

He waka eke noa: A case study of active participation for a disabled child in an inclusive early childhood community of practice

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The genesis of my dissertation

The political context that often reinforces exclusion

The status of ECE

How the Education Act, NZDS, Te Whāriki, UNCROC, and UNCRPD are understood and enacted

The government's understanding of 'participation'

Making sense of *active* participation

Introducing *Huakina Mai* (Mackey & Lockie, 2012)

- Four layers of participation in early childhood settings – enrolment, attendance, participation, active participation
- Active participation as being ecological, pedagogic, equitable and inclusive in nature

The Theory

Disability Studies in Education (DSE)

Communities of practice (Wenger)



(image courtesy enhancementthemes.ac.uk)

(image courtesy disability-studies.leeds.ac.uk)

Introducing the Project

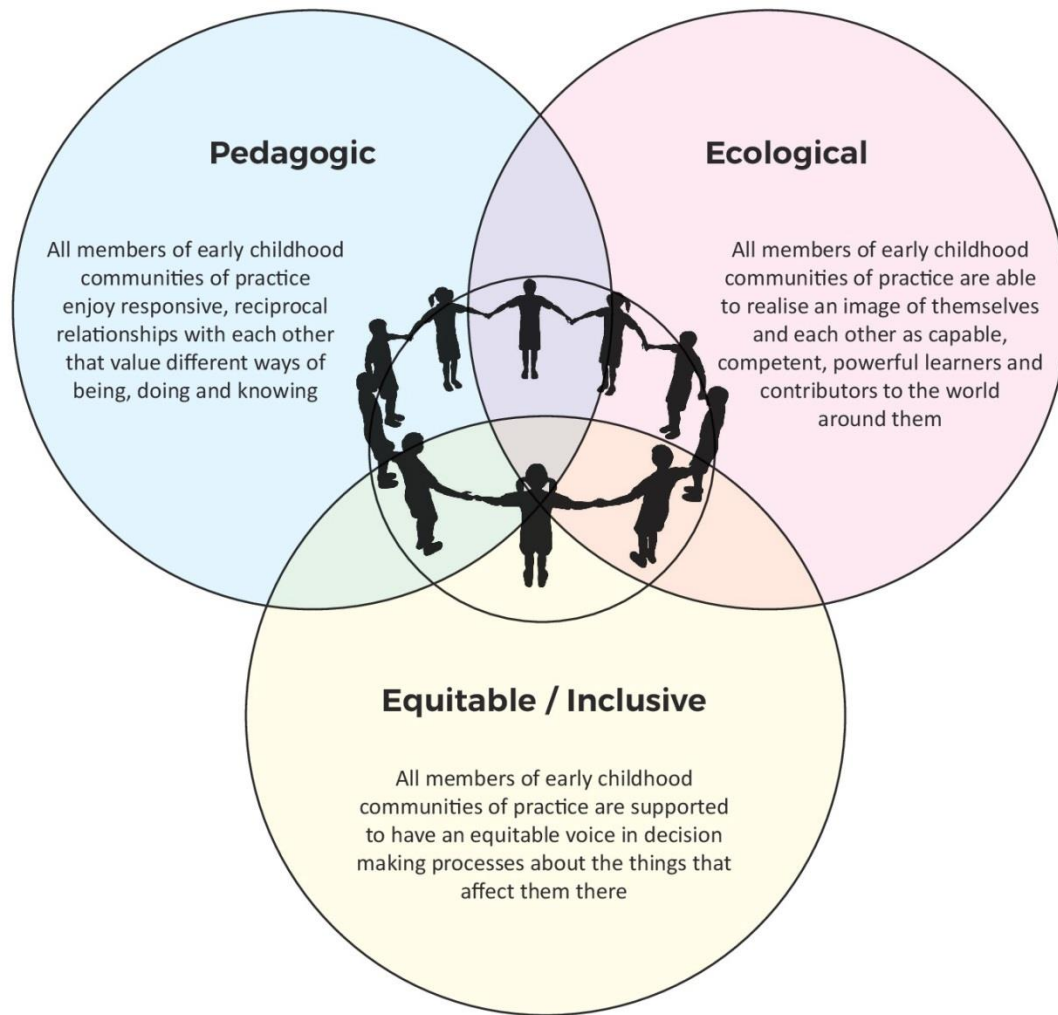
- ❖ Ethnographic case study
- ❖ Finding my kindergarten and participants
- ❖ Transitioning from teacher to researcher

Active participation in action

- What does active participation look like in practice?
- Emergent themes



Redefining the concept of active participation



because inclusive education for all is upheld as a fundamental human right in these spaces

Summing things up

- Answering my research question
- What does my dissertation offer that's new?

Where to from here?

- Early childhood teaching
- To PhD and beyond
- Presenting and publishing



Key references

Fielding, M. (2014). *Democratic fellowship and the practice of human possibility*. Retrieved from www.researchgate.net

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