



An action research report prepared for

ECE ICT PL Programme

Early Childhood Education Information
Communications Technologies Professional
Learning Programme.

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We would also like to thank our parents and children who have supported us in all our work.

A great thanks to all the teachers for the time and effort they have all put into our research and their own professional development.

Executive Summary

The A'oga Fa'a Samoa is a Samoan immersion centre based in Central Auckland on site of Richmond Road Primary School. It is licensed for 50 children, 16 of which can be under two years of age. The A'oga Fa'a Samoa has two buildings linked by a cover-way, with a staff room, office and teachers work space upstairs. At the start of the project the centre was already using ICT for documenting children's work, taking digital photos, using an overhead projector and had a video camera.

Some of the teachers were much further ahead in their working knowledge of computers and other technological programmes and apparatus so it was hoped through this research to build all the staff's capacity. Being a Samoan centre it is very hard to find resources in Samoan and this was an area we were hoping to develop more fully.

The aim of the ICT research at the A'oga Fa'a Samoa was to investigate how we could build knowledge and resources at the centre so that both the staff and the children would be able to develop and build on these new initiatives. A related intention was to develop learning resources using Samoan language for teachers, children and parents to use. The ICT project focused on the following research question; "How can teachers at the A'oga Fa'a Samoa support children's Samoan language, interests and learning through ICT?"

An important aspect of the ICT work for the teachers is the opportunity to share their research with other early childhood teachers, especially PASIFIKA teachers. This has been done through the opportunities given at Conferences such as Te Tari Puna Ora o Aotearoa / NZCA, and SAASIA. Teachers have also presented their ICT work at seminars in South & West Auckland to Samoan early childhood teachers from these areas. This was received with great excitement and enthusiasm from these groups who hopefully will be also inspired to begin their ICT journeys. "

"

Introduction

'Childcare can have enormous implications for the identity development of the children of families whose culture is different from the dominant culture. How do children become competent in their own culture if they are immersed in someone else's? How do they develop an identity that keeps them rooted in their culture and firmly attached to their family? These are important issues of equity and social justice. Only when professionals understand culturally sensitive care and are in close communication with families can they know how to work toward positive outcomes for children's identity, sense of belonging, and cultural competence.' [Janet Gonzalez- Mena 2001].

The A'oga Fa'a Samoa was set up in answer to the questions raised in this statement. It was set up so that families could feel secure in the knowledge that their culture was being valued, that children could speak the language of the home and that families could belong and be part of the important stages of their children's learning and development in a totally empowering way. Being able to continue learning language is important for children to sustain the language, thus the transition into the bi-lingual Samoan unit in Richmond Road Primary school is an important continuation and benefit of learning at the A'oga.

The philosophy of the centre is to:

- Promote Samoan Language and culture, so nurturing the positive identity of the children.
- Employ trained educators and encourage further training so that quality care and education is provided.
- Encourage a family atmosphere for parents and children so children feel secure and loved.
- Emphasise enjoyment of learning through the medium of Samoan language.

Teachers at the A'oga Fa'a Samoa speak only Samoan to the children while they are at the centre.

Teachers are encouraged to put theory into practice in their work with children so the study of bilingual education and the cognitive and linguistic abilities of children has been encouraged. One teacher now has a higher diploma in bilingual education and three more teachers are completing their papers.

Parent evenings have been held and information sheets have been given out to parents on the benefits of children having two languages. This has been important for parents to understand the long-term benefits of continued language, so that when children go on into the bi-lingual programme in the Primary school they are knowledgeable in the processes for children.

Attachment theories put into practice through movement of staff with children from entry until departure.

Teachers as primary caregivers are able to build up long term relationships with both the child and the families of the child which assists in being able to develop close understanding of development, teaching and learning, language, family link and trust. Teachers move through the centre with the children in the group of children they are assigned to. Babies starting begin during school holidays when the number of children attending is lower. This allows children to settle when it is not so busy and teachers have more of an opportunity to bond with the child and get to know the family. As the child grows and develops the staff member will stay with the child moving with them through the centre until the time of enrolment to when they move in to the Primary School. When the group has moved in to the Primary School the staff member then becomes a floater between the older groups and the baby area. When the next intake of babies happens the floater then picks up a new group to begin the cycle again.

Use of heuristic play enabling discovery, choice, and concentration on which teachers are able to base their observations and planning (Taouma, Podmore 2006).

The A'oga uses many philosophies in working with children. The approaches of Magda Gerba are used in the Infant and Toddler area as her way of respecting children fits nicely with the Samoan belief of "respect- fa'aloalo" which is a part of Fa'a Samoa. The use of natural materials, light and shade is used in the Reggio Emilia centres and has been incorporated into the A'oga a Fa'a Samoa as this fits in with the Samoan view of the natural world. This leads on to using heuristic play as a way of observing children as they discover, choose and manipulate natural objects. Heuristic play is a part of the programme for infants and toddlers and is planned for each week.

Strong interactive relationships between teachers and children.

“Children are well settled and a very strong sense of belonging is evident. They enjoy positive relationships with other children, their primary caregiver and other teachers. Children are inclusive and friendly toward others and quietly support and help each other in their play. Teachers instill a sense of fun into the programme and ably assist children to understand and resolve any problems that occur. Parents and families are very happy with the education and care their child receives at the centre and many assist with management tasks or contribute to research and self-review”
(A'oga Fa'a Samoa - ERO Review 2007)

Through the long term care and education from babies to school age, teachers and children are able to develop this close bond. This bond also is built up within the groups that have been together for this long period of time. The teacher and the families become closely tied and a trust is able to develop and grow.

Close links with parents through children's documentation in portfolios, management group, parent educational evenings.

Parents make up the management group at the A'oga and make a full time commitment to ensuring that the policies and budget will assist staff in accessing professional development to enhance their learning and in turn that of the children. Regular parent evening are held with management, staff and parents where parents have the opportunity to discuss the work at the centre with teachers. This is also a time where portfolios can be discussed and the parent voice added. Portfolios are available at the centre for both the children and the families to read and to take part in.

Role modeling and mentoring for other Pasifika language groups, through students, centre visits, workshops at Pasifika Conferences.

As the A'oga Fa'a Samoa was the first Licensed Pasifika Centre, established since 1984, it has led the way in supporting and mentoring other Pasifika Centres. The A'oga has always welcomed other centres and Pacific staff to visit and to observe the learning and development practices that operate at the centre. The management committee took part in a Ministry of Education contract with Radio Samoa to discuss issues on Early Childhood Education. The teachers and management were interviewed over radio each week on different aspects of running a centre, health and education of pre school children and on governance and management.

The A'oga Fa'a Samoa was previously a Centre of Innovation and through this has been sharing their research and work through Conferences, seminars and workshops. A web site (www.aogafaasamoa.school.nz) has been developed where papers and presentations are available to view.

ICT at A'oga

Teachers at A'oga Fa'a Samoa fully support the Ministry of Education's strategic plan and its move to launch a framework for ICT in early childhood education. The A'oga would agree with the statement in "Foundations For Discovery" where a quote from a consultant says:

"ICT should be seen as a tool that is used in conjunction with many others to empower children to learn and grow. It will not replace the existing mechanisms of learning, such as books and the outdoor environment." (Foundations for Discovery, pg 2).

Teachers realise that the use of ICT can enhance children's learning and have incorporated it in to their curriculum work with children. Digital photos enhance portfolios and can be used to make books recording the text in Samoan language, which can then be used in the library corner by children, parents and teachers. This helps reflect on prior experiences, and supports language and literacy learning.

Using the computer suite for the older children enables them to familiarize with how a computer operates, turning on, using the mouse and signing off. The computer programmes chosen help reinforce the mathematical knowledge for their numeracy work. The progression of literacy skills is also seen through children writing their names, copying stories for their portfolios and in labeling items in the centre. The children enjoy sharing their photos and stories with their families and will often revisit images to discuss further the learning that occurred.

Children are able to take part in sending out information to parents through the use of the fax and photocopier at the centre. They can also photocopy their story for the notice board. The children using shapes to study light and shadows use the overhead projector; this is part of the 'Reggio Emilia' learning approach that has been integrated in to the A'oga along with ICT. Music is also an important part of the A'oga Fa'a Samoa and so recording of the children's songs for parents to share and children to enjoy has been captured on both a DVD and a CD. The stereo is used for listening and dancing to Samoan music.

Recording projects, events, and trips, on the video has been a way to share with families the learning-taking place. This is an important tool for staff in reflecting on both their practices but also that of the children. Video recordings of event share set up on computers for parents to view with their children at the centre. Teachers been on TRCC courses in using ICT for documentation and have taken papers for their higher teaching diplomas in ICT. Some are more confident than others in their use of ICT. However, all eleven teachers use ICT in some way.

Purpose of the research

ICT is a new area of curriculum but is probably the fastest growing area for children. It is important that Samoan children are able to access, understand and use ICT equipment to enhance their learning. It is also important that Samoan language be maintained through these mediums and teachers must be able to use it as well as verbalise with children.

The making of resources such as books using Samoan language will be an important part of the initiative; these will be able to be shared with the children's families as well as with other Samoan centres.

ICT can also be used as a way of bringing children's home culture and experiences into the early childhood education centre. For example, Whalley et al. (2001) describe a UK early childhood centre where parents were able to borrow the centre's video camera to film children's experiences in the home. These could then be viewed and discussed between parents and early childhood educators, as a way of supporting parents' involvement in their children's learning (Bolstad, 2004).

Why is it important to use ICT in creating Samoan language resources?

There are limited Samoan language resources in all areas of education creating these resources will allow families to access Samoan literature to increase their Samoan language. By using ICT in the centre we are supporting children in the technological world they are living in.

Our Key Objectives for the ECE ICT PL Programme were identified as:

- All staff to be competent in the use of video recording, digital cameras and the use of the computer.
- Staff and children to gain information on the making of books.
- Children to be able to compile a book using digital photos or video clips, computer, laminator, and book binder.
- Samoan language to be extended through the literacy of the Samoan stories.

Methodology

Action Research Question

“How can we support children’s Samoan language, interest and learning through ICT?”

Action plan

- Meet as a team.
- Discuss the action research process – question, data gathering, analysis, further action.
- How is the data to be gathered? Who collects it, when does it get analysed?
- Develop a spiral action research plan.
- Discuss tools to be used – learning stories, photos, parent’s surveys and stories, digital photos, video recordings.

Gathering evidence

- The team developed an ICT folder where data can be stored has been set up in the staff room for teacher to regularly contribute to.
- Learning stories that have been written around the use of ICT are to be photocopied and placed in the folder for analysis.
- The “tala fou” daily newspaper for parents will record events of the day using digital photographs.
- The laptops will be used to import photos and slide shows set up at the end of the day for staff and parents to view.
- Notices sent to parents asking them to record any incidents of their children and ICT.
- Team meetings to be held for discussion and analysing.

Ethical Considerations

The teachers and staff at A'oga Fa'a Samoa took steps to ensure that the work they were doing with ICT was well thought out and planned.

Enrollment forms – permission for photos and video recordings.

Policy for cyber space – already developed, parents and staff to read.

Newsletter to parents to inform of research and encourage their participation.

Inform the Primary School – permission to gather data during transition times

Our Journey with ICT

We started our ICT journey with a whole staff workshop on basic computer knowledge: e.g “Exploring Microsoft Word ”. Then we encouraged teachers to use the computers to write their stories, and start to use the digital photos as part of the learning stories for the children’s portfolios. With the help of workshops and practice the teachers have all now the ability to write amazing stories and use various computer programmes to enhance their work. Parents through both attending parent evenings and reading the children’s portfolios have been amazed at the teacher’s abilities to create wonderful narrations of children’s learning and development.

Teachers have also grown in their ability to present Powerpoint and movie presentations. They have presented their resources at a number of conferences and seminars. This has been a wonderful way for teachers to have their work acknowledged and through this dissemination reach a wider audience.

The development of creating Samoan resources, through making books, DVD’s and song CDs has built up the children’s and parents library which was needed as there is such a lack of these resources available throughout New Zealand. As teachers have progressed through the ECE ICT PL journey we have reflected on what differences we have seen within the centre. These are detailed below:

What difference has this made for teachers?

- Teachers are able to communicate with parents through emailing photos to parents and getting responses straight away.
- Teachers are beginning to be more confident in using ICT tools to make resources (eg, books, cds, dvds etc.).
- The teachers can confidently use the computer to document the children's learning using Word or Comic Life.
- Teachers share their ICT knowledge with one another
- Sharing resources made with the children and the parents.
- Interact with parents and whānau more.

What difference has this made for the children?

- The children's Samoan language is supported and extended by looking through or reading the books. This also helps in extending their thinking skills.
- Having the options to learn the use of different tools and understanding of how to take care of the ICT tools.
- Share with other children, teacher and their parents, their knowledge of ICT.
- The children are encouraged to speak Samoan during their activities, so they are beginning to be more confident in speaking the language

What difference has this made for the family/whānau?

- The parents are communicating more with the teachers, through emailing photos, phone and face to face.
- Share the children's learning (at home) and being able to be involved in their children's learning at home and at school.
- Some parents can speak Samoan more confidently.
- Share their ICT resources with the aiga.

To highlight some of the specific practices that have occurred as a result of the ECE ICT PL Programme, we have a series of case studies demonstrating specific examples of ICT use in our context.

Child Case Study - Tiali

Tiali is one of the children that has difficulty in her speech. We feel through our work the ICT program that we have really been able to help her. She really likes singing and participating in-group activities. She enjoys singing and dancing together with her friends. Her relationship and learning is fostered and enhanced greatly through this. This also helps her a lot with her speech and especially her Samoan language.

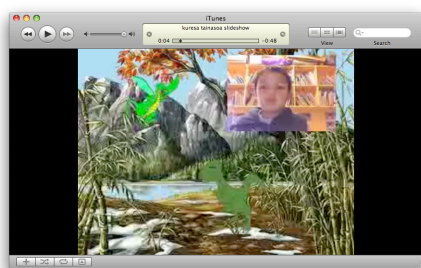
Some of the resources that have been sent home for her and her family are DVDs on Samoan songs, and also DVDS of digital stories and poems. She enjoys the song on the DVD, "Ua sau nei le malulu." She loves this action song. On the day we made this DVD Tiali wanted to be in front, she was standing at the back and she pushed herself through other children, trying her best to be in the front so that she can be seen and heard. When I played back the video she was laughing and pointing to herself singing and dancing in the front. After taking the video of the children singing, I started to take the photos of the children acting the different parts of the song and guess who was the first wanting to do it, Tiali. She was the first one wanting to participate, and all the other children followed. She put on the scarf, and the hat and the other children did the rest. Her parents were so thankful for these resources, they said that Tiali enjoys singing along when watching, and these resources encourage not only her but also her family to speak Samoan. Positive feedback from the parents encourages us to make more and send resources for other children. Tiali's parents commented, " It is great to know that there are resources like these for us to see Tiali in action, singing and enjoying her self. She loves watching her self. Good to make more of these resources with children in them, to share with the parents. The resources also help encourage us to speak Samoan at home."

Child Case Study – Kuresa

Kuresa loves working on the computer. I remember the first day we had the laptops, he was the first one to sit near the teacher and wanting to touch and turn on the laptop. While the children were all sitting there watching the teacher showing them the Kid Pix Deluxe 3 program Kuresa wasn't sitting still. He wanted to do what the teachers were doing. When the teacher gave them the chance to use the laptop, guess who was the first, Kuresa. He always makes sure that he is the first to work on the computer. He loves drawing pictures and sharing it with other children using Kid Pix. Kuresa explores new things on the program while working and then shares it with the teachers and other children.



One day, Kuresa was observing while one of the teachers was working with a child using Kid Pix, she was trying to clear the work they had done but didn't know how, so Kuresa helped her. This has provided a new opportunity for Kuresa to develop his skills and attitude such as communication and collaboration while working with the teachers and other kids. Kuresa created a digital story about a flying dinosaur. The children were interested in dinosaurs, so the teacher read them a dinosaur story. After the story Kuresa wanted to work on the laptop, so the teacher gave him the chance to work on the laptop to do his story. He chose his pictures and then, "O le a lau tala?" (what is your story) the teacher asked him. "O le tainasoa lele?" (the flying dinosaur). Kuresa answered while pointing his finger to the flying dinosaur and continue telling his whole story in Samoan. The teacher was so amazed with his work and started to help him record his digital story.



The parents commented that they were so amazed with Kuresa's work and effort in putting his story together. They said that Kuresa was so excited that day when he came home he wanted them to watch his DVD and telling them all about what he did on the laptop. The parents said that the resource is great and helpful not only to see what their child's doing at school but also to help them with their Samoan language

Teacher Case Study – Fa'ailoilo

Fa'ailoilo came to work at the A'oga Fa'a Samoa after having been a teacher aide in the Samoan bilingual classroom in the school the centre is on site of. After working in the centre for six months Fa'ailoilo began her training towards her Diploma of Teaching (ECE). During her training she began to use the computer to write her learning stories and her assignments for her training. Fa'ailoilo also began to use the digital camera to record her children's work as well as starting to email the parents.

Fa'ailoilo attended all the workshops held by our ICT facilitator, Naketa, and then really practiced her learning on the computer trying new ways to design her pages of documentation. The other teachers were amazed at some of her work and Fa'ailoilo was always ready to share and show other staff how to try new ways of documenting.

Fa'ailoilo led a parent evening with great confidence, and had all the parents responding to her and having a great time. She showed a presentation of ICT work that she and other teachers had been doing with the children. It has been wonderful to witness the great confidence that Fa'ailoilo has in her use of ICT, she has come from a person with very little knowledge into a teacher that now leads others in their work. Fa'ailoilo will be attending the ULearn09 Conference in October and I know will bring back more ideas and knowledge to share with us all.

An example of a learning story by Fa'ailoilo at the beginning of the project

Talonoaga ma faasoa

Manaia le vaavaai atu i le faasoa a Jeannette ma se tasi lena o teine fou faatoa amata ua tolu nei ona aso. Sa fiafia lava Jeannette e avea o ia ma ona uo. O lena o loo fai le la kuka, sa savali mai Jeannette o loo taalo toatasi atu si teine o Quincey na o ia na fai atu loa ia Jeannette pe mafai ona taalo laua, ia o lena ua fai le meaai a le pepe sa ou faaloga atu o faapea le tala a Jeannette, "e pei lava ua mai le pepe. I think the baby need a medicine a Quincey." Quincy, "okey," ua fai fiafia lava le la kuka ma faasoa i laua na umi lava se taimi o fai pea le la galuega lena.

Aoaoga Faasoa atu o ia i tamaiti o loo manaomia se fesoasoani.

Galue faatasi ma nisi tamaiti.

Faauo atu i tamaiti e lei leva ona mafuta ai,

Manatu

Fiafia tele i le vaai atu ua saoloto o ia i le lotoa ma totonu o le aoga. Ma faauo atu o ia i tamaiti.



An example of a recent learning story



my mouth guard

SILVANO SETEMA 2009 FAIAOGA: FAILOILO N

UA USU MAI LE TAMA I LE TAEAO UA TAU TAGI FOI UA ALU LONA TINA E FAIGALUGA, UA FAATOFA MA FEILOAI MAI IAI LONA TINA ONA ALU LEA AE UA NOFO LE TAMA I LE AOGA, "VANO SAU UMA LOA O TAU E KIKI LE POL. O I FAFO." UA MALIE LOA LE LOTO O LE TAMA MA SAVALI MAI LOA UA SAOFAI IFO I LALO O LE LAULAU UA UMA ONA SEKI AI POLOKA E FAI AI LATOU GALUEGA, UA UU E LE TAMA LE POLOKA LANU SAMASAMA MA TUU I TONU O LE GUTU. "VANO AVE ESE NA MEA I LAOA OE." UA TOE TUU MAI I FAFO E SILVANO LE POLOKA MA FAAPEA MAI LANA TALA. "LEAI ILO IT MY MOUTH GUARD RUGBTY." "OOHHH TAI POTO OE IA SEI UMA AUMAI SAU MOUTH GUARD LAITIITI ONA E LAPOA TELE LENA POLOKA UA LELEI VANO." UA LULIU MAI LE ULU O LE TAMA UA MALIE LONA LOTO ONA PUNOU LEA I LALO MA

telefoni

"HELLO MUM YOU COME PICK ME UP OKEY," O LE TALA LEA O LE TAMA SA FAI. "SILVANO O AI NA EI LE TELEFONI." O KIGA. "O LE TALI MAI LEA O LE TAMA. "O LOU TINA." O LAU TALI ATU LEA. "IOE ILO MY MUM GONE TO WORK AND COME AFTER TO PICK ME UP." "MANAIA LAU TELEFONI A EA." O LAU FESILI ATU LEA I LE TAMA. "YEAH MY TELEFONI AND MY MOUTH GUARD I FITS (FIX) IT WITH THIS." O LANA TALA LEA MA FAASINO LONA LIMA I POLOKA O LOO I ONA LUMA SA IA FAAOAGAINA E FAU AI LANA TELEFONIA. UA TOE TUU LE TELEFONI I LE TALIGA. "LANI YOU WITH PAPA AT HOME, I'M AT THE AOGA." UA OU FESILI ATU POU AI LA UA TALANOA AI. AE TALI MAI "O LANI AT HOME TO SEE MY PAPA." E LE O FAIGALUEGA LANI?" O LAU FESILI ATU LEA IAI. "NO AT HOME SLEEPING." "OI E FAIGALUEGA I LE AFIIFI." O LAU TALA LEA, AE FAI MAI LE

UA SAVALI ATU LOA LE TAMA I FAFO MA KIKI LANA POLO MA JOHNZION MA ISI TAMAITI SA TAFAPAO I FAFO. UA FIAFIA LAVA LONA LOTO INA UA OMAI TAMAITI MA LATOU TAFAPAO FAATASI I FAFO MA KIKI AI LATOU POLO MA TAMOMOE SOLO AI MA FAAMALOSITINO.

AOAOGA:
TELE NI UPU UA TALANOA MAI AI MA UA MAFAI FOI E IA ONA TALANOA MAI I FAUAIUPU ATOA. O LE FAAOAGAINA LEA O LE MOUTH GUARD I TAMA LAKAPI MA LONA AOGA E



Suggestions and recommendations for Pacific Centres

- Develop whole teaching team through whole centre workshops.
- Build up ICT resources eg. computer access for teachers and children, digital cameras, video camera.
- Availability of relievers for non - contact time for documentation.
- Develop ability to build up own language resources.
- Need for dissemination at early childhood conferences and seminars.

Conclusion

Through working together as a whole staff team so that teachers could mentor each other staff were able to build up their learning capacities. Having the ICT facilitator come in to the centre and work alongside each staff member in a one to one situation as well as take whole staff evening workshops allowed staff to not only have fun learning but develop confidence in trying out new initiatives.

Teachers used an action research cycle plan that was familiar to them of; question, data gathering, analysis, further action. This became the cycle of research. The tools used were learning stories, photos, parent's surveys and stories, digital photos, video recordings. Through this action research spiral teachers and parents were able to see how children's Samoan language developed through their use of ICT. This was evident in the stories on the computer that the children made using Kid Pix Deluxe 3 where their voices were recorded telling the stories in Samoan.

The number of books that were made using the Samoan language, with help from the children, has enabled children, staff and parents greater access to reading stories in Samoan. One of the most notable findings has been the wonderful documentation in the children's portfolios that shows how all the teachers have progressed in their use of using different programmes to insert photos and document learning. ICT is now even more a part of learning in our centre, through this learning both children and teachers have become confident technology users. The children's language has been enhanced opening the way to even more ways to develop and extend their Samoan. They are going to be able to lead the way in Primary School and in the wider world and will hopefully become leaders of the future.

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Appendices - Teacher Reflections

My Reflection

I'VE ALWAYS ADMIRERD THE WAY OTHER CENTRES DOCUMENT THEIR CHILDREN'S LEARNING, AND WANTED TO BE ABLE TO DO THE SAME. BUT FEAR OF WHAT MIGHT HAPPEN TO THE COMPUTER IF I PRESSED THE WRONG BUTTON STOPPED ME FROM DOING MUCH, AND FOR A WHILE WAS VERY CAREFUL UNTIL NAKETA CAME ALONG AND ENCOURAGED ME TO EXPLORE THE WONDERFUL AND MYSTERIOUS WORLD OF ICT. I SAY WONDERFUL BECAUSE OF THE ENDLESS AND ONGOING NEW KNOWLEDGE THAT IS UNFOLDING EVERYDAY AND MYSTERIOUS BECAUSE MY MIND STILL BOGGLES AT HOW A USB WORKS

I'VE LEARNT SO MUCH BY attending workshops, hui, symposium, conferences, visits to other centres, online communication, presentations, the sharing of information and having a facilitator.

children

I GUESS FOR ME THE IMPORTANT PART IS HOW THIS KNOWLEDGE IS USED IN ENHANCING CHILDREN'S LEARNING. I'VE SEEN HOW THE RESOURCES WE'VE MADE SO FAR HAS IMPACTED ON THEIR LEARNING, ESPECIALLY EXTENDING THEIR SAMOAN LANGUAGE. THEY'RE CONFIDENT IN USING THE DIFFERENT ICT RESOURCES AVAILABLE FOR THEM TO USE AND REVISIT THEIR LEARNING.

I HAVE THOROUGHLY ENJOYED THE JOURNEY, I'VE COME THIS FAR BUT STILL GOT A LONG WAY TO GO YET....

parents

RESOURCES MADE THROUGH THIS RESEARCH HAS BENEFIT BOTH OUR CHILDREN AND PARENTS, IN HAVING MORE INFORMATION ON WHAT GOES ON IN THE AOGA. IT HAS EMPOWERED PARENTS TO TAKE PART IN THEIR CHILDRENS LEARNING AND ALSO IMPROVED OUR COMMUNICATION AND RELATIONSHIPS IN WORKING COLLABORATIVELY.

staff

IT WAS GREAT THAT TEACHERS HAD DIFFERENT SKILLS AND WHO TO ASK IF WE WANTED HELP. HOWEVER WE KNEW THAT WHEN WE'RE STUCK NAKETA WAS ONLY A PHONECALL AWAY

Eve

My Reflection on ICT

My ICT journey so far has been a journey of discovery, having little knowledge of what ICT was and still discovering something new every day. Is it already three years since I had taken this journey of discovery?? Learning new programmes/applications that are on a PC or MAC and going to workshops to get a better understanding what programme/application is all about and then coming back to the centre to implement it. Sharing my knowledge or understanding about ICT, with other staff members at the centre.

I can say that I am a competent person, who has a bit of knowledge of what ICT is... and can go about using a variety of templates to do learning stories, make movies, send emails to parents.

Also having the confidence in myself to present at parent evenings and at the NZCA Te Tari Puna Ora O Aotearoa, which was held at the Sky City Convention centre in July. Personally I am proud of myself for what I have achieved so far in my ICT journey. It has its ups and downs but it is a journey that will benefit me for the future where ever it may lead.

So my journey of ICT continues, it is never ending because there is new ICT every year, upgrades and so on...I also like to take this opportunity to thank Naketa Ferguson for her support in my ICT journey, through the ups and down but encouraging me to keep going and don't give up...so my ICT journey continues...wherever it may lead.

Lucy Tulia
23rd September 2009



reflection on My ICT journey

My journey, yeah, I can look back and say W0w, what a journey. Two words that describe the beginning of my journey, Scary and Frightening, This is because I know nothing about ICT. It is a challenging but a very rewarding journey.

I want to inspire myself to climb to new heights in my practice for the benefit of the children. My desire to learn more was there but I didn't know how to do it.

Fear of making mistakes, and the lack of knowledge and understanding, and also the unfamiliar concepts and terminology of ICT made me think twice of taking up the journey.

I comfort myself with a thought that ' its ok if others can, I can too.' I want to make a difference in my way of teaching, so I need to do something and this involves allowing myself to hear and see what is in front of me. I need not to just look with my eyes, but seeing it with my heart cause some things are invisible, but important and this keeps me going.

Our great facilitator, Nakita is the backbone of my journey. The workshops arranged by her was a great start, and attending conferences and ICT hui helped a lot in building my confidence.

Throughout this journey, I have learnt to collaborate and interact a lot with the children, parents and my colleagues. This strengthens our relationship and the pleasure that comes from exchanging ideas, and this is something we often forget in our busy work lives, the joy of creating and learning together.

This is a very rewarding journey, because I have learnt to overcome difficulties. It has helped me developed my confidence, competence and capability in using different ICT tools, while learning together with the children and my colleagues. It has given me a great opportunity to learn and gain knowledge and skills on creating useful Samoan resources for children and parents, like picture books, dvds, cds, digital stories and songs.

I have come to know the joy and satisfaction which is derived from this success, the result of my patience and persistence and especially the help of our great facilitator. I am feeling empowered, not scared to try new things.

The inclusion of ICT as an essential learning tool in our centre provides exciting opportunities for teachers, children and parents to work together in developing and extending their ideas and to explore and be creative in creating useful Samoan language resources, for the children, parents and the community.

*What I Have Learnt Before

Since I became an early childhood teacher, I used to write all my observations about children's learning and put inside their portfolios. I had no experience in using computers or laptops. When I first got my computer, I started to learn how to use the keyboard so that it would help me when I typed my learning stories. Following that, I was helped to learn how to access information from the internet. It took me a long time to learn those skills because there were no workshops to go to, there was no one to ask to get some ideas about using technologies.



*What I haven't learn before:



Before, I didn't know how to download photos, check and send email, communicate with other people through internet, add photos in children's portfolio to demonstrate what they did and what they learn. I also didn't know how to use different templates when I did my learning stories. I haven't got the confidence to use other technology tools like laptop, photocopy machines, video camera, overhead machine and laminator.

*What I have learnt and know now:

Now, I learnt lots of ideas since the ICT programme ran and introduced in our centre. Now I know how to communicate with parents of our children through email, get information from them through internet, use lots of different templates when I do my children's portfolios and download photos. I learn to do digital stories using kid pix, send photos of children to their parents and create my children's portfolios to look beautiful. I also have the confidence to access other technology tools because of the support from my other colleagues especially from our ICT facilitator.



So therefore, I would like to say, thanks very much for our facilitator for sharing her knowledge and lots of ideas in using and experiencing technology skills in our centre. Her support to me was very helpful. Not only providing workshops to attend, but she also managed to come and see us in our centre.

May God bless you and have a safe journey throughout your career.

Teacher : Asoono Williams

