Integrated early childhood services: towards an interdisciplinary perspective on the ‘double partnership’ move.

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Collaborative activities
- Conversation
- Generating categories to structure exploration of perspectives
- Individual writing
- Synthesis
- Discussion
- Sharing of data
Integrated early childhood services - towards a research program

- Social and health issues that are complex need holistic responses;
- Supporting families to raise healthy and happy children is one such complex social issue;
- Integrated early childhood services are attempting to meet this need;
- A research agenda needs to draw on multiple perspectives.

Our categories

- Body of knowledge
  - Theoretical
  - Applied
- Research questions
- Boundaries of attention/framing
- Researcher’s positioning in social relations
- Methods
- Sense of audience for research
Constructing the discipline for the other

- Lana on social work’s body of knowledge (as told by Sue)
- Sue on education’s body of knowledge (as told by Lana)
- Shared issues: debates about theory and practice

Identifying research questions

- Social work questions
- Education questions
Boundaries of attention

- Four phases in qualitative field work research: observation – description – interpretation – judgement
- Sites of practice involving multiple participants, interactions, activities and structuring forces
- Choices of where and how to focus attention
- Impact of professional identities on interactions

Excerpt 1

Annie introduces conflict: “What do you think causes conflict?”

V: Different opinions.
B: What is ‘conflict’?
Annie: When you don’t agree.
V: Agree.
Annie: Not agree.
Annie: What else causes conflict?
V: Different style.
Annie: Style?
V: Style. Some people loud, some people quiet.
Annie: So differences with communication styles?
J: Frustration.
Annie: What about differences in values?
While we are drawing conflict pictures, Annie has knelt down to explain the task to B. – she uses example of ‘a fight with your husband’.
Except 2

Annie puts people into pairs to work on conflict role-play – feeling statements – and asks me to help. Everyone finds it hard to use the feeling word but they are fluent at the justifying part of the statement.

A community representative has come to support B. She is very happy to meet a fellow and speak Arabic. Both have a child born in Australia.

M. is helping J. and other African woman to understand the scenario, ie why it is wrong for someone to borrow a car and not put petrol in.

During work time M. wants to talk to me (on tape). Then one of the African women asks for help (not J.) with writing about verb/non-verb communication.

I wander out to central space to start talking to V. and T. V. says the feeling statement task is hard as even using ‘you’ sounds accusative. She would rather describe a situation or try and find out more.

Interpretive repertoires

- Frames & scripts: the education perspective
- Safety and sensitivity: the social work perspective