References


Appendix A: Research instruments

Video recordings of curriculum events

Video recordings were made of a sample of curriculum events where multimodal literacies were evident, as follows:

- two half days (sessions) of videoing at the start of the project to gather baseline data
- half a day videoing for each case study child (three days) at the start of the case study
- further videoing at intervals throughout (intervals to be determined within the action research process) both generally and in respect to the case study children.

Maggie Haggerty and teachers made the recordings. The group was led by Maggie who is practised in video recording.

The video recordings and stills from the videos were used to revisit, analyse, and discuss curriculum events associated with multimodal literacies.

Case study parent/whānau interview (baseline)

Teacher asked parents/whānau to look through their child’s portfolio and video clips before the interview.

*Interviewer to note that there are no right or wrong answers. The focus of the questions is on the child as a communicator. By this we mean, your child expressing him/herself not just verbally, but also nonverbally, e.g. through dance, art, construction.*

*Interviewer to say to parents/whānau that if they wish to make any of their responses confidential to the research associates, they can do this.*

Portfolio

1. Please show me the material in the portfolio that was especially interesting and useful to you.
2. How did you use it?
3. What did you like about it?
4. And what about your child as a communicator, what did it tell you?
5. What were the messages the portfolio gave you about your child and her/his learning?
6. Did the portfolio confirm your existing views, or did you see something new?
Now let’s talk about the video.

7. What did you find in the video that was especially interesting in relation to your child as a communicator?
8. What did you like about this?
9. And what about your child as a communicator, what did it tell you?
10. What were the messages the video gave you about your child and her/his learning?
11. Did these video clips confirm your existing views, or did you see something new?

General

12. What do you see as your child’s strengths as a communicator?
13. What do you see as your family strengths in communication?
14. What forms of communication do you value as a family?
15. What do you do to foster these in your family?
16. In terms of the teachers and what is provided at Wadestown Kindergarten, what things really help your child’s different kinds of communication? (These may be things the teachers do, equipment and resources, other children, and may be different for different kinds of communication.)
17. Do you see any tensions or differences between the sorts of things you value and foster at home and what is emphasised at kindergarten?
18. What do you think it means to be a competent communicator at this age?
19. What do you think a kindergarten would be doing if it was supporting communication?
20. Do you have any suggestions about anything Wadestown Kindergarten could do more of or do differently, to foster communication better?

Teachers’ interview (baseline)

1. What does being a competent, multiliterate communicator look like at Wadestown Kindergarten?
   a. What does this mean for children?
   b. What does this mean for you as teachers?
   c. What does this mean for the wider community?
   d. Looking forward, what do you envisage being a multiliterate communicator will mean for children when they are adults?
2. What strategies are you currently using to:
   a. build multiple literacies?
   b. use multiple literacies to build community?
3. Why do you think these approaches are valuable?
4. What evidence do you have so far that these approaches are beneficial for children and their learning/communicative competencies?
5. How did your interest in multiple literacies begin? (Prompts: What concepts and theories helped you progress your thinking? What helped develop your practice?)
6. What changes have you made to your philosophy and teaching practices through following this interest?

7. What are your current teaching and learning strengths in relation to multiple literacies and building community?

8. What are your challenges and constraints in relation to multiple literacies and building community?
   a. How could you address these through action research?

9. What are your aspirations for Wadestown Kindergarten and community through the COI project?

**Research associates and senior teacher interview (baseline)**

1. What is the potential of multiple literacies:
   a. in early childhood settings?
   b. in a school setting?
   c. in adulthood?

2. Looking at the practices and environment at Wadestown Kindergarten, what are your initial impressions of the types and levels of multiliterate communication?

3. What are the challenges and constraints to developing multiliterate communicative competence at Wadestown Kindergarten?
   a. How could these be addressed through action research?

4. How do you see your role as professional development facilitators throughout the COI project?

5. What concepts, theories, and experiences influenced:
   a. your thinking about multiple literacies?
   b. your practice in relation to multiple literacies?

**Case study children’s perspective (baseline)**

Different ways to find out case study children’s views were used. Multiple literacies are community building. Camera is a visual literacy tool and is a tool for children gaining ICT competency. It could be a way of capturing concepts about multiple literacies.

The child’s portfolio and video clips of the child are reference points.

Child to show researcher their favourite bit/s from each.

Researcher also to make comments about things that are related to multiple literacies that come through strongly, e.g. dancing, singing.

Ask child:

1. So what was happening here?
2. How does doing “x” make you feel?
3. How could I learn how to do that? Show me how to do “x”.
4. What do you know about “x”?
5. Do you do “x” at home?
6. Who else do you know at kindergarten who likes doing “x”?
7. Do you do “x” with them?

Parent and whānau focus group questions (baseline)

1. Thinking about these video clips and your own children, what does being a competent, multiliterate communicator mean at ages three and four?
2. What are your aspirations for your child to be a multiliterate communicator as a three- and four-year-old? (Each person to answer in turn.)
3. What are your aspirations for your child to be a multiliterate communicator as an adult? (Each person to answer in turn.)
4. How do you think a kindergarten might best support these multiple ways of communicating or multiple literacies?
5. Do you have any suggestions about anything this kindergarten could do more of or do differently to foster communication better?
Orthodox print-based literacies

Literacies on and beyond the border
How do we define the border? What does and doesn’t count as evidence of a literacy? Do/how do literacies and interests differ? Do/how do they overlap? What examples would you position on or beyond the border?

Nontraditional literacies
connections to traditional notions of literacy range from relatively close, through to substantively different; place in literacy discourse is contested to varying degrees, in various quarters.

Would/how would you site…

Identifying multiple literacies:
What “counts” and why? What doesn’t and why not?
Parents/whānau were given their child’s portfolio and a recent video before the interview. They were asked to look through these and identify what was significant for them.

a) What were your impressions of:
   1) the video clips; and
   2) the portfolio. . . What did each tell you about your child that was significant to you?

b) What, if any, changes did you see in your child between:
   1) these video clips and the previous video clips; and
   2) the last time you talked to us about the portfolio and the portfolio as it is now?

c) What changes have you yourself noticed in your child since our last interview?

d) What do you see as your child’s particular strengths as a communicator? How have these changed over time?

e) What, if any, challenges do you think your child faces as a communicator? How have these changed over time?

f) How does your child’s strengths compare with the strengths of other siblings and family members?

g) How do you think your child’s strengths as a communicator came about?

h) Do you see these strengths as having been supported within the family, through, for example, particular activities or experiences? If yes, in what ways?

i) What aspects do you think were supported through your child’s kindergarten experiences?
   Probe: environment? teachers? other children?

j) In terms of your aspirations, what aspects would you like to see your child develop further?

k) Is there anything else you would like to add? Māori
Clowning Around!

Date: 8/2/08
By: Yvette

Today Jack we were painting our faces. Over the last few days you have really enjoyed wearing the clown dress-ups! It came as no surprise when you asked me to paint your face as a clown! What a great way to add to your costume Jack! I painted your face and everyone told you how great you looked! You were so proud!

Shortly after you asked me if you could send Mum and Dad a picture of your clown face! What a great idea! We took some photos and found Mum and Dad's email address. We downloaded the photos onto Yvette's computer and emailed the photos home! I wonder what Mum and Dad will say when they get the email? I wonder if they will email you back?

The Photos.......

This is the email you sent Jack:
From: o4-wadestown@paradise.net.nz
Date: 8 February 2008 10:31:44 AM
To: moyenrayre@paradise.net.nz
Subject: A picture from Jack!

To Mum and Dad

This is a picture of me painted like a clown with a dress up on with hair on the dress up too.
Love from Jack

Here we are Jack sending the email to Mum and Dad

Jack just loves dramatic play. This Clown costume has been a big hit lately. Jack accessed another way to explore is dramatic clown ideas today through using face-paint. Jack loves to celebrate his creative ideas and enjoys the support of his peers for this. He came up with the idea of emailing photos home showing an understanding of different modes of communication – especially through accessing technology. I wonder if your clown ideas will continue Jack? Let's continue our discussions
Appendix C: Jack’s portfolio: Finding out about clown
I must add Jack that each day you have come to Kindergarten (since the day we sent the email) you have asked to have your face painted like a clown!

13/2/08

Today Jack when you came to Kindergarten you said to me “I just need to practice being a clown again. I’ve been thinking about my costume”. As we talked you said to me “You know what I also need Yvette? A honker thing. I realised that clowns beep on their nose and it goes ‘honk honk’. I asked you if you have seen one of them and you said you couldn’t really remember but it could have been in one of your dreams! I said to you “I wonder how we could find out about clown costumes?” You replied with “Well the computer could tell us and well maybe we could just look it up on there!”.

The tricky thing was (no pun intended) that this was from a store in America! We tried to find something a little closer in NZ with no luck. We decided to keep looking. I suggested that you might like to make some of your costume items yourself!

You decided to carry on with researching clowns and we discovered some really interesting facts from some of the websites we visited. You asked to print out some of these things for your clown folder so we did!

You discovered Jack that the white face clown is the oldest clown in history! There wasn’t very good light in the theatres all the way back when clowning began, so the clowns painted their faces white so the audience could see them better!

You thought this was very interesting! You told lots of people throughout the day what you had discovered!