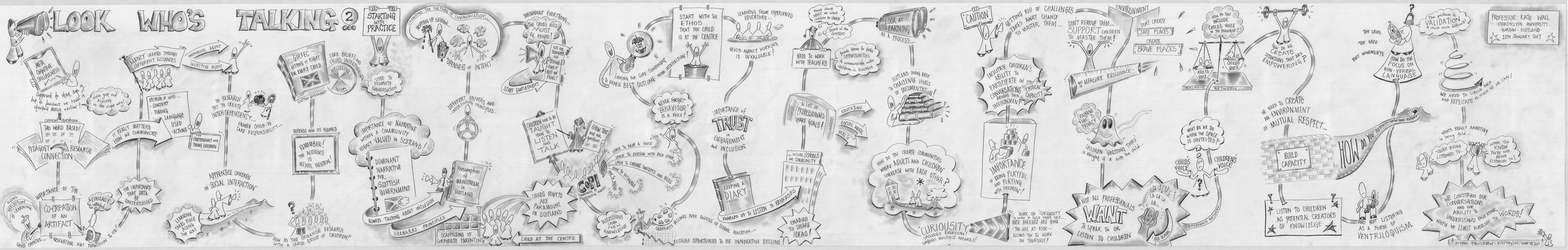
LOOK WHO'S TALKING 2
NEW COGNITIVE DEVELOPMENTS...
Supposed to start, but by 6 babies we knew we started much earlier!
CURRENT THINKING...
TOO WORD BASED!
PEDAGOGY RESEARCH CONNECTION
IT REALLY MATTERS HOW WE COMMUNICATE...
AGENCY CREATED THROUGH DIFFERENT ALLIANCES
INDIVIDUAL AGENCY
COLLECTIVE AGENCY
SPECTRUM OF WAYS... - CONTENT - TIMING - LANGUAGE USED - ACTIONS
PHOTOGRAPHY WITH YOUNG CHILDREN
IN RESEARCH TRY TO CREATE INTER-DEPENDENCY...
ENABLE CHILD TO TAKE RESPONSIBILITY...
"GIRFEC - GETTING IT RIGHT FOR EVERY CHILD"
CUSTOM GUARDIANS
CARE, BELIEFS AND VALUES UNDERPINNING...
WITHIN
DEFENDS HIM ITS FRAMED.
REMEMBER! THE AUDIENCE IS NEVER NEUTRAL!
HOW DO YOU ORGANISE RESEARCH WITH A LARGE GROUP OF CHILDREN?
STARTING WITH PRACTICE
USED TO PROMOTE CONVERSATION
IMPORTANCE OF NARRATIVE WITHIN A COMMUNITY HIGHLY VALUED IN SCOTLAND
DOMINANT NARRATIVE FOR SCOTTISH GOVERNMENT
ALWAYS TALKING ABOUT INCLUSION
SHANARRI PRINCIPLES
SCAFFOLDING OF CORPORATE PARENTING
CHILD AT THE CENTRE
"LISTENING, TUNING IN, SUITING, & COMMUNICATING"...
WAITING UP SESSIONS...
OPENNESS OF INTENT
DIFFERENT DRIVERS AND UNDERLYING PRINCIPLES...
Presumption of MAINSTREAM IN SCOTLAND
CHILDS RIGHTS ARE PARAMOUNT IN SCOTLAND
THROUGHOUT EVERYTHING...
THE CHILD'S VOICE MUST BE HEARD!
ASK THE STRANGERS TO BE INVITED FROM OUT OF FAMILY
STAFF EMPLOYMENT
CHILDREN HAVE TO BE TAUGHT HOW TO LISTEN AND TALK
EATING TEXT AND THE SANDWICH
GOPI
CONFIDENCE IN ABILITY TO MAKE A DIFFERENCE
CHILDREN'S VOICE
KNOWLEDGE
START WITH THE ETHOS THAT THE CHILD IS AT THE CENTRE
LEARNING FROM EXPERIENCED EDUCATORS...
MULTI-AGENCY WORKING IS INVALUABLE!
LOOKING FOR CORE COMPONENT TO ENABLE BEST OUTCOME FROM INTERVENTION!
NEVER FORGET BEHAVIOUR IS A VOICE!
STAFF TO HAVE A VOICE
SPACE TO REFLECT WITH EACH OTHER
SPACE TO EXPLORE CONCEPTS AND IDEAS
HOW TO SUSTAIN?
DISCUSSIONS OVER KNOWLEDGE
CREATIVITY
BECAUSE OPPORTUNITIES TO BE INNOVATIVE DECLINE!
IMPORTANCE of TRUST in ENGAGEMENT and INCLUSION
KEEPING A DIARY
ENABLED US TO LISTEN TO CHILDREN
ENABLED TO SHARE IDEAS!
INCLUDE SCHOOLS AND COMMUNITY
"Never heard parent say what a good teacher my child has!" Parent of the CHILDREN
NEED TO WORK WITH TEACHERS
Inside Home is Safe, OPPORTUNITIES to communicate with children in SCHOOLS
A LOT OF PROFESSIONALS SHARE ROLES!
EDUCATION
SOCIAL WORK
HEALTH
LOOK AT LEARNING AS A PROCESS...
SCOTLAND DOING BEST TO CHALLENGE LEVELS OF DOCUMENTATION!
HOW DO YOU CREATE COMMUNITIES WHERE ADULTS AND CHILDREN CONVERSE WITH EACH OTHER?
"CURIOUSITY"
INCLUDES EMOTIONS, CARRIES MULTIPLE MEANINGS!
CAUTION
GETTING RID OF CHALLENGES AS TIMES AWAY CHANGE TO MASTER THEM...
FACILITATE CHILDREN'S ABILITY TO PARTICIPATE IN CONVERSATIONS CROSSING THEIR ENVIRONMENTS
CRITICAL CURIOSITY
IMPORTANCE OF BEING PLAYFUL AND PARTYING WITH CHILDREN!
WORK ON "CURIOUSITY" AS THEY GROW OLDER AND MORE RISK AVERSE...
THEY BECOME LESS CURIOUS!
YOU ARE AT RISK...
ALLOWS YOU TO WORK ON YOURSELF!
ENVIRONMENT
DON'T REMOVE THEM... SUPPORT CHILDREN TO MASTER THEM!
DON'T CREATE "SAFE PLACES"
CREATE "BRAVE PLACES"
WE MEASURE RESILIENCE...
CHILDREN "GHOSTING THEM" is allright if it suits the child...
NOT ALL PROFESSIONALS WANT TO SPEAK TO OR LISTEN TO CHILDREN
LA LA LA...
BIG BUBBLE
HOW DO YOU INCLUDE CHILD'S VOICE IN THE DIALOGUE?
ADULTS VOICE
CHILDS VOICE
BALANCE BETWEEN...
WHAT DO WE DO WHEN THE SPACE IS CONTESTED?
CHILDS'S VOICE
CHILDRENS VOICE
DIFFERENCE BETWEEN...
HOW DO WE CREATE SOMETHING THAT ARE EMPOWERING?
WE NEED TO CREATE AN ENVIRONMENT OF MUTUAL RESPECT...
BUILD CAPACITY
LISTEN TO CHILDREN AS POTENTIAL CREATORS OF KNOWLEDGE
HOW DO YOU
AND NOT LISTENING AS A FORM OF VENTRILOQUISM
THE CRIES
THE RAGE
WHY MOVEMENTS
HOW DO YOU FOCUS ON NON-VERBAL LANGUAGE
The problem is VALIDATION & much more difficult!
PROFESSOR KATE WALL
STRATHCLYDE UNIVERSITY
GLASGOW - SCOTLAND
10th JANUARY 2017
WE NEED TO CHALLENGE AND REPLICATE AS MUCH AS WE CAN!
WHERE'S REALLY ANNOYING YOU?
YOU'RE BEING LISTENED TO...
WHEN YOU KNOW You're not being LISTENED TO!
WE CONSTRAIN OUR CONVERSATIONS AND OUR ABILITY TO UNDERSTAND EACH OTHER WHEN WE LIMIT OURSELVES TO WORDS!
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