This report is a summary of the linguistic landscape studied in this centre in September 2016, which aims to support the development of the centre as well as the nationwide research programme “Better Start; E Tipu E Rea” National Science Challenge.¹ The linguistic landscape reported here indicates that this centre is

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¹ This study is a part of the research strand known as “Emergent bilinguals living in a digital world” led by Una Cunningham & Niki Davis from 2015-2018. It is also an aspect of Leona Harris’ PhD studies. It is set within a strand of the research project “Eke Pānui, Ake Tamaiti; Braiding health and education services to ensure early literacy success and healthy well-being for vulnerable children”, which is a pilot within the nationwide National Science Challenges’ decade long research programme.

The linguistic landscape of Just Kids Community Preschool (Bickerton St) successfully reflecting, and going beyond, the guidelines and policies relating to their commitment and work within the bilingual context of Aotearoa, New Zealand.

Introduction

Walking into the centre I was immediately greeted with a large welcome sign in Samoan. This sign was decorated with Samoan design and expressed confidence and pride, as it was without translation in English and occupied a central position in the entrance way. This welcome sign set my expectation that there would be a strong presence of Samoan in the linguistic landscape of the centre. Just Kids was a modern building with a large, bright open space with visible digital technology. Outside there was a large open play area which could been seen easily through the large glass windows and doors. The day I arrived was sunny and warm and all of the children and teachers were outside playing.

Figure 2: Screenshot from Just Kids Community Preschool website home page

Linguistic Landscape

The landscapes in a child’s life encourage the acceptance and use of their language(s) and are an important medium for engaging with parents. The linguistic landscape is the visibility and salience of all the

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5 Researcher’s journal in 2016
6 Retrieved from http://www.justkidspreschool.co.nz/
7 http://latllab.canterbury.ac.nz/ and http://latllab.canterbury.ac.nz/category/linguistic-landscape/
languages within a location. It reflects the strength of the language policy (formal and informal) and influences how languages are perceived and therefore used. Linguistic landscapes go beyond what is seen to incorporate text, images, objects and people over time and space (physical and virtual). All of the figures in this report provide illustrations within the centre’s linguistic landscape. For example, the Samoan welcome above the main entrance of Just Kids Community Preschool in Figure 1 has both text and images that indicate this language is valued and used in the centre. Similarly, the home page in Figure 2 has five languages communicating that multilingualism may be celebrated.

Figure 3: Toilet sign in te reo Māori and English

Drawing attention to the linguistic landscapes, both physical and virtual, of educational settings shows promise in facilitating teaching literacy practices and language awareness. The linguistic landscape of a Māori immersion Early Childhood Education (ECE) centre identified the language and technology policies and practices stemming from the linguistic landscape that strengthened connections and supported the needs of the individual and group. These connections between the environments and the individuals supported the social engagement and language development of the emergent bilingual pre-schoolers and their whānau.

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Linguistic Landscape research of Just Kids Community Preschool

The collection of evidence for this linguistic landscape included photos and videos of all displays with linguistic content and interviews with teacher and parents. Also included was any image or object of cultural aesthetic, technological devices visible in the centre and online web sites. Displays in areas not accessible by children and private areas in the centre, such as the bathrooms or personal offices were not included.

54 photos were taken of all the wall displays in the centre, or a representative part of a display, to produce this linguistic landscape. Table 1 provides an overview of photographic evidence. 38 photos contained linguistic items. 22 of these displays contain some level of te reo Māori, of which 7 photos were in te reo Māori only and 3 were in mostly te reo Māori. 11 photos contained Samoan of which 5 were in Samoan only. Two of these displays were in placed in high profile positions at the entrance (Figure 1) and exit (Figure 8) and decorated with cultural symbols.
The linguistic landscape of Just Kids Community Preschool (Bickerton St)

Table 1. An overview of photographic evidence in the linguistic landscape of Just Kids (n=38).

<table>
<thead>
<tr>
<th>Language(s) in the display (n=38)</th>
<th>Number of photos</th>
</tr>
</thead>
<tbody>
<tr>
<td>English only</td>
<td>8</td>
</tr>
<tr>
<td>English with some Māori</td>
<td>3</td>
</tr>
<tr>
<td>English and Māori</td>
<td>6</td>
</tr>
<tr>
<td>Māori with some English</td>
<td>3</td>
</tr>
<tr>
<td>Māori only</td>
<td>7</td>
</tr>
<tr>
<td>Samoan only</td>
<td>5</td>
</tr>
<tr>
<td>Samoan and English</td>
<td>3</td>
</tr>
<tr>
<td>English, Māori and Samoan</td>
<td>3</td>
</tr>
</tbody>
</table>

One significant display was the Our Culture display (Figure 6) decorated with cultural art, symbols, jewellery, tapa and mat cloth. The labelling of the display not only reflected the culture of the children, but also reflected the culture of the teachers at the Just Kids Community Preschool. One teacher interviewed was Samoan and she spoke Samoan to Samoan children and families. 3 displays were a mix of English, te reo Māori and Samoan. In the centre there were also 8 non-linguistic photos, images representative of people or items from various cultures, national flags and icons from 9 different countries (Figure 4). In a teacher interview the teacher said that the preschool was a community school, that they not only had a policy encouraging te reo Māori and honouring the Treaty of Waitangi, they also invited...
multiculturalism, welcoming anyone to the centre, inviting grandparents to translate and celebrating cultural days.

The visible technology within the centre included at least two iPads that children were using and a large screen in the mat area that teachers used to show the daily photos of the children at play (Figure 7). No screenshots were taken from the iPads. In addition, Just Kids had a Facebook page and a website with web pages dedicated to the two centres, Just Kids Community Preschool and Just Kids House. The main page of the website had greetings in 5 different languages including te reo Māori and Mandarin Chinese (see Figure 2). Many of the Facebook posts also began with multilingual greetings. The teachers’ computer was used to create and edit learning stories for the children. In the interview, teachers said they used Storypark, an e-portfolio for sharing children’s learning stories. They also used email for communicating with parents etc. The centre had a digital camera which could be used to take video and photos that were shared via Storypark, printed and/or displayed on the screen. The iPad was used to connect to the Internet to show information related to children’s interests, to share Storypark with families, and revisit the children’s learning stories together with children.

![Figure 7: Television screen with photos taken with the school camera and songs in a number of languages displayed on the wall behind.](image)

**Discussion**

22 out of 38 displays in the centre contained te reo Māori. This ranged from one word amongst English to all words in the display being in te reo Māori only. As the linguistic landscape is an indicator of the language policies and practices, the linguistic landscape of Just Kids Community Preschool (Bickerton St)
The linguistic landscape of Just Kids Community Preschool (Bickerton St) indicated that Just Kids teachers were successfully reflecting the Te Whāriki curriculum\textsuperscript{14}, Teachers Council practicing criteria\textsuperscript{15}, and Just Kids Community Preschool policies that encouraged the commitment to and practices that supported the bicultural partnership of Aotearoa, New Zealand. There was also a confidence and willingness from the teachers to use and encourage te reo Māori and Samoan reflected in the landscape. This could be seen in the fact that of these 22 items with te reo Māori, 18 of these items were created and published by the teachers themselves. All displays in Samoan were created by the teachers. This self-publishing not only personalised the linguistic landscape but also displayed their commitment and personal willingness to integrate policy into their daily practice and values. The work that the teachers were undertaking in te reo Māori and Samoan at the centre were excellent examples of language practices encouraging home language use for children and whānau of various languages and cultures other than English.

\begin{figure}
\centering
\includegraphics[width=\textwidth]{samoan-proverb.png}
\caption{Samoan proverb over the exit door in Samoan}
\end{figure}

Translation: A duck would fly all over, but will always return to the water. Note: Toloa is a duck
Meaning: One would leave home, but will always return.\textsuperscript{16}

Conclusion

Based on the photographic data gathered from the linguistic landscape at Just Kids Community Preschool (Bickerton Street), the teachers were successfully reflecting, and going beyond, the guidelines and policies relating to their commitment and work within the bilingual context of Aotearoa, New Zealand. The linguistic landscape showed that Just Kids Community Preschool were also strongly supporting the home language of Samoan children and welcoming speakers of languages other than English. Their commitment and confidence in embracing multiple languages was evident in the number of displays with te reo Māori and Samoan in the centre that had been created and published by the teachers. The practices, commitment and confidence in te reo Māori and Samoan set a solid foundation for building practices in Pasifika and languages other than English to support their young emerging bilingual children. Through their experiences and practices with Storypark and iPads, an informal blend of language and digital technology policy were emerging at the centre. While Storypark provided a digital tool to connect, collaborate and engage with the child’s worlds and languages beyond the centre, it was the face-to-face engagement, relationship building and the willingness to build confidence that provided the foundation. The linguistic landscape of Just Kids Community Centre indicated that this centre had a very strong foundation for supporting young emergent bilingual children growing up in a digital world.

Next steps and thanks

This report was the first analysis of the linguistic landscape data gathered from your centre and appreciate the comments and suggestions to improve this report for accuracy and your purposes. We thank you all for your participation in our research and for permission to cite this report. We are very happy that this report can become a public document.

In addition, to complete this research as designed, we plan to request an invitation to make a second linguistic landscape in 2017. At that time Leona Harris plans to return to the centre to capture the linguistic landscape using the same approach as in 2016. At that time, we would also be happy to share and guide staff through some of the online resources that have arisen from our research to support young emergent bilingual children growing up in a digital world.

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Distinguished Professor Niki Davis, PhD.
24/10/17