

#### CUMULATIVELY REPOSITIONING THE NZ KINDERGARTEN

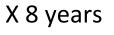
CUMULATIVELY REPOSITIONING THE NZ KINDERGARTEN		
German ->	Anglo -> Colonial	-> Antipodean
1870s	Infant School kindergarten	
1880s	free kindergarten	private kindergarten
19 <sup>th</sup> C	Kindergarten	School
1920s	Kindergarten	Truby King's Plunket
Postwar	Kindergarten	Playcentre
1970s	Preschool education	Childcare
1990s	Early childhood education	School
2000s	Teacher-led	Parent-led

**Private—corporate** 

**Community-based** 

**2010s** 

Working in teacher education X27 years!

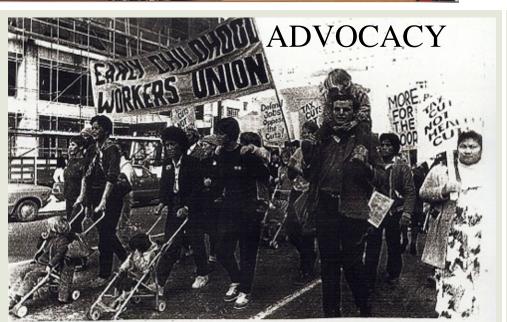








X 9 years

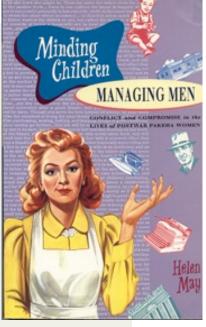


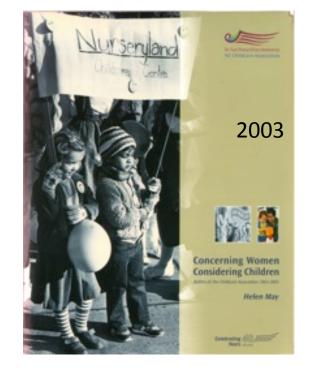


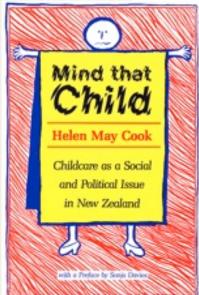
PRIMARY SCHOOL

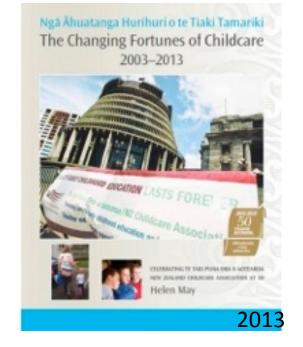
#### Understanding the politics of childcare



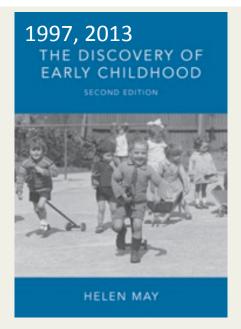


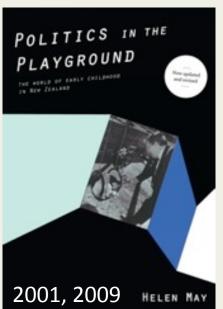


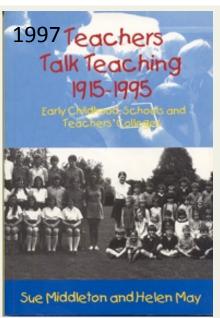


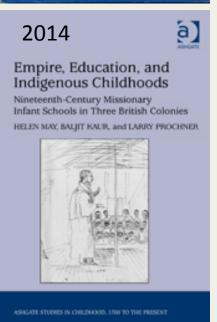


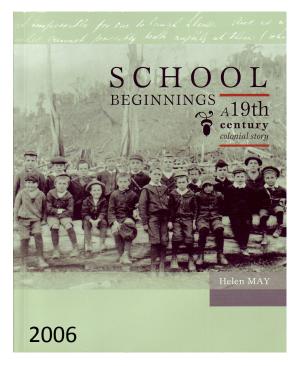
#### Connecting the stories of early education

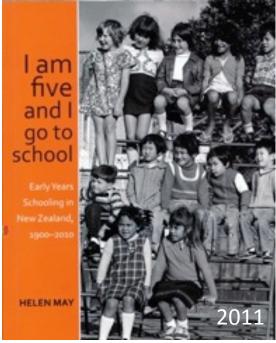
















### Themes of continuity and change

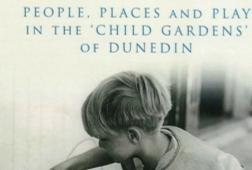


DUNEDIN KINDERGARTENS MANA MANAAKI PUAWAI O OTEPOTI 125 YEARS OLD

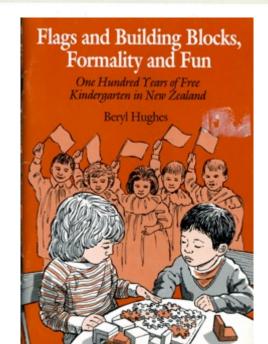
#### ABOUT THE AUTHOR

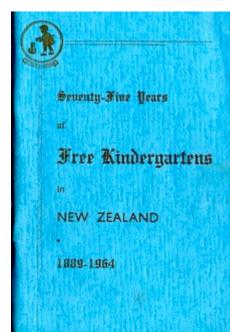
Helen May is a Professor of Education at the University of Otago. Since 1987 she has worked in early childhood teacher education in both colleges and universities. Helen became the first New Zealand Professor of Early Childhood Education in an appointment to Victoria University in 1995. Between 2006-2011 Helen was the foundation Dean of the University of Otago College of Education after the merger of the Dunedin College of Education into the University of Otago. Helen has written a number of books on the history and politics of early childhood education including: Discovery of Early Childhood (1997, 2013); Politics in the Playground (2001, 2009); Tam five and I go to School (2011); and The Changing Fortunes of Children (2013).

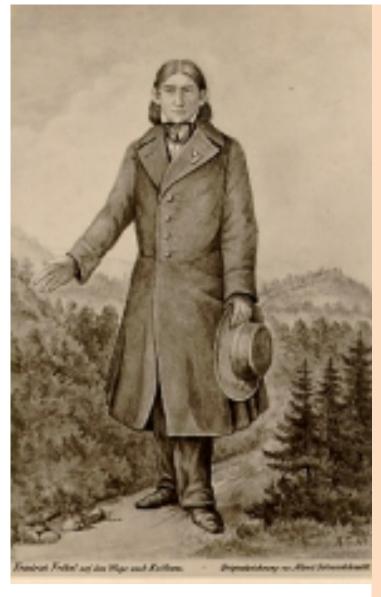








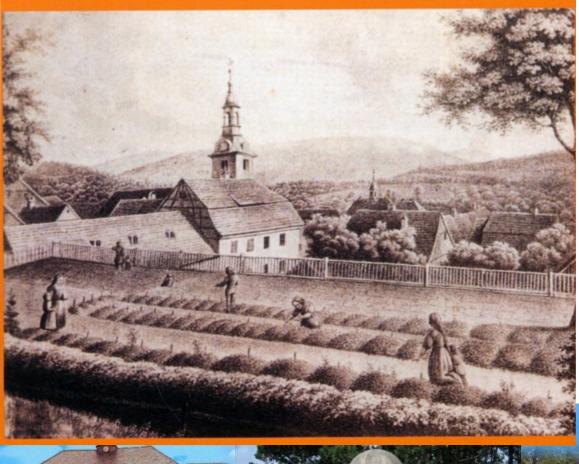




Visionary leader

- 1837: Opened institution at Blankenburg for children from ages 3-7 called 'child nurture and activity centre'
- 1840: Coined term 'kindergarten' as a place where the child's capacities could be 'cultivated, unfolded and ripened'
- Developed a curriculum of songs, movement, games, gardening and activities with blocks (gifts) and crafts (occupations)
- Valued and trained women as teachers

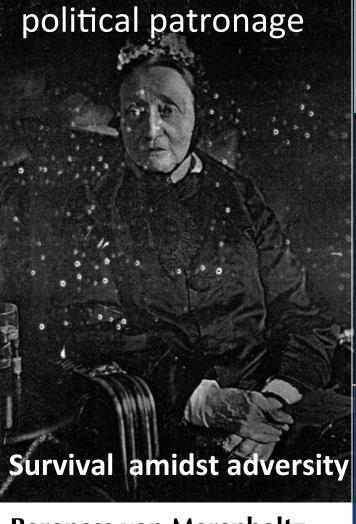
The first kindergarten with its gardens at Bad Blankenburg – now a museum





Town hall site for KG meeting

Site where Froebel coined



**Baroness von Marenholtz Bulow** 

Wealthy patron

Interceded unsuccessfully with Monarchy on behalf of Froebel

Prussian court closed all 49 kindergartens fearful of a popular uprising in the wake of the failed 1848 revolution

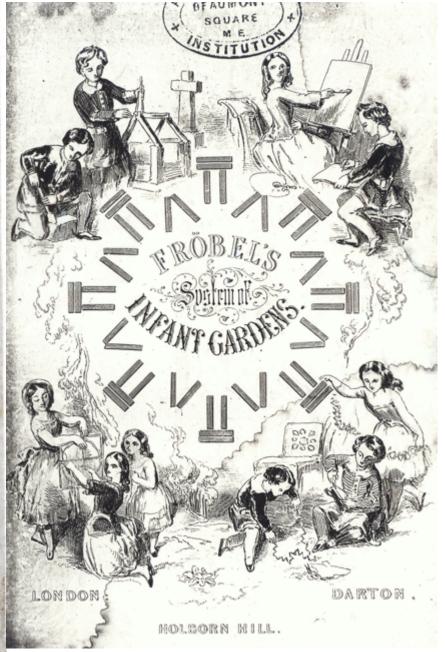
1852 Froebel died.
Sympathisers fled Germany and spread the idea. The Baroness traveled to France and Britain to demonstrate kindergarten activities



Die z. Z. noch lebenden ersten Schülerinnen Fröbels bei Begründung seines ersten Kindergartens in BLANKENBURG 1839

1903 reunion of kindergarten teachers at Bad Blankenburg from 1839





1855 Baroness Marenholtz Bulow (trans)

# 1855 Mm Bertha Ronge's Kindergarten London Froebel Gifts (blocks) and Occupations (Crafts)



# 1876 Philadelphia Exposition, US: demonstration kindergarten







Rachel Reynolds – First president of the DFKA

## 1889 Dunedin free kindergarten

Known as the **Devil's Half Acre** it was the worst slum in Dunedin, an over-crowded warren where whole families lived in a single room and for whom the adjacent alley was both bathroom and living room. Here too were opium dens, drinking parlours and houses of prostitution (Dempster, 1974).



Lavinia Kelsey



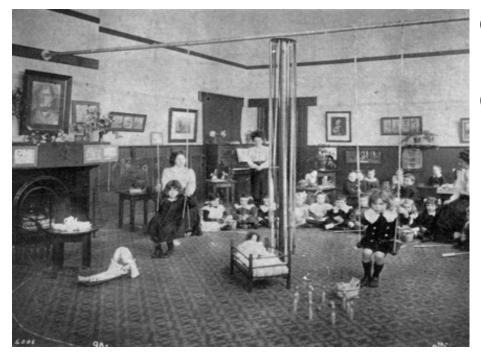
Walker Street area



Secretary of DFKA

Walker Street kindergarten children, 1895

### Becoming a British institution for settler children



George St Normal School Kindergarten Dunedin Training College 1910





Rachel Reynolds Kindergarten c. 1930s

## Early Kindergarten leaders

- Politically and socially well connected
- Economically successful colonial settlers
- Involvement in a wide range of philanthropic education and religious ventures
- Long term involvement
- Strong advocates of kindergarten pedagogy
- National and international travellers and communicators
- Understood the art of patronage, lobbying and raising money

## NZFKU-NZK 1913-2014 Creating a national kindergarten voice



HE NEW ZEALAND FREE KINDERGARTEN UNION CONFERENCE. WELLINGTON—1926.
Front Row—Fifth from left—Lady Sidey, O.B.E., President.
Front Row—Fourth from left—Mrs J. A. Hanan, Hon. Secretary.
Front Row—Second from left—Mrs A. Kidd (Auckland) President 1934-1941.



#### Miss Elizabeth Stewart Hamilton

Trained: 1930 – 31 Wellington London Institute of Education 1936-7

Director Pre-School Educational Centre. Dunedin 1941-1945 Principal DFKA 1946-1967



b. c.1912-13 d. 1995

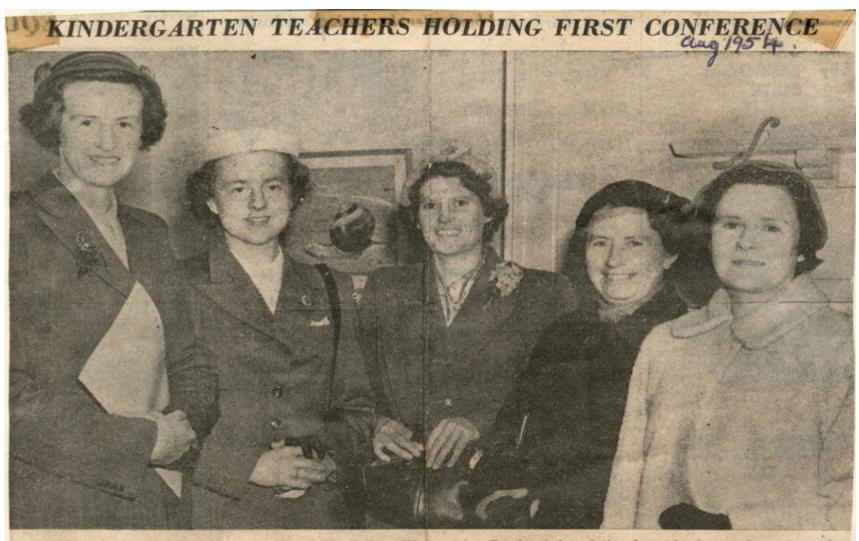
Pedagogical leadership of the kindergarten Principal



# National voice for teachers 'Looking forward in Pre-School Education.' 16 National Kindergarten Conference Duned



### Professional and 'political' voice for teachers



DELEGATES AND OFFICERS of the New Zealand Free Kinlergarten Teachers' Association from the four main centres who are in the city for their first annual conference. Left to right: Miss E. S. Hamilton (Dunedin), Dominion president; Miss E. Honkins (Auckland), Mrs B. Nicholls (Wellington), Miss E. Niller (Christchurch), and Miss J. Stewart (Dunedin).

#### Politics of protest by kindergarten teachers: 1980s-90s

abandonment



Politics of protest: Association, teachers, parents, children - 2010



#### The 'colonial' NZ kindergarten

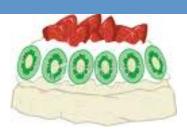
'Kindergarten arguably is as 'New Zealand' as 'kiwi fruit' 'pavlova' and busybee'

'Aotearoa /NZ kindergarten parents reflecting on kindergarten 2006-7' *The Open Education Journal*, 2009, 2 pp. 1-10)

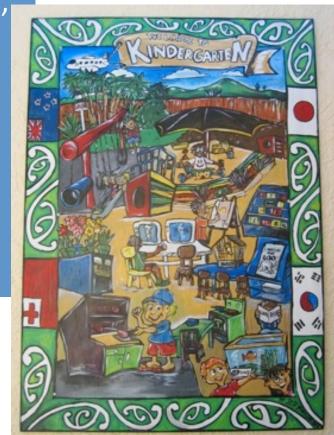
'Since the 1980s in NZ, the kindergarten service, once called the flagship' within early childhood education, has changed in reaction to the need for 'diversity' and' responsiveness' to communities and restructured government requirements'

'New Zealand Kindergartens: free or freely forgotten' *International Journal of Qualitative Studies in Education*, Vol.20, No.3, 2007, pp. 319-333.'

Professor
Judith Duncan







## Parents in kindergarten: a changing role to one of **agency** (yet embracing leadership)

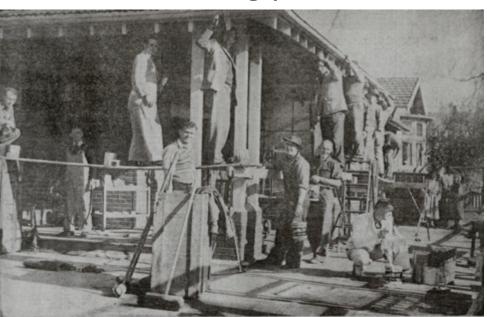


1908 New Years Day family kindergarten picnic, Dunedin



A mother in Kindergarten watches, assists, and learns.

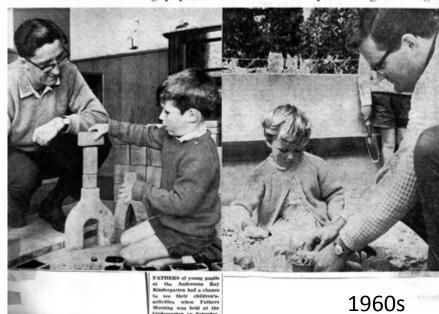
### 1950s: involving parents



A mother helper at afternoon Kindergarten. The children enjoy squeezing, pounding, and moulding the potters' clay.

Mes 19 1960

#### Fathers' morning popular at Andersons Bay Kindergarten

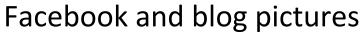




Fish and chip night for Matariki

**2010s** 

posters





Partnerships with parents Exploring parental agency

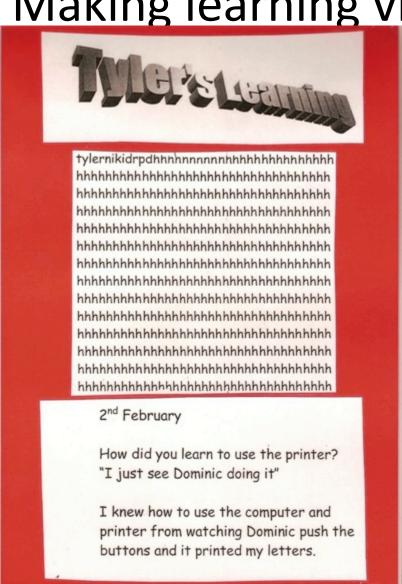


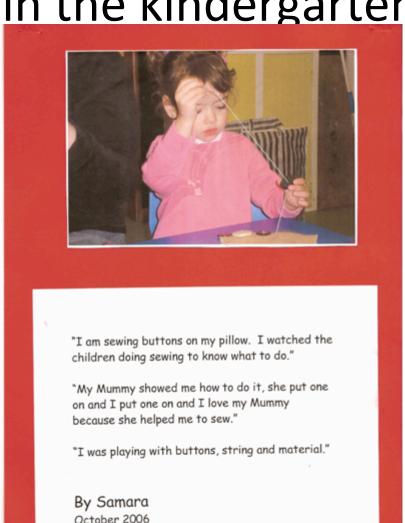
portfolios





# 'Empowering children to learn and grow' Making learning visible in the kindergarten





#### Wakari Kindergarten, Dunedin



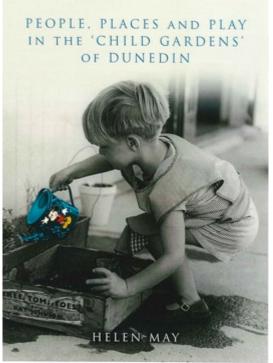
# Enduring metaphors of kindergarten practice 1. The child gardener











#### Education 2013

### Learning in a 'children's garden'

#### DUNEDIN KINDERGARTENS

KINDERGARTEN means "children's garden" and this is something Dunedin Kindergartens takes very seriously.

With 22 kindergartens across the Dunedin Kindergartens



Made in the shade ... St Kilda Kindergarten pupils (from left) Oliver Smith (4), Mollies Goldfinch (4), Lukas Ghidella (4) and Lena Griffith (4) chill out in the gazebo. PHOTO: THE STAR

the opportunity to visit this beau- music and movement. tiful wildlife haven.

means the children are always active and stay healthy. This supports a fundamental part of brain development, which enables children to learn formally when they transition to school.

On June 16, 2013, Dunedin Kindergartens will be holding its biennial "Little Day Out" at the Edgar Centre.

Each kindergarten will provide movement equipment to form a "challenge course" and there will be other activities involving

Indoor learning is just as import-The focus on outdoor learning ant, and the kindergartens' wellresourced facilities provide an array of equipment for children and teachers. A typical kindergarten has everything from paintbrushes. digital cameras, books and laptops to iPods, magnifying glasses, digital microscopes and drums.

All the teachers at Dunedin Kindergartens are fully trained professionals, providing the best care and teaching available.

To learn more about Dunedin Kindergartens visit www.dunedin kindergartens.org.nz.







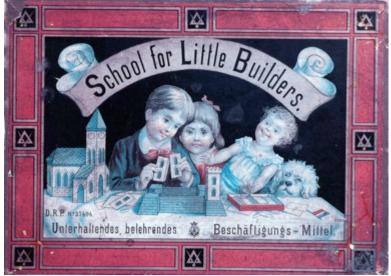
Recycling



Being in the outdoors

Measuring

## Metaphor of the Kindergarten block builder





FREE-BUILDING IN THE YOUNGEST CLASS.





A GAME WITH BLOCKS 17 ONE OF THE WELL-LIGHTED ROOMS AT THE RICHARD HUDSON MEMORIAL KINDERGARTEN

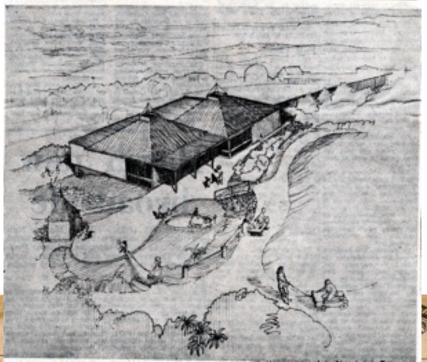


### Dunedin's new Kindergartens 1914-1920s



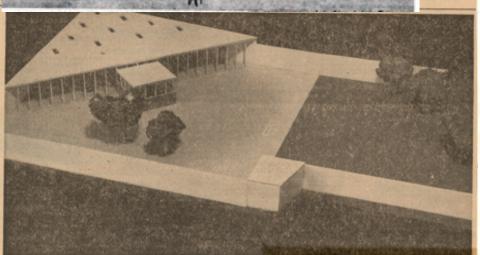






# New kindergarten buildings: 1950s-1960s





Kindergarten to Be Revolutionary

Tenders have recently been called for the erection of a revolutionary kindergarten for Corstorphine Free Kindergarien Committee.

REVOLUTIONARY in every aspect, this architect's model of the new
Corstorphine kindergarien
would delight the heart
of Pythagenss of rightangle triangle fanse. Tenders were called recently
for the building, which is
estimated to cost (5.55%)



Grants Braes Kindergarten



Andorson Bay Kindorgarten



St. Kilda Kindergarten.



Brockville Kindergarten

#### 2000-2010s: Rebuilding Kindergartens and child builders









# February 2014: 125<sup>th</sup> year project: Rebuilding the flagship Kindergarten







### A political event too: 25<sup>th</sup> Feb 2014 Prime Minister John Key opens the building



3. The shifting metaphor of the kindergarten's cultural stories: Movement, games, songs:





Children at Kindergarten in Dunedin in 1902. "Flag Drill to Music."

1902





**1930**s

**2010s** 

### 1920s-30s

### 1970s





Kindergarten games and musid















Movement, games, songs, rhyme: 2010s

#### 4. Metaphor of the technological arts: 'Occupations'

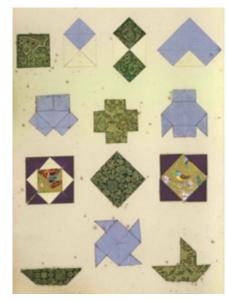


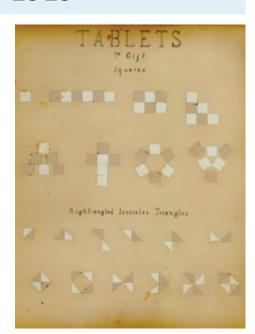
Hand-eye co-ordination

Paper folding
High St Kindergarten
1906

Paper chains R.S. Reynolds Kindergarten 1919









### 'Occupations'

1950s

1920s





1940s



Weaving 1970s







### Occupations' 2010s



















# Thoughts concerning some enduring metaphors of practice around:

#### The kindergarten child and society

- Gardening [Caring and nurturing]
- Building [Contribution and construction]
- Culture [Participation and belonging]
- Technology [Creativity and exploration]

## Thoughts concerning the enduring elements of leadership and agency within

#### The institution of kindergarten and society

- Professional
- Political
- People
- Partnerships