
Head Start's 10th National Research Conference

**“Research on Young Children and Families:
Launching the Next Decade for Policy and Practice”**

**Plenary III, From Research to Practice:
International Perspectives on Early Childhood**

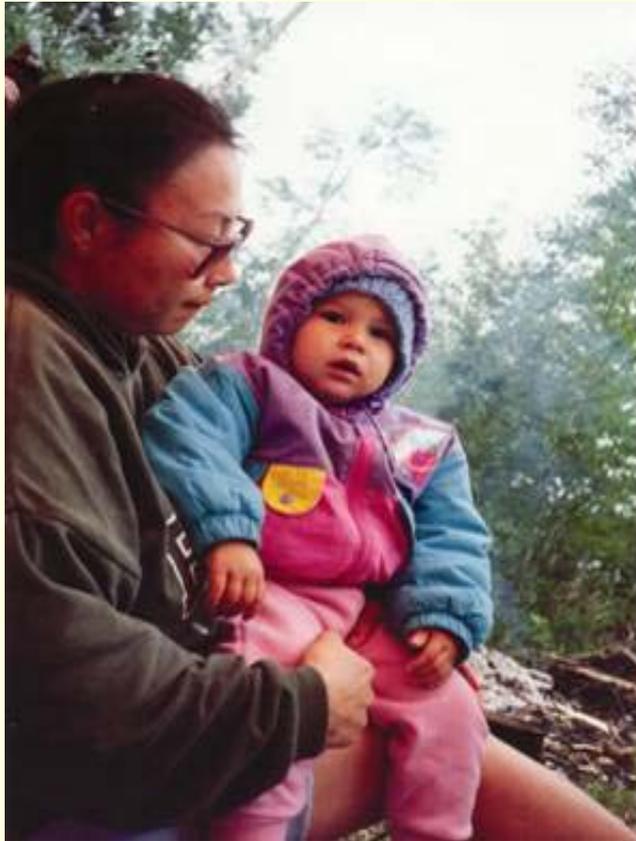
June 21 - 23, 2010

Alan Pence
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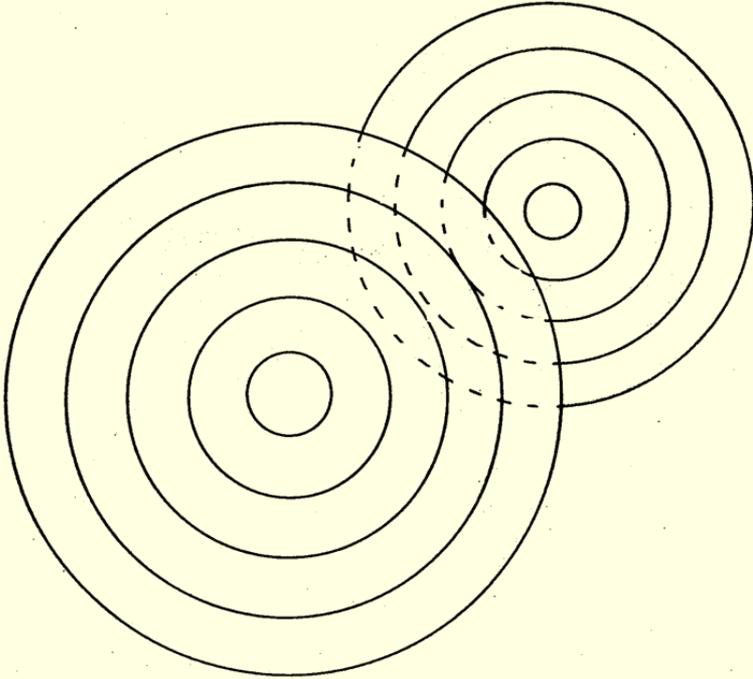
Promoting Capacity in ECD



First Nations Partnership Program



Meadow Lake Tribal Council – What of us is in here?



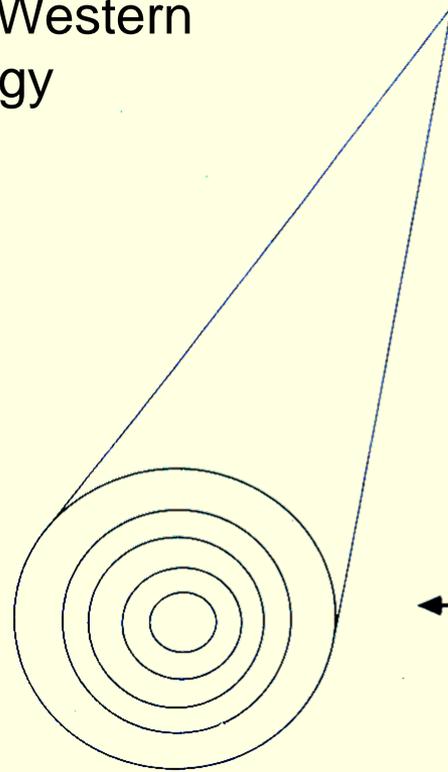
Dominant
Society

Aboriginal
Society

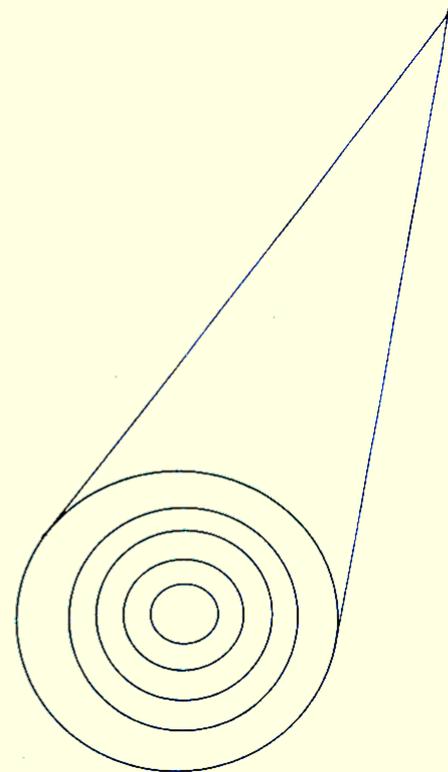


Generative Curriculum: An Open Architecture

Euro-Western
Ecology



Aboriginal
Ecology



“Space Between”

Both Worlds – Generative Approach



“Being in this program is like having the best of both worlds. We love to learn what researchers have found out about child development..., and we love to learn more about our own culture and how we can use it to help the children of our community. ”

FNPP Evaluation: 1998 – 2000 (7 partners, 118 students)

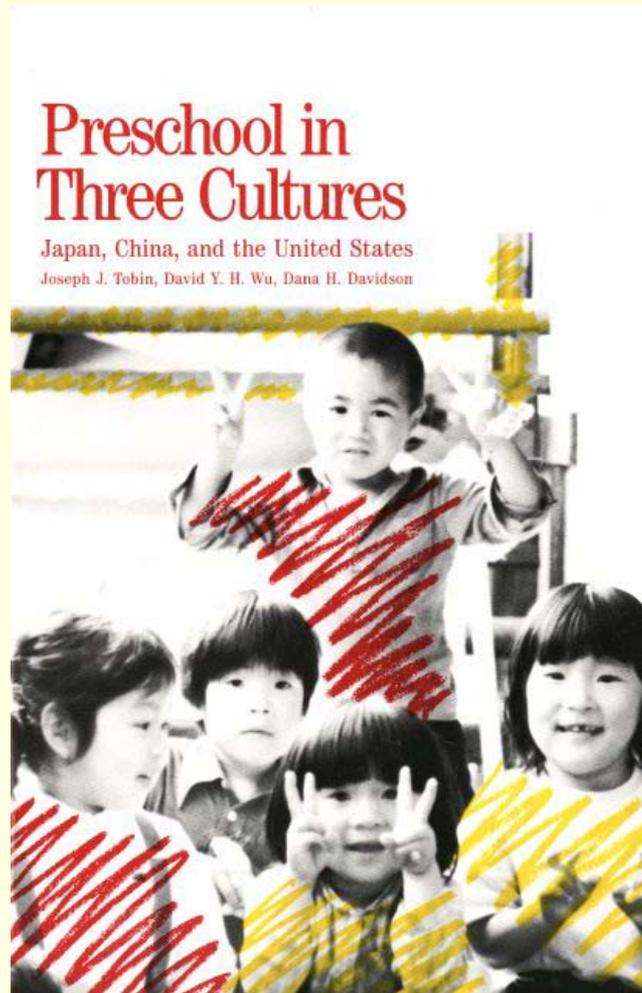
REFERENCE:

Statistics Canada 1996: “40% of aboriginal people who enrolled in colleges completed their programs.”

FNPP Statistics:

- 86% (102) Completed one year (Certificate)
 - 77% (91) Completed two years (Diploma)
-
- 95% (97) Program graduates remained in home community
 - 65% (66) Program graduates introduced new CYC programs
 - 13% (13) Program graduates joined existing services
 - 11% (11) Program graduates continued studies to a University degree

Tobin, Wu & Davidson



Jeffrey Arnett, Clarke University

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Vol. 63 No. 7, 602-614 DOL 10.1037/0003-066X.63.7.604

The Neglected 95%

Why American Psychology Needs to Become Less American

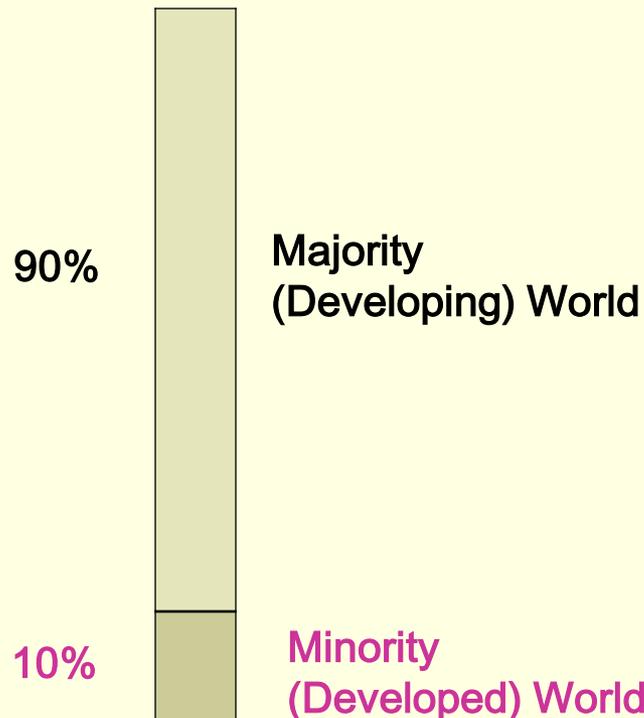
Jeffrey J. Arnett
Clark University

“The Neglected 95%”, that while Americans constitute less than 5% of the world’s population, the assumption from much psychological research is that it can ‘apply to all human beings”

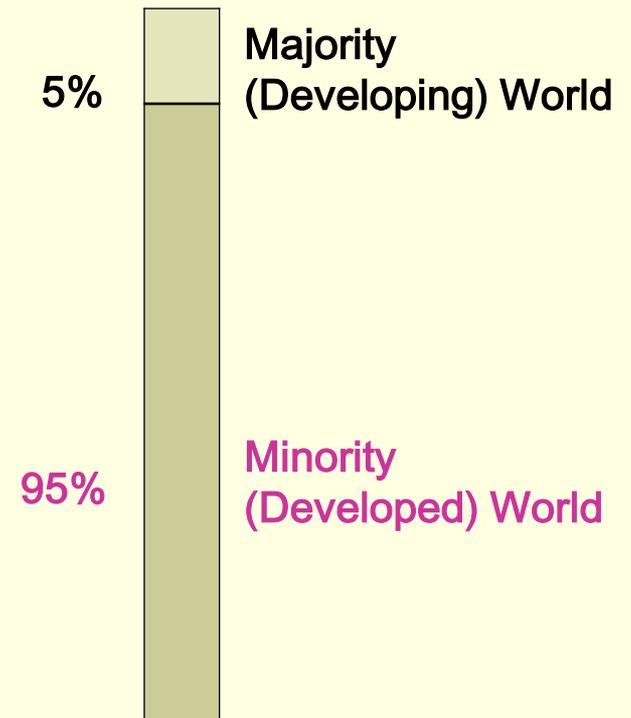
“...research on the whole of humanity is necessary for creating a science that truly represents the whole of humanity”

Globalization: Whose Voices? Whose Children?

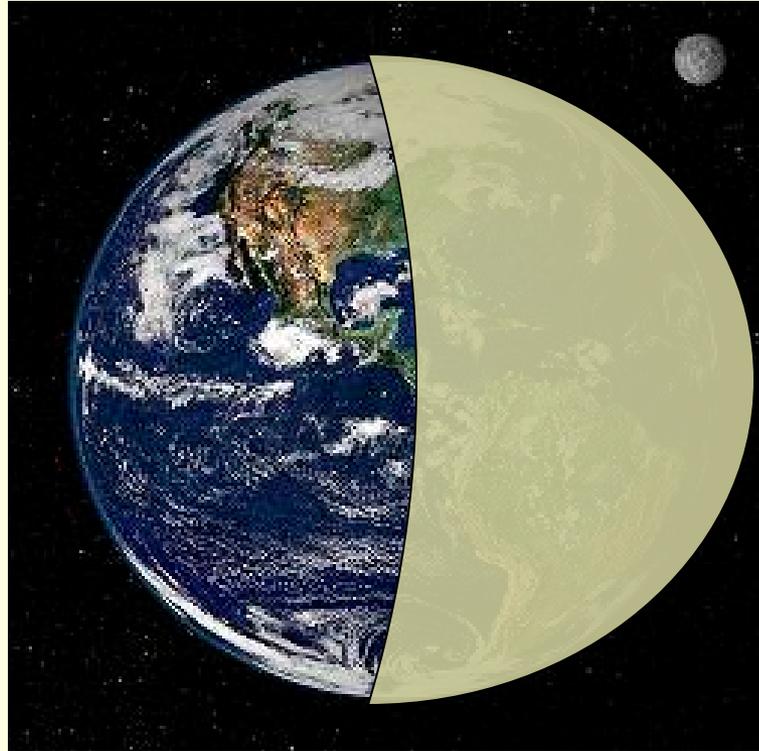
WHERE CHILDREN LIVE:



ACADEMIC LITERATURE
RE: CHILDREN (source)



World's Languages in Danger



"Half of the 6,700 languages spoken today are in danger of disappearing before the century ends."

(Endangered Languages, Endangered Thoughts, UNESCO, 2009)

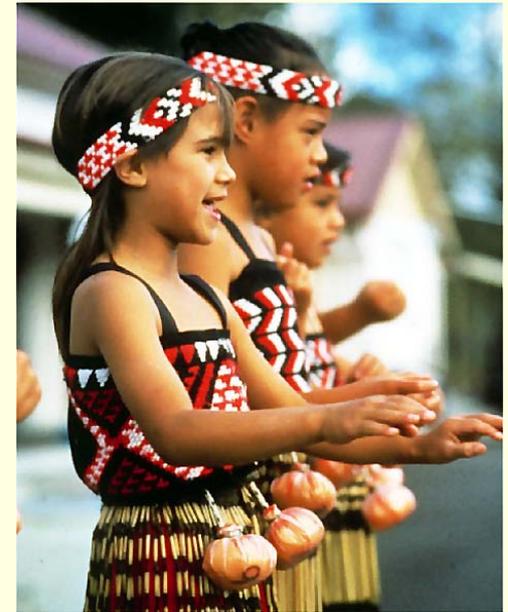
Language



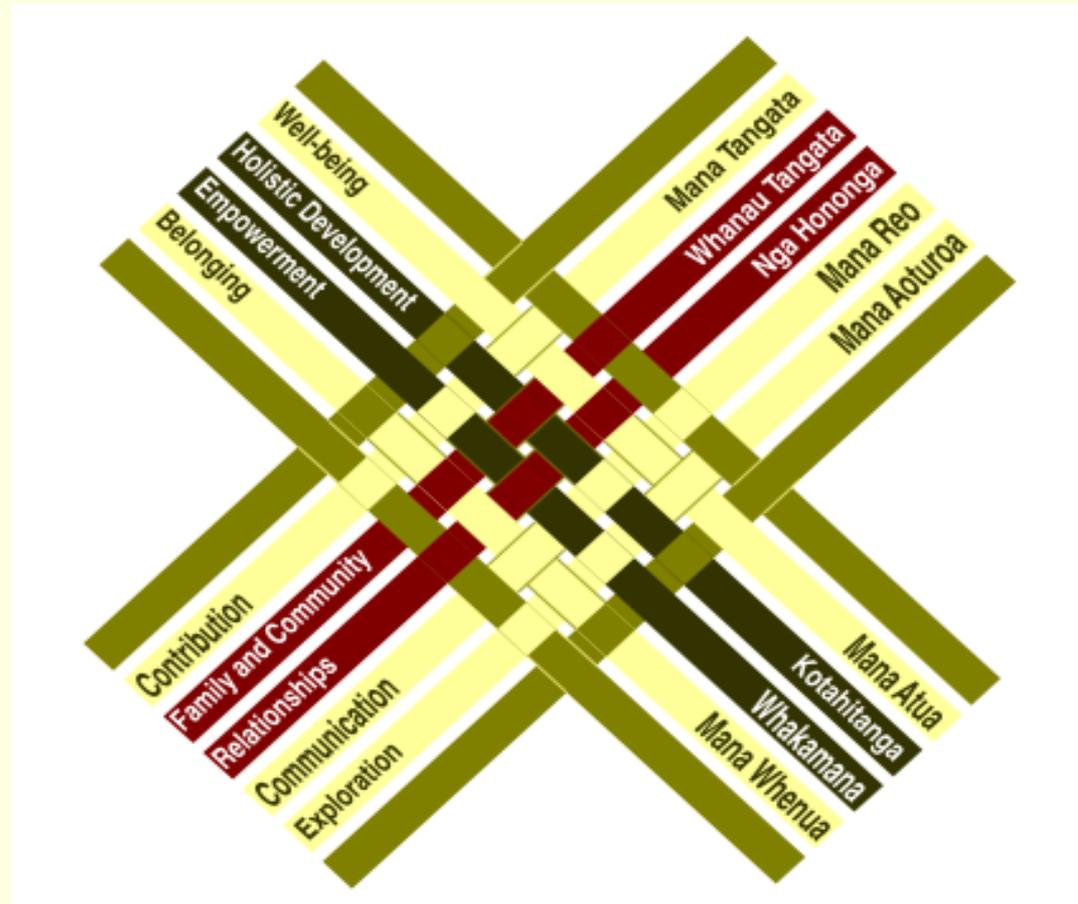
“Each language is a unique world of thought.”

(Endangered Languages: Endangered Thoughts, UNESCO, 2009)

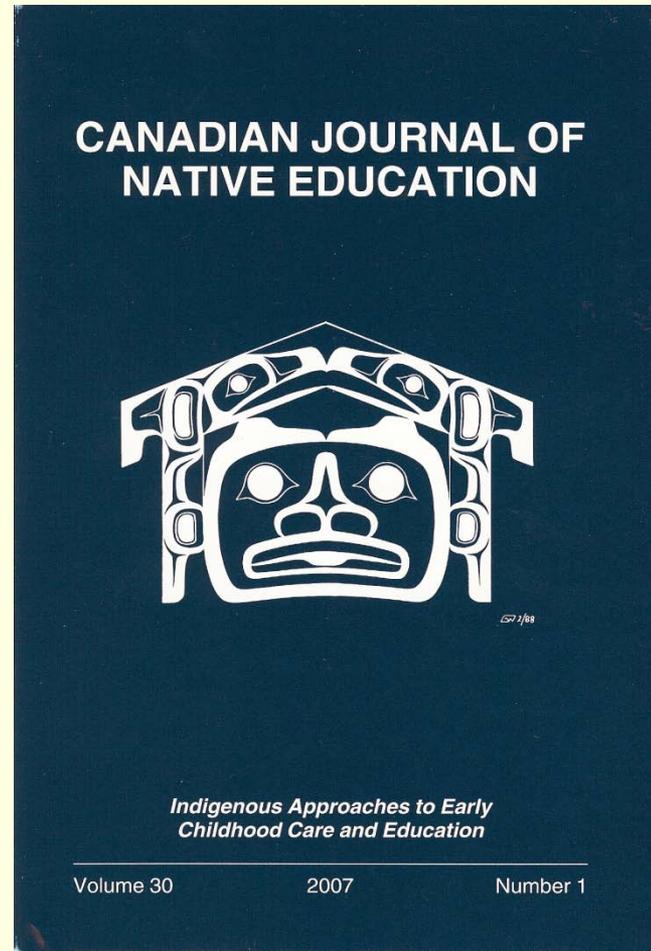
Te Kohanga Reo



Te Whariki



Canadian Journal of Native Education



Warrki Jarrinjaku Jintangkamanu Purananjaku 'Working Together Everyone and Listening'



Warrki Jarrinjaku Jintangkamanu Purananjaku 'Working Together Everyone and Listening'

Tjukurpa (in Luritja): The Dreaming, the Law;

Waltja (in Luritja): Family, extended family, all family;

Ngura (in Luritja): The home, the Land, the country;

Kanyini (in Luritja): Keeping everything together;

"These four principles describe the child's relationships and responsibilities to everything in their environment: people, animals, land, and family. They define how they are connected to and responsible for all things."

Loris Malaguzzi, Reggio Emilia, Italy

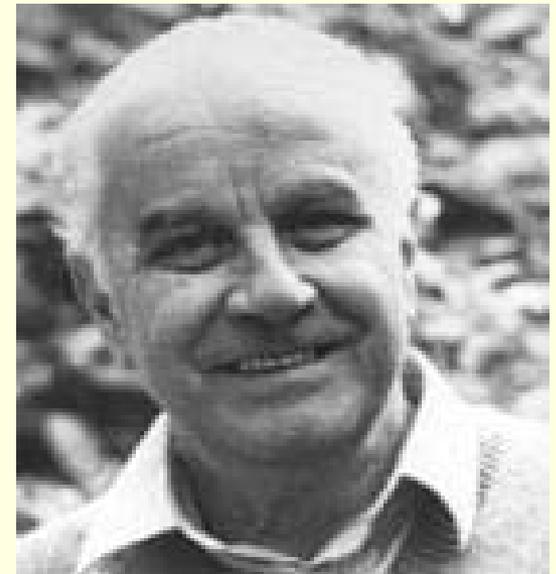
The Hundred Languages of Childhood

Invece il cento c'è

('No Way. The Hundred is there')

*"...The child has
a hundred languages
a hundred hands
a hundred thoughts
a hundred ways of thinking, of playing,
of speaking,..
a hundred ways...of listening, of
marveling, of loving
a hundred joys for singing and
understanding...*

...but they steal ninety-nine..."



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