



RE-FASHIONING THE COLONIAL KINDERGARTEN: A POLITICAL STORY.

4TH INTERNATIONALER FRÖBELKONGRESS,
Fredrich-Schiller-Universität, Jena, 8-10 April, 2010

By Helen May, Professor and Dean, University of Otago College of Education, NZ

Outline:

- Colonial expansion of the kindergarten
- Repositioning the NZ colonial kindergarten
 - 19th C: Philanthropic and pedagogical venture
 - 1930s: Healthy regimen - A K Association film
 - 1950s: 'Flag ship' of preschool education
 - 1990s: Other alternatives
 - 2000s: Pressures of private enterprise
- *Strengthening community based early childhood in NZ* (May and Mitchell, 2009)

CUMULATIVELY REFASHIONING THE KINDERGARTEN

German – Anglo – Colonial – Antipodean

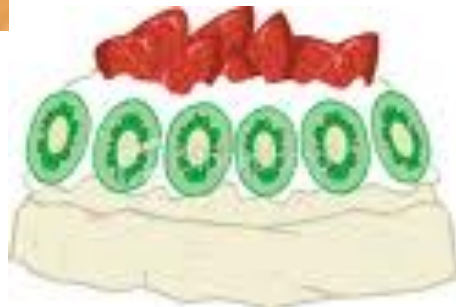
19th C	Infant School	
19th C	private kindergarten	Free kindergarten
19th C	Kindergarten	School
1920s	Kindergarten	Truby King's Plunket
Postwar	Kindergarten	Playcentre
1970s	Preschool education	Childcare
1990s	Early childhood education	School
2000s	Teacher-led	Parent-led
2010s	Community-based	Private—corporate

The 'colonial' kindergarten in NZ today is Antipodean



‘Kindergarten arguably is as as ‘New Zealand’ as ‘kiwi fruit’ ‘pavlova’ and busy-bee’

(Judith Duncan, ‘Aotearoa /NZ kindergarten parents reflecting on kindergarten 2006-7’
The Open Education Journal, 2009, 2 1-10)



Characteristics of modern 'colonial' kindergarten

Tradition

Sessional – part day

Trained teachers

Age groupings 3-4 year olds

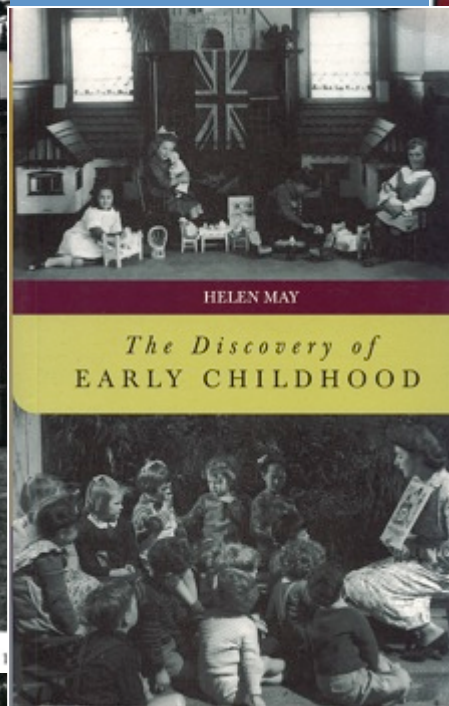
Free or almost free access

Parent involvement



Front: Grove House

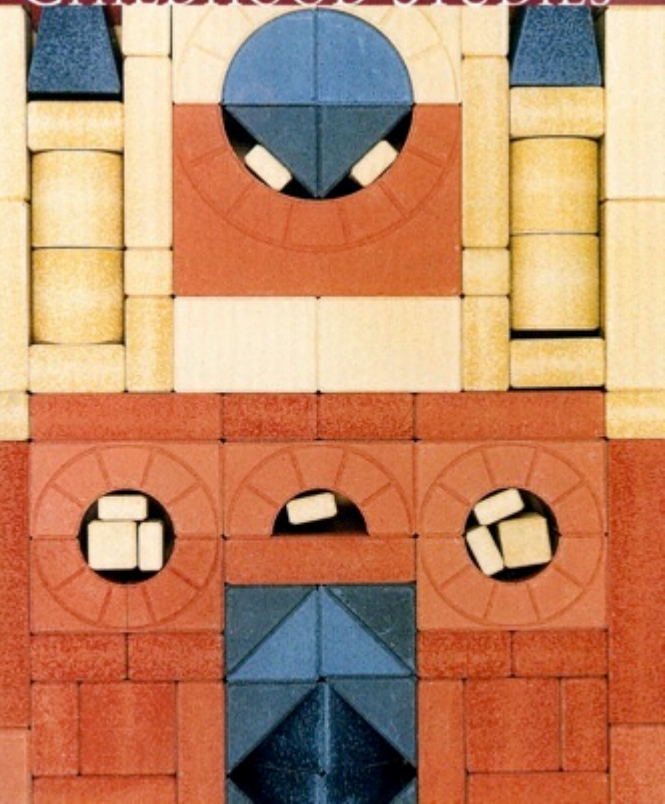
1997



ROEHAMPTON
INSTITUTE
LONDON

*An Institute of the
University of Surrey*

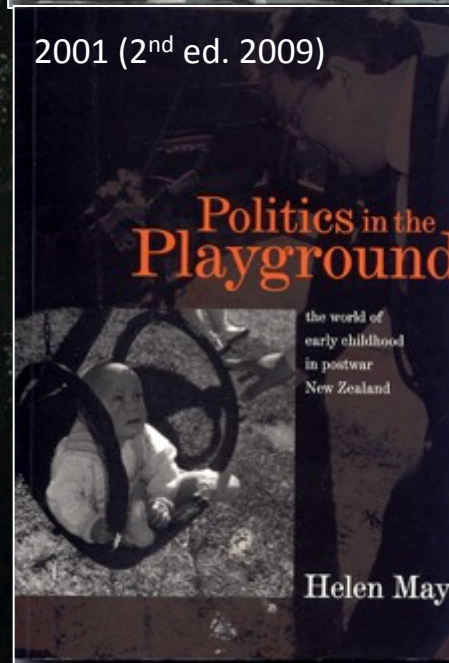
The FROEBEL ARCHIVE for CHILDHOOD STUDIES



Grove House



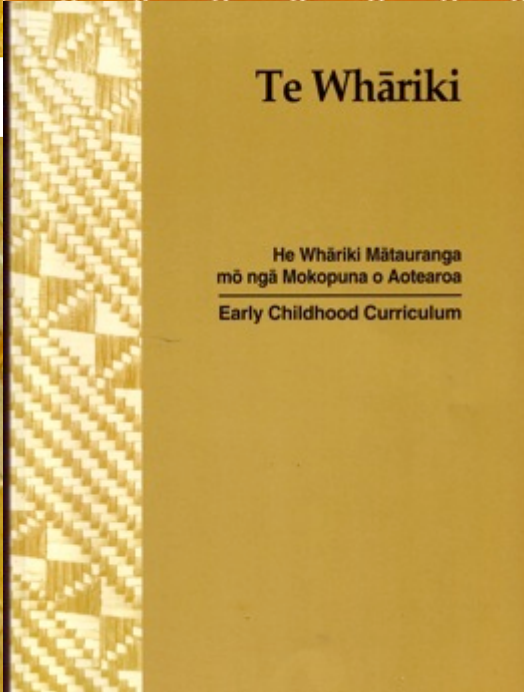
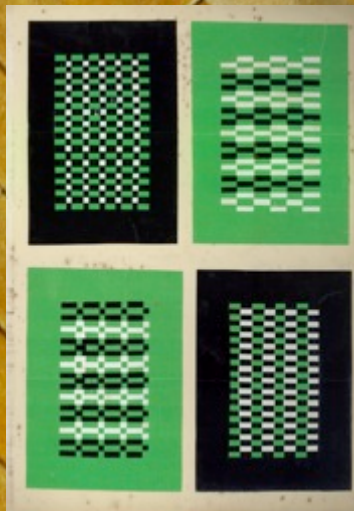
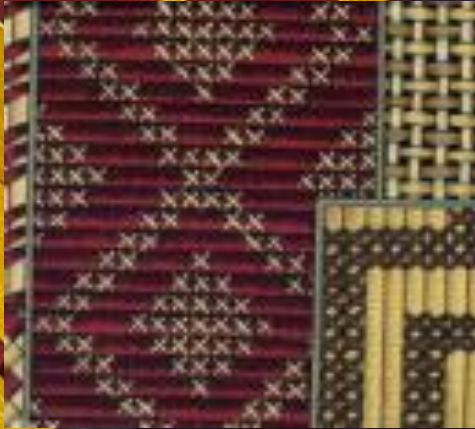
2001 (2nd ed. 2009)



Politics in the Playground

*the world of
early childhood
in postwar
New Zealand*

Helen May



MANY POSSIBLE PATTERNS OF LEARNING AND DEVELOPMENT

Replenishing the Earth

The Settler Revolution and the Rise of the Anglo-World, 1783-1939

JAMES BELICH



‘Utopias in the making’

“Something funny happened after 1815. A new pattern of settlement appeared, one with crazy, manic optimistic growth that saw towns sprout like mushroom. By 1920 the US contained 62 million people and the Greater Britain (including the Dominions) 24 million. It was a rate of demographic growth that exceeded even that of the so-called Third World in the 20th century.”

Old World



New World



Settler Revolution



Plate 49, *Birds*

From the *Otago Immigrant Series* 1998, Oil on board, 1200 x 700 mm

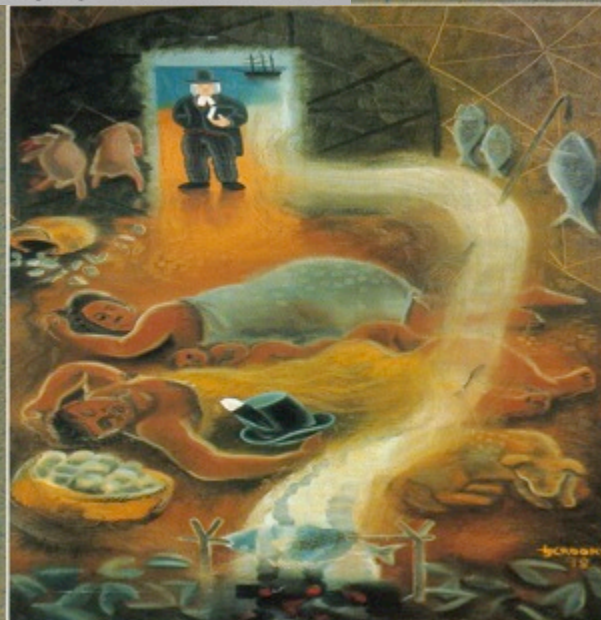


Artist Lindsay Crooks



Plate 51, *English Rabbit Farmer*

From the *Otago Immigrant Series* 1998, Oil on board, 1200 x 700 mm



Wellington 1870s.

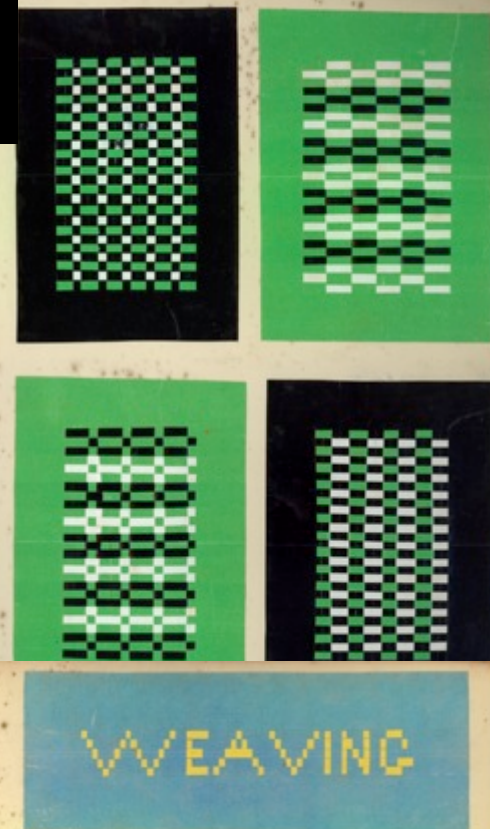
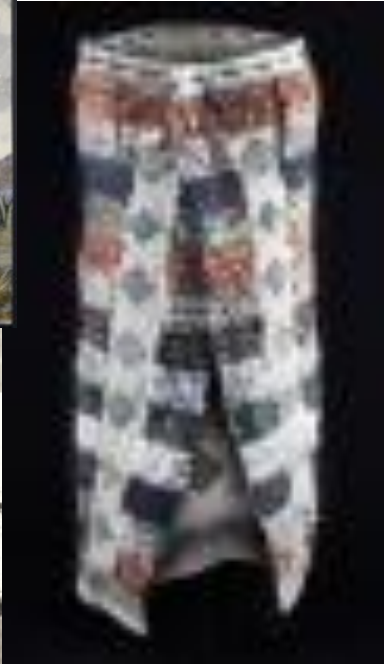
Replenishing the Earth



1840s



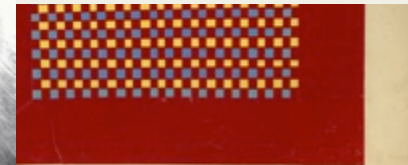
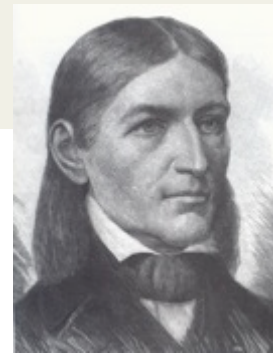
Baroness von Marenholtz Bulow



Durch „Flechten“ werden Webereien gemacht, nicht unähnlich den aus Schilf und Bast geflochtenen Mänteln der Neuseeländer, und in allmäliger Entwicklung steigen die „Muster“ auf zu den Kunstwebereien der Jetztzeit.

Baroness von Marenholtz Bulow (1872)

The kindergarten and the importance of children's play, p.xviii



Te Whaariki

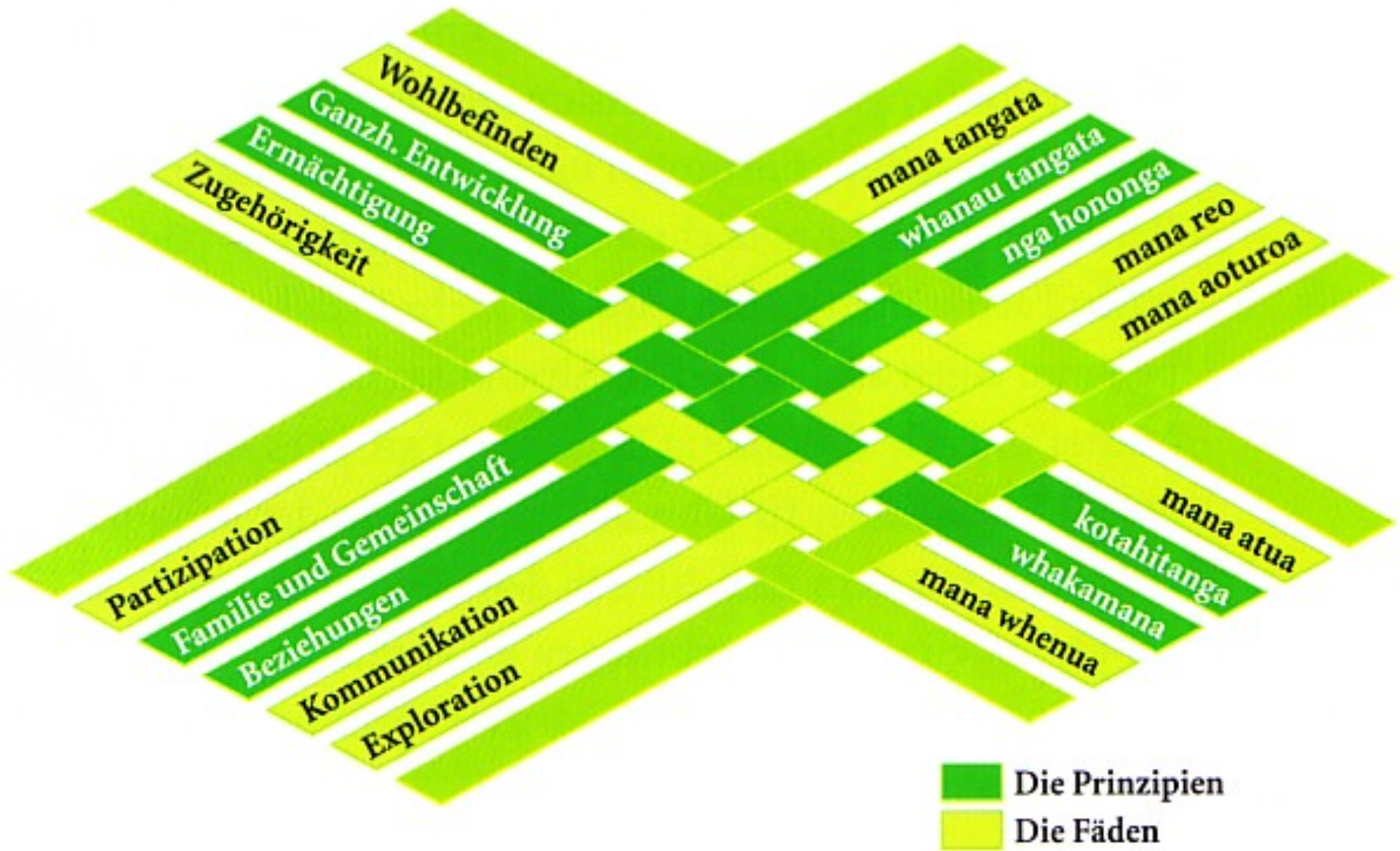
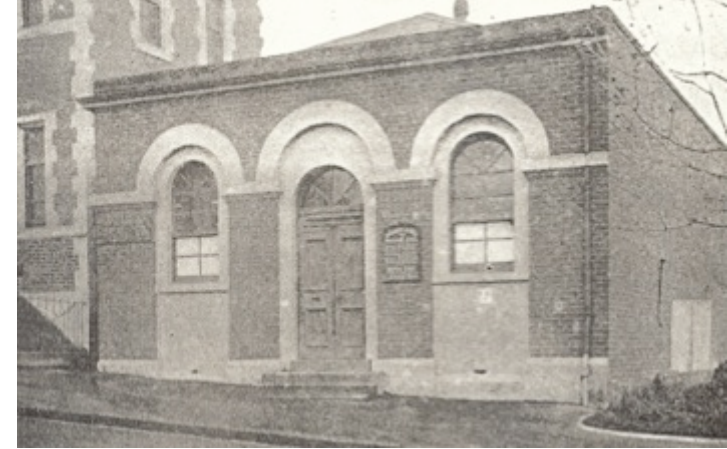


Abb. der Grundprinzipien und Fäden



Refashioning
the colonial Kindergarten

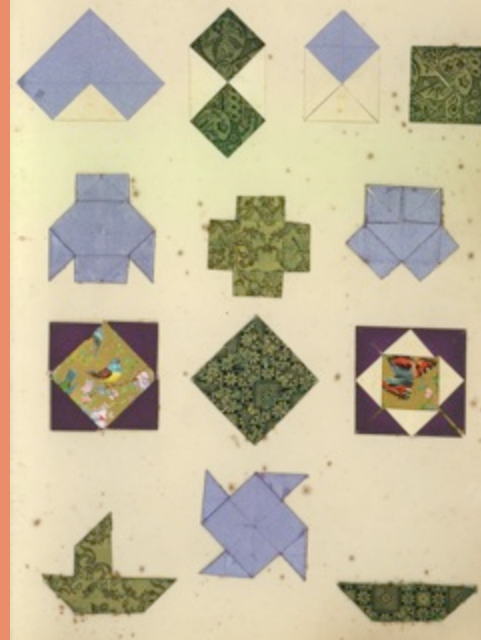
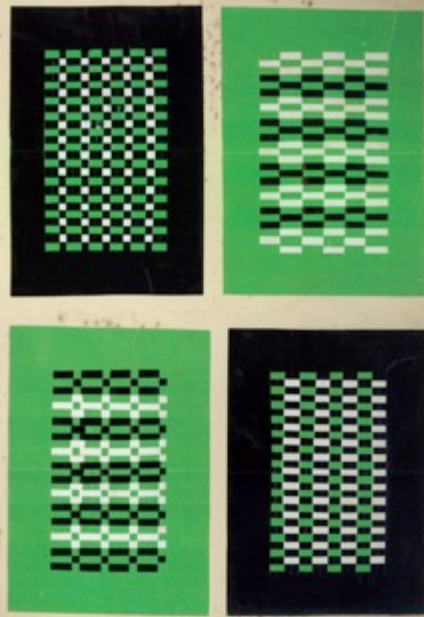
Philanthropic venture

Dunedin Free
Kindergarten
Association
established 1899



‘Devil’s Half Acre’

WEAVING



Student
Workbooks
1898
DFKA

(Hocken Library
Dunedin)



FRÖBEL
OCCUPATIONS



Lavinia Kelsey



ILLUSTRIOUS COMPANY AT THE OFFICIAL OPENING OF
MYERS FREE KINDERGARTEN, OCTOBER—1916.

‘Those of us present that day and watched the dullness and apathy of these children were astonished in visiting the school four months later at the wonderful change... their legs, hands, brains, sympathies all were active in their appointed season. There seemed to be no abnormal growth but a quiet harmony of development’

(DFKA 1st Annual Report, 1890)

‘The result of their teaching would be lasting good, in moulding the minds of the children who otherwise might drift into lower channels of life...To guard the children of Dunedin from thriftlessness, disease, pauperism, and crime was the desire of those who first spoke of planning a kindergarten in this city. They wanted to lay hold of little ones, who came into the world burdened with evil tendencies...’

(DFKA 2nd Annual Report, 1891)

KINDERGARTEN IN NEW ZEALAND SCHOOLS



late 19th - early 20th century

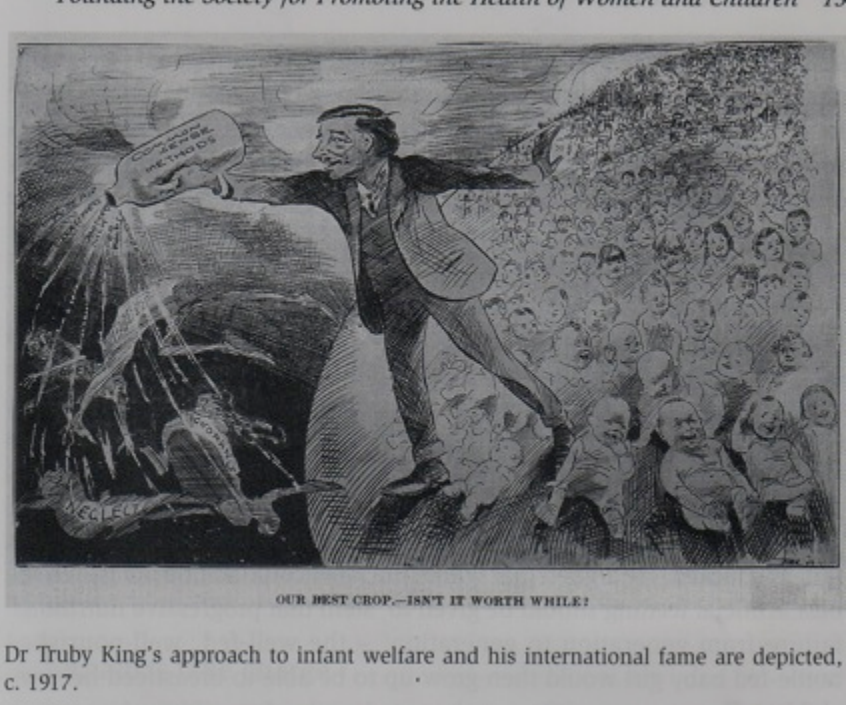
1920s-30s



In 1909, Truby King spoke on the importance of mothering to national security:

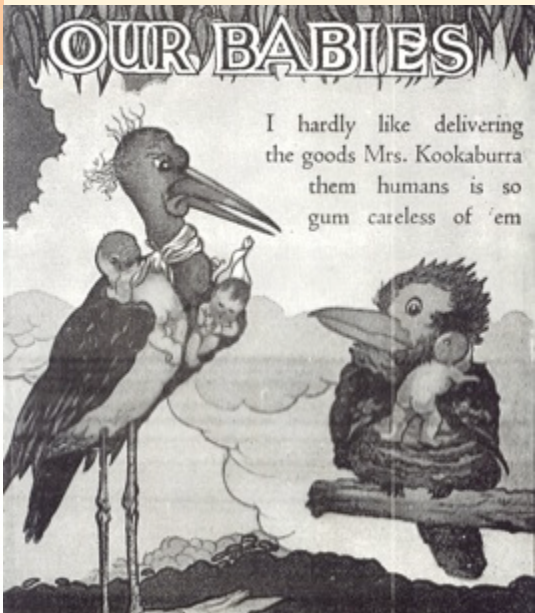
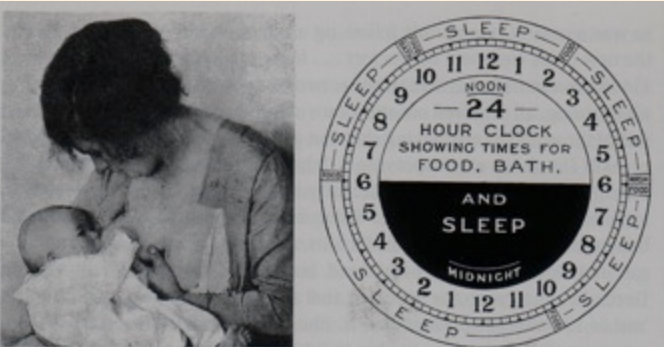
HEALTHY REGIMEN

The destiny of the race is in the hands of its mothers. Today our historians and politicians think in terms of regiments and tariffs and dreadnoughts; the time will come when we must think in terms of babies and motherhood. We must think in such terms too, if we wish great Britain to be much longer great



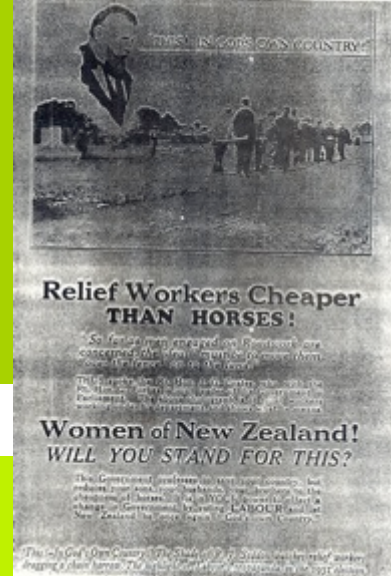
The science of mothering

A Truby King baby



CUT TO KINDERGARTEN SUBSIDY

Generated huge sympathy for kindergartens



“Economy what crimes are wrought in thy name’ ... it seems a cruelty that the sword should be made to fall so destructively for these innocents. The kindergartens may be the most helpless extension of the education system, but they are not the least useful part of it...The massacre that has been decreed for institutions catering for poor children promises to save the government the petty sum of about \$5000 a year. There is surely a distortion here between the benefit and the injury...this is blow crippling.”

The Evening Standard (December 23, 1931)



NZFA

Kindergarten becomes a
'flagship' for government policy

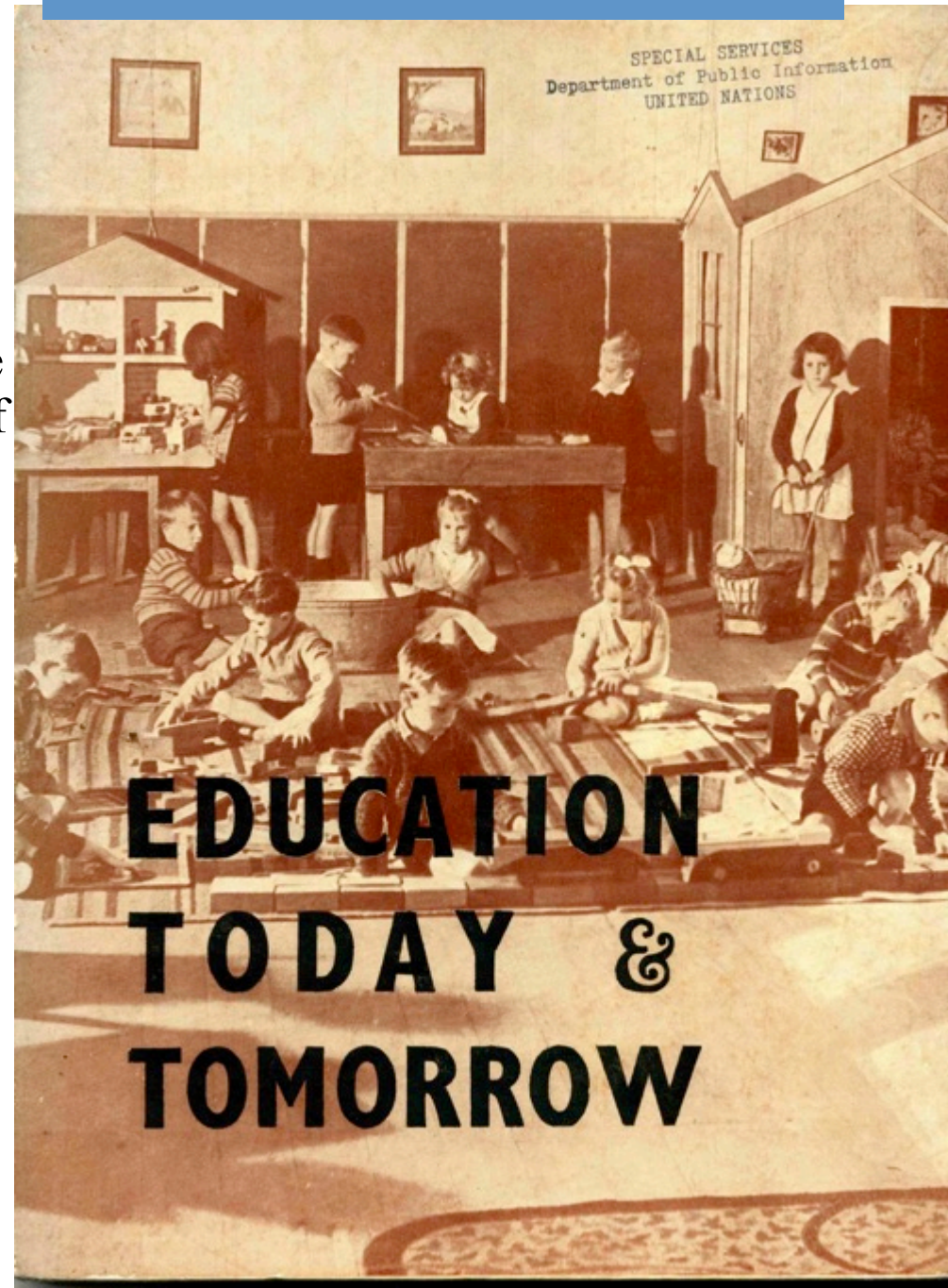
H. G. R. MASON – Minister of Education

Nothing short of a revolution has taken place in the infant room during the past twenty years. It has my full support. We must all agree that in the infant room the learning of formal intellectual skills is of secondary importance. What is of supreme importance is that the young child should be healthy and happy, that he should learn to work and play with other children, that his mind should be kept lively and eager and full of wonder, and that he should lay the basis of good habits and attitudes from which all healthy growth in later life must spring



KINDERGARTEN FOUNDATIONS

1944 Education Conference



PRESCHOOL EDUCATION IDEALLY FOR ALL CHILDREN

Half day kindergarten model as the ideal for a government supported ECE service

Acknowledged new playcentre movement

Support for training of kindergarten teachers

Increasing government 'interest' in kindergarten

Dis-interest in daycare - childcare

**TEACHER
EXPERTS**

**MOTHER
EXPERTS**

**1947
BAILEY
REPORT**



Baby boom years: Preschool growth



**Kindergartens
are a good thing
for all 'normal'
families**



"Fathers' Day" at Petone Kindergarten, 1947.

1944 - 49 free kindergartens
1970 - 311 free kindergartens

1946 - 40 playcentres
1970 - 592 playcentres

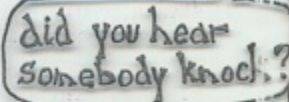


The
'flag ship
years



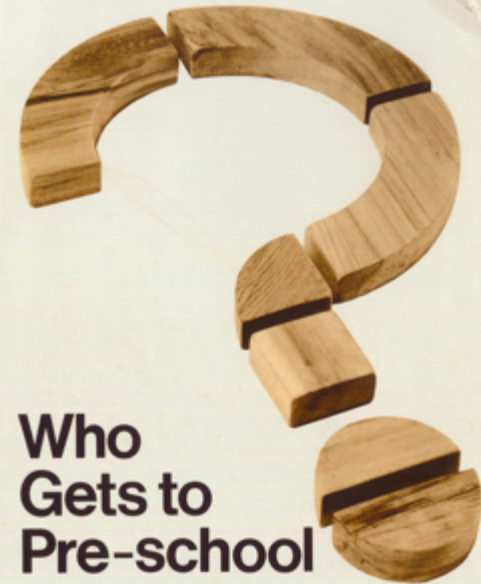
1950s-'80





EQUAL PAY

David Barney



By D. S. Milne, Wellington Bureau Editor

against kindergarten
a primary or second
the same.

THREAT BY PRE-SCHOOL TEACHERS

New Zealand kindergarten teachers, faced with the recent rises in their

Kindergarten wages step nearer parity

Kindergarten teachers salary scale increases have been welcomed by the New Zealand Free Kindergarten Teachers Association.

The kindergarten teachers are asking for parity with primary school teachers. Their present claim was presented 10 months after an unsuccessful salary claim.

"But her work does not seem to have the most also allowed to pursue work and education, and this often involves working at night. The Department of Education has given my recognition and advice work," Miss Lee said.

He said the association strengthens its bond and stature if it joined the national Education Institute. Ms Holliman, however, said a recent poll by the Ipswich branch "is not enough votes to reach the decision."

The new scales provide no offset for the extra cost of the extra 100,000 ounces acquired in 1988 at \$100 a pound. "Each gram and ounce is weighed in the 100,000-ounce scale," says the company. "This is the biggest investment we have ever made in our plant. We are very excited about the waiting to see," says R. M. Taylor, announced he said the association's publicity campaign.

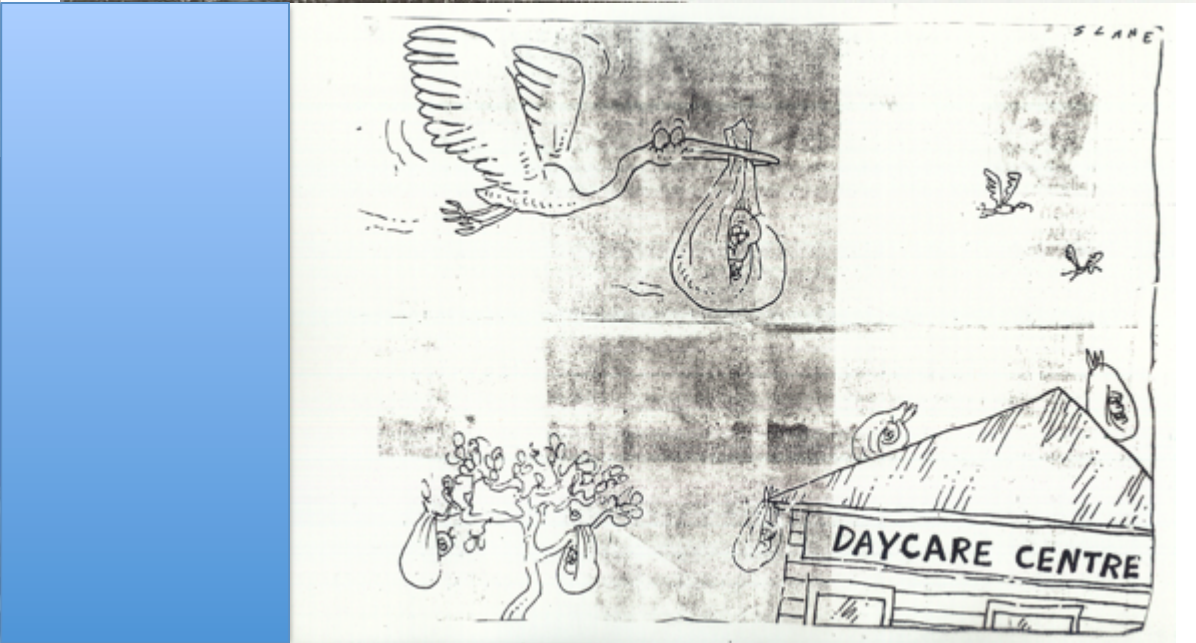
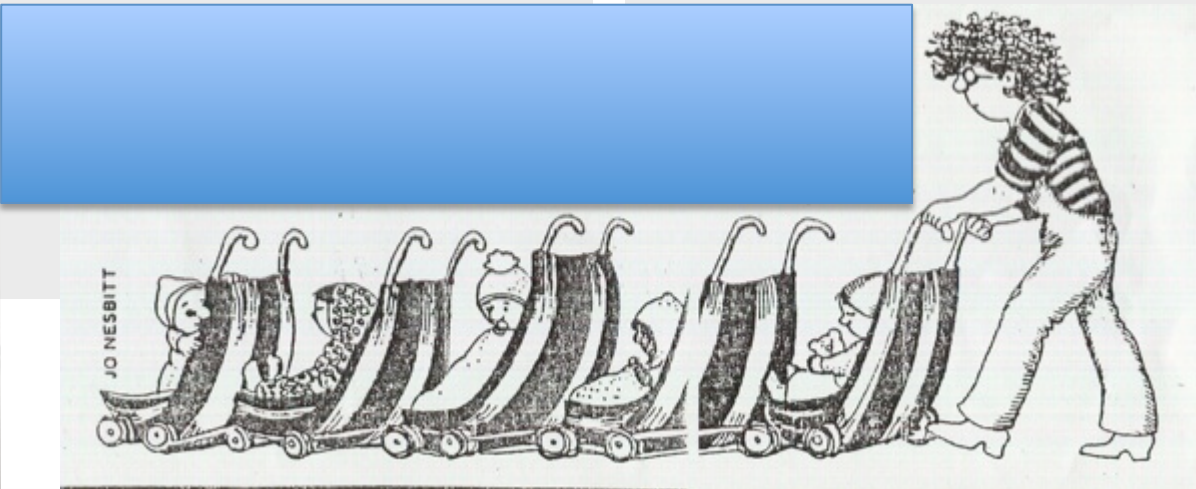
ALTERNATIVES: 'DO IT YOURSELF'

TE KOHANGA REO – MAORI LANGUAGE IMMERSION

PACIFIKA BILINGUAL CENTRES

FAMILY DAYCARE

CHILDCARE



Education reform 1989.

Backdrop of new right reforms of state sector

Emphasis of economic and market discourses in education

Choice, diversity, competition

Equal status for for ECE with school

Unified administrative umbrella

Diverse ECE provision

Equitable funding of ECE services

BEFORE FIVE

Early Childhood Care
and Education in
New Zealand

the Rt. Hon. David Lange
Minister of Education



Undermining the flag ship

No longer the privileged provider



Early childhood
abandonment



A shared philosophy of practice

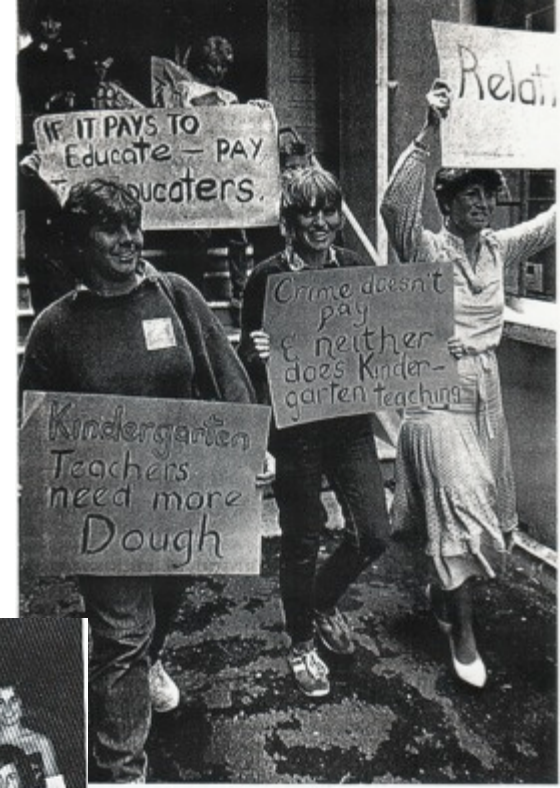


Te Whariki:
A mat for all to stand on

Kindergartens told to charge fees like other ECE services
Kindergarten Associations drop the word 'free' ie: DFKA -
DKA



REFASHIONING KINDERGARTEN TEACHERS





Secondary, primary or early childhood ...

NZEI • TE RĪU ROA

**ONE TEACHING PROFESSION
ONE TEACHING PAY SCALE**

PAY PARITY FOR REGISTERED EARLY CHILDHOOD TEACHERS

Pathways to the Future: Ngā Huarahi Arataki

2002 2012

A 10-YEAR STRATEGIC PLAN FOR EARLY CHILDHOOD EDUCATION

Summary-English

10 year strategic plan

A journey towards increased participation, improved quality and stronger relationships

Refashioning the landscape of early childhood teachers

- Qualified teacher-led profession
- Funding to centres that recognises the costs of a teacher-led profession

REFASHIONING THE LANDSCAPE OF PROVISION



Introduced in 2007
for 3 and 4 year
olds in all services

Preference for childcare

- 2008, 36% of all enrolments in ECE (including home-based) are in privately owned services
- 60% of children attending education and care centres are in privately owned centres
- 2003-7: kindergarten enrolments +1.5%; playcentre – 3.5%; education and care +15.5%; home-based +19.6%.

THE CORPORATE BUSINESS OF CHILDCARE



Percentage of children attending early childhood education		
	1986	2008
Kindergarten	67	23
Playcentre	24	8
Education and Care	6	48
(Ministry of Education)		

NZ Herald Jan 27, 2010. Headline:
'Drop in kindy enrolments startling'

2005-2009

34% increase in teachers across ECE sector

47% increase in private centres

0.4% increase in community based services

21% increase in childcare centres

-12% enrolments in kindergarten

Studies by Judith Duncan

Neo Liberal discourses... have challenged the very traditions of the 'free kindergarten', presenting a possible outcome for the service as one that may be 'freely forgotten' (p.319)

The increase in variety and diversity has, on the one hand, provided more options for parents but, on the other, has also provided competition for the kindergartens. In a response to this competition the kindergarten service has been forced to re-examine its historical traditions, and to reassess its style of early childhood education provision in New Zealand (p.320).

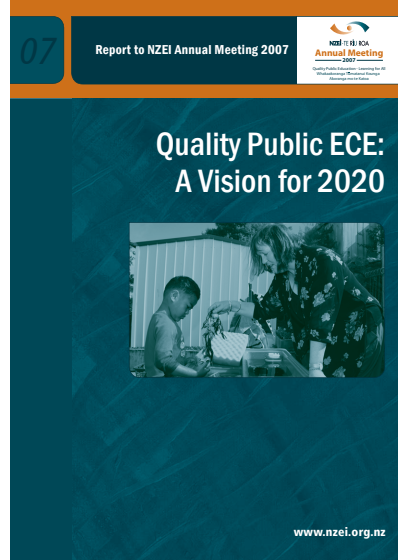
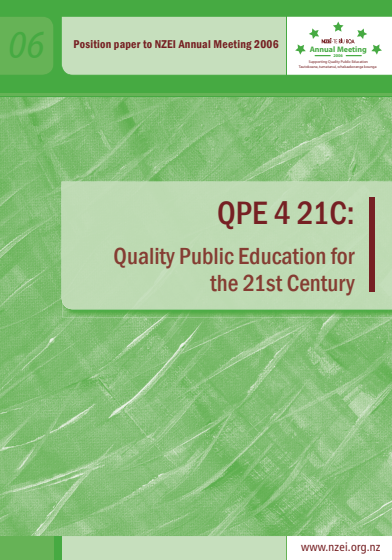
Duncan's studies show:

There is a feeling that, despite all the calls for diversity and change, the '*good old fashioned kindergarten*' is still a 'wanted' choice for some NZ families (p.326).

('NZ free kindergartens: free or freely forgotten?' *International Journal of Qualitative Studies in Education* 2007, 20, 3, 319-333.)

While the kindergarten may be the service of choice, the logistics of managing this can be complex for both the parent and the child. So should kindergartens change their hours and have longer sessions to assist the working parent?

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



The project provided an opportunity to:

- Reconsider the contribution and role of community-based early childhood education;
- Reposition these services in the changing landscape of early childhood education in Aotearoa-New Zealand; and
- Identify the possibilities for realigning the existing partnership between government, community and whānau in the provision of early childhood education services in this country.

Strengthening Community-based Early Childhood Education in Aotearoa New Zealand

Report of the Quality Public Early Childhood Education Project

Helen May and Linda Mitchell

Refashioning the colonial kindergarten

With Thanks Adapted to Ewha College

Within itself

- Younger aged children from 2 years
- Purchasing childcare centres
- Full day programmes
- 9 am -3 pm school day programmes
- Mixed age groups

'Kindies adapt to falling numbers'

Otago Daily Times, January 22, 2010.'

National collaborations: QPECE-2020

Vision

1. Every child has a right as a citizen to participate in free early childhood education.
2. Every family that wishes to can access high quality, community-based early childhood education.
3. The project group advocate for government policies to realise our vision by 2020.

Goals

1. Promotion of community-based ECE services including parent-led services through the development of a national plan for all ECE provision throughout Aotearoa New Zealand.
2. Provision of appropriate services to ensure every child can participate in free high quality ECE.
3. Robust accountability to government, parents, whānau and communities linked to indicators that demonstrate high quality ECE.



‘Rider of the whirlwind’



Survivor of the ‘whirlwind’?

Quintessential NZ iconic institution

Held to its values of:

- Free to parents (or almost)
- Fully qualified teachers
- Quality
- Community-based

Its survival over the past 120 years due to getting the right mix of being adaptable and upholding its values

Has worked to embrace diversity

Still the largest organisational grouping of ECE services



**Bad Blankenburg
Frobel Hau, 2006.**



Kita Frobel Haus, 2010

