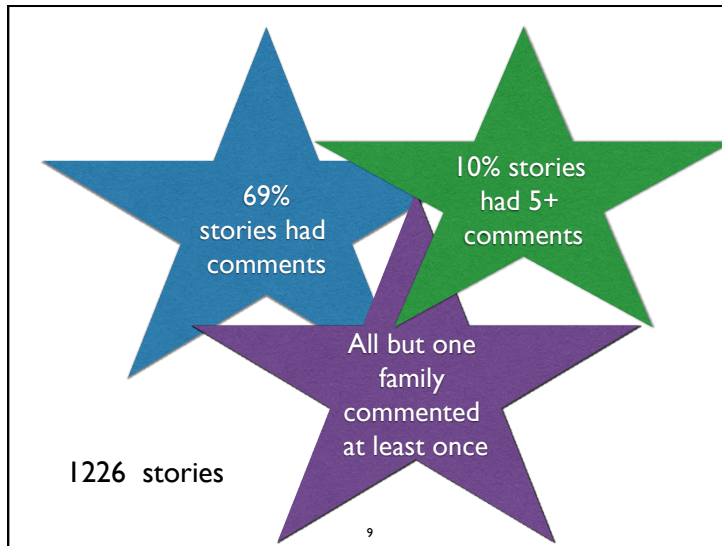

## Assessment

- Portfolios of children's learning ..... provide opportunities for parents and whānau to engage with their child's learning journey and contribute their own observations and suggestions (p. 63).



## Assessment


**Family and community | whānau tangata** principle means that parents and whānau will be included in discussions about their children's progress and achievements. They will contribute knowledge of their children's capabilities at home and in other settings and will be seen as 'experts' on their children's interests. Whānau expectations are significant influences on children's own expectations and aspirations; collaborating with kaiako can in turn influence the expectations of whānau.

## Benefits of the ePortfolio

- being informed
- connecting face to face communication
- building relationships
- supporting children's learning


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## Enablers and Barriers of the ePortfolio platform

- Accessibility
- Ease of use
- Multi-modal
- A public arena
- Being misconstrued
- Who is 'missing'?
  - spam

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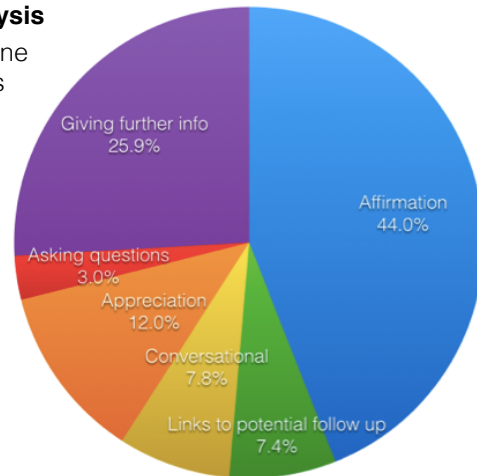


## Parents reasons for communicating

- show interest and pride in child
- to communicate with teachers
  - communicate about home life
  - add information linked to story
  - to help teachers know and understand child
- build rapport with/ acknowledge teachers
- to affirm child/experience
- to engage in the child's learning

### Story analysis

types of online comments



parents, teachers, wider whanau

Amazing! What an awesome building project Rick. You are brilliant at making interesting things. I am glad you shared your creation with me.

affirmation

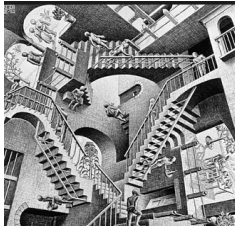
Edie has been getting lots of use out of the xxx group photo we have (from Inspire photography). She likes to run through everyone's names, often I ask her to point out specific people, and she told me today it was her 'favourite photo'!

Giving further info

appreciation

Thanks for these videos - I've just laughed and grinned my way through them

### Levels of communication



- One way communication
- Two way communication
- Surface vs substantive dialogue

### Type of conversations fostered

Father: That's awesome, go Andy!

Grandparent: well done Andy

Aunty: Whaaaaa hoooooo

Terry (teacher): Yeah he sure is brave eh

Mother: That's really cool! He is learning so many awesome things at [the centre] – thank-you!

Terry (teacher): Yes I am sure that Andy will go from strength to strength. Kia kaha!

Grandparent: Good skills little Man (ES.ind.5).

Grandparent: John, perhaps Daddy could take you fishing at the [City] pier when you come to stay with [Grandma] and Grandpa in January.

Mother: Yes he's been getting into 'fishing' quite a bit lately. Whenever we go to [the] park these days he will fashion himself a fishing rod out of a stick or piece of flax and we go fishing in the pond. Apparently I only catch small fish and he catches the big ones.

Terry (teacher): It's wonderful to hear how fishing has become a real interest for John. When I am outside next I'll be sure to set up a fishing activity.

Lisa (teacher): He's been really interested in 'Maui's magic jawbone'. We acted the Maui story out recently at mat time (story to come) and John has been using his own magic jawbone to do some fishing – just like Maui!

Terry (teacher): It's great to hear how John has been able to link his interest in fishing to this Maui myth (ES.ind.9).

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## Implications for teachers

- Another avenue for communication
- Awareness of parents preferred ways of communicating
- Effective online dialogue
- Ways to further develop relational trust

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What do we believe about young children and the ways that they learn and develop?

- What do we know about these children?
- What aspirations do we, along with their parents and whānau, have for them?
- What do they need to learn in order to realise these aspirations?
- As kaiako, what do we need to know and do to support this learning?
- What kind of environment do we need to provide to enable this learning?

Such questions provide a starting point for respectful dialogue with parents and whānau, in which diverse views are heard and acknowledged.