



Researching in an inclusive way when participants are very young children

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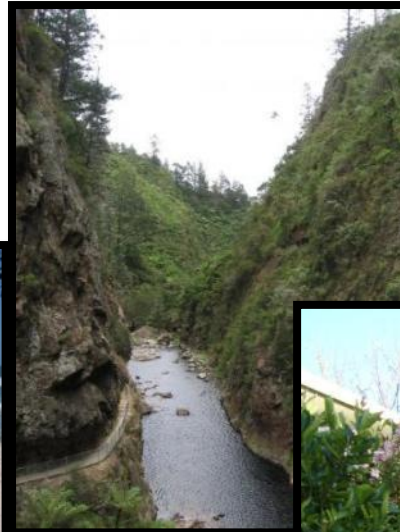


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**Ko Maungataniwha nga pae maunga
Ko Victoria te awa**



No Kaitaia ahau



Ke Waihi taku kainga



Ko Bruce Morpeth taku papa
Ko Evelyn Davies taku mama



Tokowha aku tamariki
Toku tekau mā toru aku
mokopuna



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Children's perspectives –why?



Four Principles (Greenfield 2017)

1. The child is competent and has the capacity to form his or her own views and the belief that children have ideas, feelings and opinions worth listening to (Dahlberg, Moss, & Pence, 1999)
2. Children as permission granters: ethical research practice require finding developmentally appropriate ways to obtain informed consent from young children (Hughes & Helling, 1991)
3. Inclusive Ethical Relationships: establishing and maintaining positive professional relationships with everyone in the research setting is crucial
4. Appropriate methodology and multi-methods: throughout the data-collection phase, the research procedures should not be too tightly constrained and alternative and expressive forms of knowing taken more seriously (Pascal & Betram, 2012).



THE OUTDOOR PLAYGROUND THROUGH CHILDREN'S EYES



Figure 3. Photo taken by the researcher during session 4

Research Report by:

Cheryl Greenfield

Photographs by: Austin, Bernadette, Jayde,

Nicholas and Tyla

2003

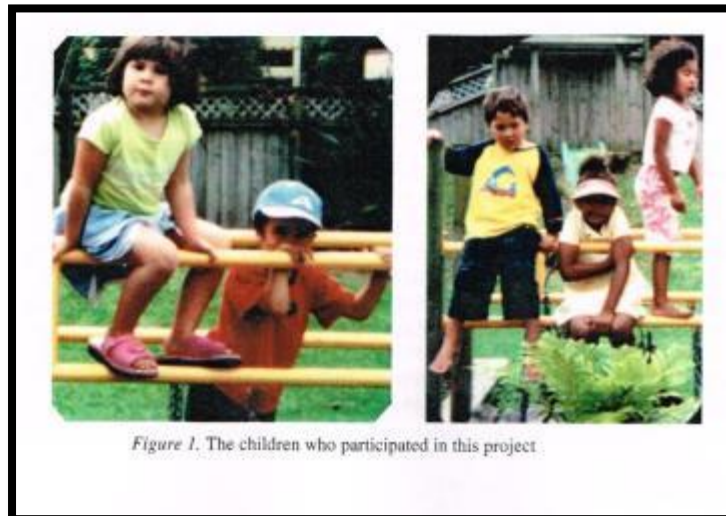


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Lessons learnt from initial pilot study

- Children can be permission granters
- Value of handing over the camera
- Importance of children's first names being used in relation to their photos
- Need to use a wider range of research tools that engage children
- Need to observe using traditional methods as well



Child consent form

Discuss your views on
gaining a child's consent

What are the benefits and
potential disadvantages?


Appendix 7

Massey University
COLLEGE OF EDUCATION
Te Kōwhiri o Te Mātāuranga

LEARNING AND TEACHING
Private Bag 11 222
Palmerston North
New Zealand
T 04 6 356 9000
F 04 6 281 3383
www.massey.ac.nz

Children's Consent Form to Participate in Research
(using child's real first name)

Title of Project: Young Children's Views On Being Outside at Their Early Childhood Centre



This consent form will be held for a period of five (5) years

Researcher: Cheryl Greenfield

My name is: _____

☐ Cheryl has talked to me about what we are going to do.

☐ I would like to take photos of the outdoor playground at my centre.

☐ I will let Cheryl take photos of me.

☐ I would like to share my ideas about the outside playground with Cheryl.

☐ Cheryl has told me that she will be showing the photos that I take to early childhood teachers and people interested in what I think about being outside

☐ I agree to Cheryl using my first name when showing my photos to others.

☐ I understand that my photos will be kept for a long time.

☐ I can say no if I don't want to talk to Cheryl or take photos.

Child's signature: _____

Multiple Roles

Sufficiently detached but needing to build trusting relationships with children, teachers and parents

Observer as 'participant' (Bryman, 2004)

- to be available to the children and become 'part of the furniture', so to speak

Active membership (Merriam, 2006)

- Taking on an increasingly active role in centre while maintaining distance

A 'reactive participant' (Corsaro & Miller, 1992) – entering the child's space and wait for their permission to join them or agreement to join you

Inclusive behaviour at all times



Inclusion



Wei-bin's photo of me interacting with non-participant children



RELATIONSHIPS

PRE

DURING

POST

PRIVILEGE /RESPONSIBILITY



Ethics

Bringing forth children's voices is indefensible if those voices merely serve to silence some, marginalise others, or reinforce unjust ways of becoming (MacNaughton, 2003, p.42).

- Explicit UNROC – informed approach – it is not for the child to prove his or her capacity to do so but for researcher to presume the child has the capacity to form his or her own views (UN,2009,para. 20)



Research Questions

- What are children's perspectives of their experiences in the outdoor setting of their early childhood centre?
 - What are children's views on the role of the teacher outside?
- What are teachers', parents' and the centre owner's perspectives on outdoor experiences for children and its provision at the centre?



Research Methods/tools used

Mosaic approach (Clark and Moss, 2005)

– an holistic approach to gathering data and analysing data and listening to children

- *multi-method*
- *participatory*
- *adaptable*
- *focused on children's lived experiences*
- *embedded into practice*



- The Mosaic Approach relies on children being given the time and opportunity to express themselves in different ways.
- This acknowledges the ‘Hundred Languages’ (Edwards, Gandini & Foreman, 1988) that children may use to explore their experiences.
- This includes giving the child the space to take the lead, or role reversal, in the research.
- As Langstead (1994 cited in Clark & Moss, 2005, p. 83) describes it is about re-establishing children as “experts in their own lives”.
- The Mosaic Approach comprised originally of two stages.
 - Stage one is the gathering of the data, and the second stage the piecing together of the information for discussion, interpretation and reflection with participants.
 - A third stage was added in Clark and Moss (2005) where findings were used for decision making and action.
- So this approach informs all stages of the research process, including the analysis.



Research Tools used with children

- *Observation –planned and spontaneous, photographic and written*
- *Conversations*
- *Cameras /Photo novella*
- *Photo elicitation*
- *Collaborative Drawing*
- *Touring*
- *Book making*



Photography – Photo Novella

- (1) as ‘aides memoires’ in the course of fieldwork
 - (2) as sources of data in their own right
 - (3) as prompts for discussion by research participants
- (Altrichter, Posch, & Somekh, 1993; Kervin et al., 2006)

However, in hindsight, the strategy Hart (1979) used of asking the children to order their photos from most favourite to least, may well have been a more effective strategy to promote discussion.





Taken by Alexia



Taken by Sam



Taken by Krissy

Taken by Krissy aged 3



Taken by Eilish aged 3



Taken by Paloma aged 4



Alexia's photo of the mouse



Hamish's photos of the birds



Photographing friends and researcher taking photos



Jack's photo



Joshua K's photos



Wei-bin's photo



Taran's photo



Handing over my own digital camera



Sam's photo



Alexia's photo



Photo Elicitation

- A method of interviewing which worked much more effectively than expected, as found by Clark and Moss (2005), Warming (2005) and Wiltz and Klein (2001).



A few of the pictures used



Touring

The physical nature of walking was in line with what other researchers had found, that children like to go to the places they are talking about (Clark & Moss, 2001; 2005; Dockett & Perry, 2003).

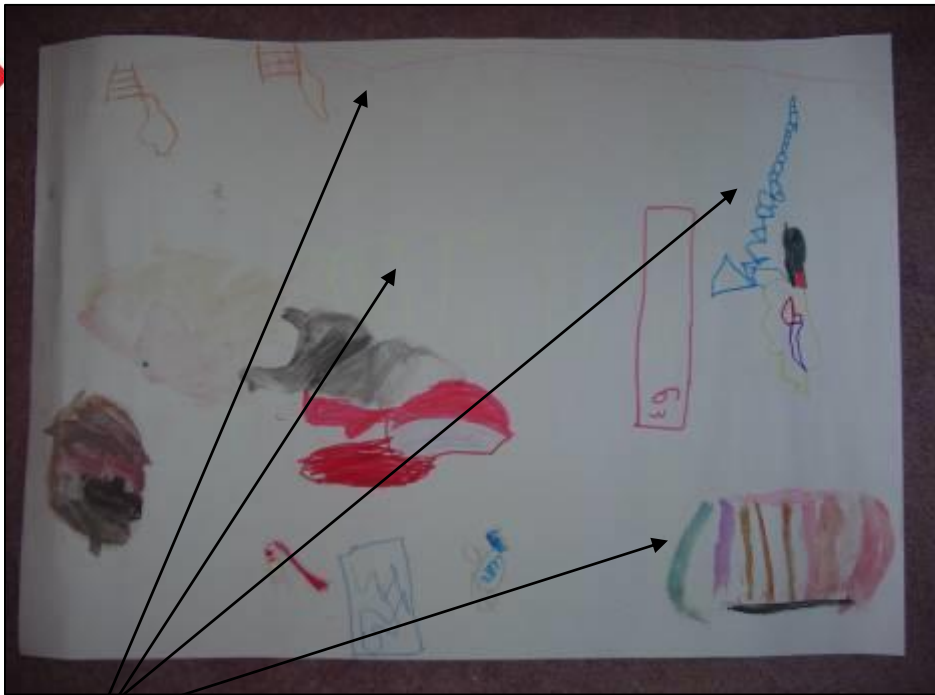


Drawing

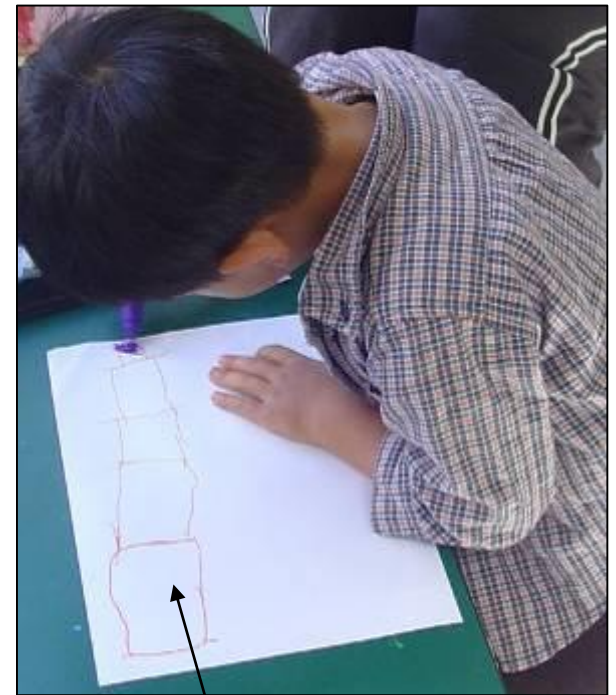


Other researchers, such as Clark (2005) and Dockett and Perry (2003), have also found there is more to gain from listening to young children's talk during the drawing process rather than afterwards.

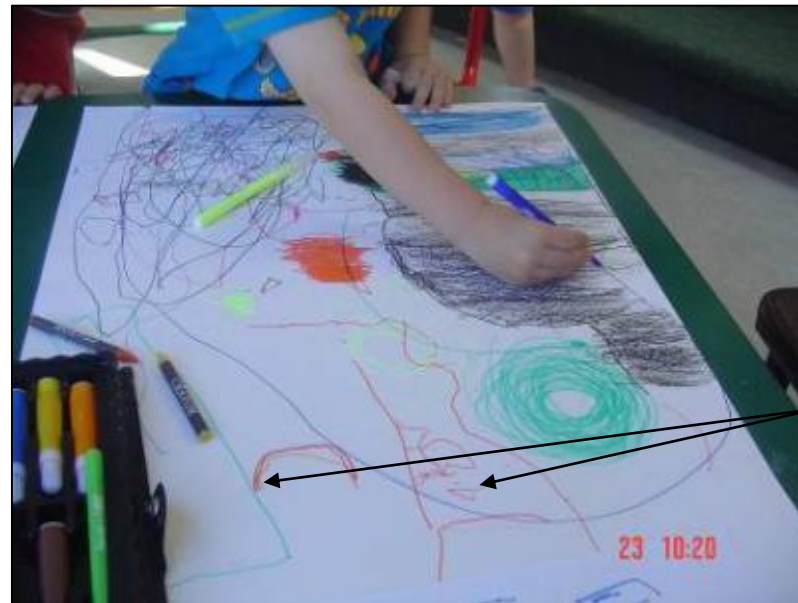




Monkey bars



Drawing



Monkey bars



Child conferencing/conversations

- Tell me about the places outside you like the best
- Tell me about the parts of the outdoors you do not like
- Why do you like to go outside?
- Tell me about your most favourite place outside.
- What would you like to see changed or added to the outdoor space?
- Tell me about what teachers do outside.
- What do you think teachers should do outside?



Children's voices

(Greenfield, 2007)

- When asked why they like being outside:
- Jack: ***“Swinging on monkey bars, jumping on the tramp. Can do jumping, carpentry and run”***
- Alexia: ***“I like playing with the water and the sandpit and on the monkey bars”***
- Hamish: ***“ Like going down (the slide)”***
- Mikayla: ***“To play, do running, playing tigger and winnie the pooh”***
- Sam: ***“ just cause I do...being with friends being able to run”.***



- **‘Playing’** was definitely synonymous with being outside
- There had to be playground **“so we can play”**
- Mikayla said “if...we don’t have anything to play on, and we wont see anything outside, no people, nothing”
- Jack strongly stated that the centre had a playground **“because children like to play”**



What do teachers do outside	What should teachers do outside?	Themes
<p>“Look after the kids” (Sam)</p> <p>“They help you if you are crying and they save you” (Alexia)</p> <p>"Watch us... and they help you if you are crying and they save you" (Jack)</p> <p>“When someone cries the teacher asks them what someone has done" (Sam)</p>	<p>"Um play monsters, X plays monsters with us" (Sam)</p> <p>Play on the monkey bars"(Krissy)</p> <p>"I think that they should play match number games and inside too. Play games on the seats (Jack)</p> <p>"Play the monster game, and play jail (Alexia)</p>	<p>Teachers</p> <p>look after us</p> <p>Teachers</p> <p>should play</p> <p>with us</p>



Researcher's Observation Tools

- Planned observations – time sampling, running records
- Spontaneous observations – photo essays, photographs
- Audio recording
- Research journal
- Parent journals/focus groups
- Book making





1 9:49



1.12.05
 Krissy
 rearranging
 the
 obstacle course with
 Alexia's help

Paloma's photos



Paloma's mum: Paloma is obsessed with the monkey bars. When we go to the park she just wants to do harder and harder monkey bars. She tries the swing ones and goes backwards on them. She doesn't do much else... she just enjoys it. (Parent journal entry)









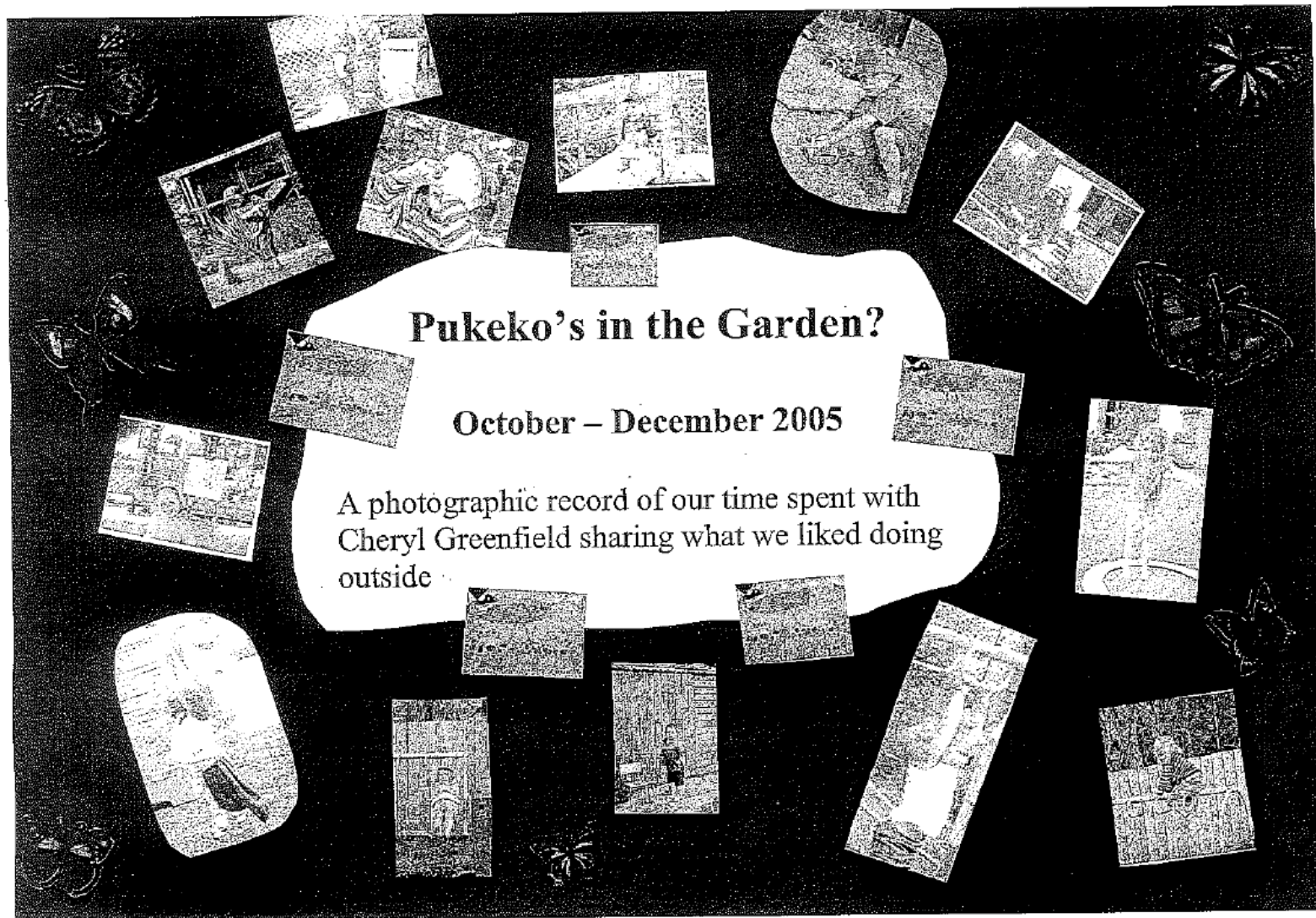
**Wei-Bin: I like the monkey
bars...
go along, ddddddd**



Joshua Mc – “Everybody put your raincoats on”



Disengaging: Bringing closure through bookmaking



Analysis

- Inductive analysis which involved discovering patterns, themes and categories within the data and creating multiple mosaics, the findings emerged (Bryman, 2004; Patton, 2002), thereby creating a summary mosaic of preferences



<p>Themes that emerged from children's perspectives on being outside and my observations (taken from 4. 4).</p> <ul style="list-style-type: none"> • Outside was where they played and could be: • Be physically active challenged, and learn new skills • Transport and rearrange • Play chasing games, imagine and hide away from adult gaze • Explore and experience nature, and the natural, aesthetic and wider world 	<p>Themes that emerged from adults' perspectives on being outside (taken from 5.3). Children have more opportunities for :</p> <p>Vigorous and more complex active movement</p> <p>Moving things around</p> <p>Playing games and exploring alone or with friend</p> <p>Experiencing nature and the natural and wider world</p> <p>Hiding</p> <p>Being healthier (psychologically and physically)</p> <p>Learning, risk taking, problem solving, using imagination and creativity</p>	<p>Categories of significant and unique aspects that the outdoor setting provided (merging of children's and adult's perspectives).</p> <p>'Elements of ' for:</p> <p>Health and holistic development</p> <p>Playing, learning, imagining</p> <p>Vigorous active movement and developing physical skill</p> <p>Rearranging and transporting</p> <p>Exploring and experiencing nature, and the natural, aesthetic and wider world</p>
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What changes or additions to the environment did the children/parents/teachers suggest ?

- All mentioned:
 - Swings
 - Climbing trees
- Teachers and children
 - Something wobbly requiring balance
- Parents and children
 - More balls
- Children also mentioned: Crawly tunnel, toilet, bubble lasers, zoom slide, more boxes
- Parents also wanted: skipping ropes and more walks



Mosaics

- Allows researcher to relook at the data from different view points
 - Individual child
 - Overall key themes from across the children
 - Specific areas of the outdoors

Greenfield, C. (2011). Reflection on research process and tools: Effectiveness, highlights and challenges in using the Mosaic Approach. *Australasian Journal of Early Childhood*, 36 (3),8p,1chart ISSN: 18369391

Greenfield, C. (2017). Researching in an inclusive way when participants are very young children. In M., Wong (Ed). *Rethinking research with practice-multiple perspectives for early years education* (Chapter 2). Auckland, New Zealand: Manukau Institute of Technology.

<https://indd.adobe.com/view/fb942b3f-df5c-4e42-8bef-db93d99f0e5d>



- The Mosaic Approach provides an effective, flexible and authentic methodology.
- By adapting and adding to the methods used by Clark and Moss (2001; 2005), I was able to further explore other research tools that were empowering for participants and provided various ways for them to share their views.
- The use of multiple tools resulted in data which significantly increased the trustworthiness and authenticity of the research findings.



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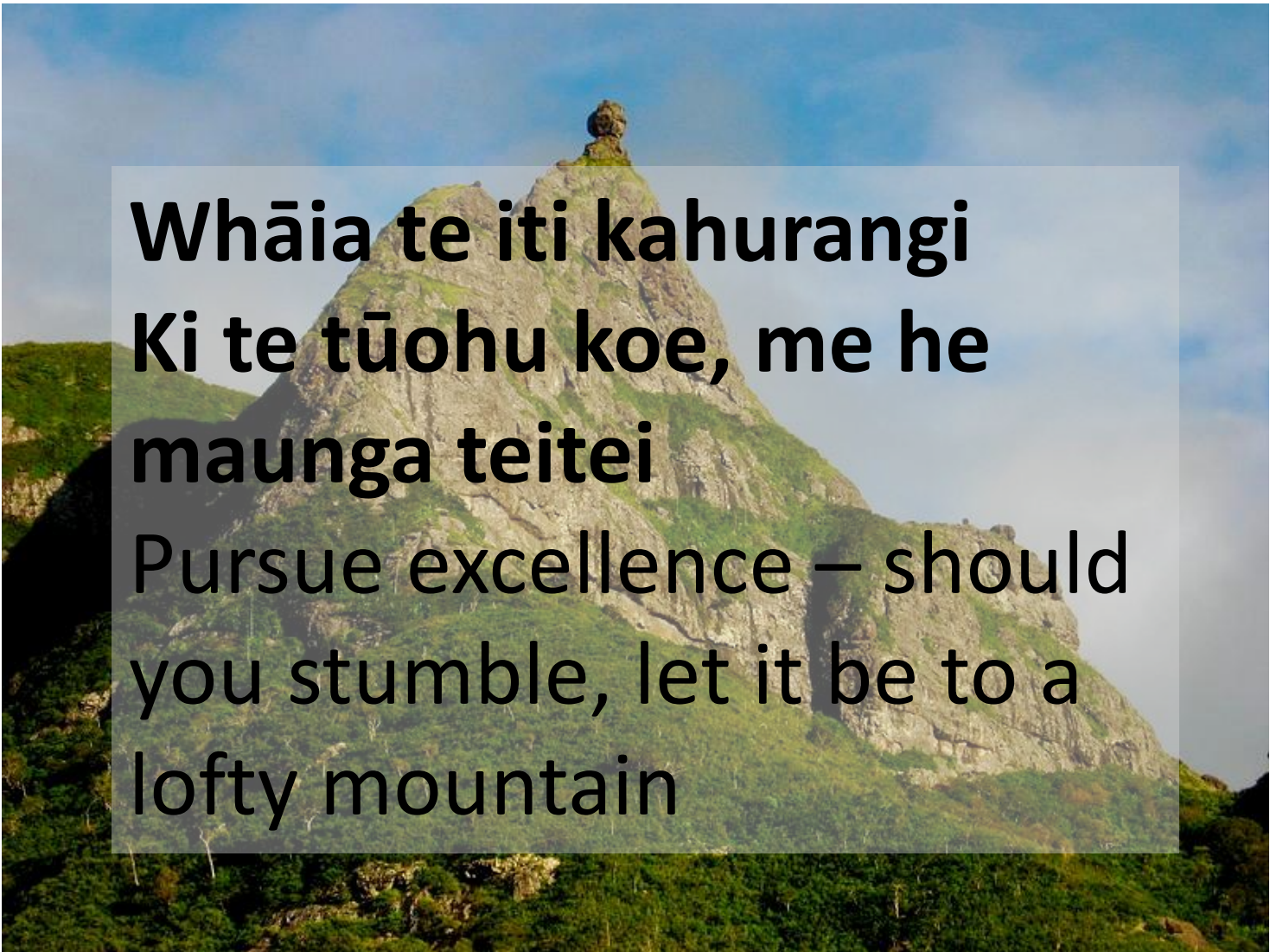


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**Whāia te iti kahurangi
Ki te tūohu koe, me he
maunga teitei
Pursue excellence – should
you stumble, let it be to a
lofty mountain**

