LOOK WHO'S TALKING...

GUIDING PRINCIPLES
APPROACHES
THEMES
DISCRIPTORS
WHO ARE WE WRITING PRINCIPLES FOR?
EARLY YEARS Voice
BUILDING A FOUNDATION.
there's a dearth of information for this age of children!
TARGET MORE GENERALLY. SHOULD WE AS THE PRINCIPLES COULD BE UNDERMINED AND UNDER-VALUED BECAUSE OF LOW STATUS OF EARLY YEARS
?
OTHER REPORTS advocating use of VOICE
but don't tell you "HOW"
EARLY YEARS
BUT IT COULD RAISE STATUS!
CONSIDER THE REACH OF OUR WORK...
AIMED AT... INTERACTIONAL PRACTITIONERS
HEALTH
LEGAL
RESEARCH
PRACTITIONERS working with CHILDREN
MASSIVE CHOICES BEING MADE BY SOME CHILDREN BEFORE THE AGE OF 5
WE NEED TO GIVE THEM VOICE
what do children THINK Voice is?
HOW CAN WE BEST FRAME IT FOR THEM?
DO WE NEED A CHILDREN'S VERSION?
...could it be illustrated?
OPPORTUNITIES FOR FURTHER PROFESSIONAL LEARNING POST-PUBLICATION
is it because they don't use the ACADEMIC LANGUAGE?
GIVE THEM THE LANGUAGE!
PRACTIONERS
NEED TO LEAD FROM THE MIDDLE
VOICE IS OWNED BY THE SPEAKER
WHO IS QUALIFIED TO HEAR THE VOICE OF THE CHILD?
REACTIVE AGENDA
EARLY YEARS practitioner waits for children to come to them...
EVERYTHING EXCEPTIONALLY ACCESSIBLE
POWER
WITHIN ETHOS OF ESTABLISHMENT
OR
WITHIN PERSON THEMSELVES
?
IMPORTANCE OF RECOGNISING POWER IMBALANCE
ADULTS and ADULTS
ADULTS and CHILDREN
CHILDREN and CHILDREN
BEWARE OF ASSUMPTIONS OF WHERE POWER LIES!
THE POTENTIAL TO SHARE THE POWER IS ALWAYS THERE
INCLUSIVITY
DIGNITY
RESPECT
DIVERSITY
AVOID IMPOSING A MEANING
EVERYONE HAS A VOICE
OPEN TO A RANGE OF PRACTICES
- CONTEXTS
- TOPICS
- TOOLS
- TECHNIQUES
- PRACTICES
BE OPEN TO DIFFERENT WAYS OF PARTICIPATING
OR NOT
ARE CHILDREN PRACTITIONERS? YES
LISTEN WITH PURPOSE
ATTENTIVE PARTNERS
BEING and BELONGING
VOICE ENCOURAGES...
COMPASSION and EMPATHY
VALUE and CONTRIBUTION
WHAT COMES FIRST? COMPASSION OR EMPATHY...
BASED ON NEED OR BASED ON SUFFERING
ALL PART OF ONE COMMUNITY
OPEN DISPOSITION EFFECTS VOICE
BRIDGE GAP...
THEM
US
TRYING TO DEVELOP A PARTICULAR, INFORMED VOICE
HELP CHILDREN TO HAVE SOMETHING TO SAY...
VOICE with CONTEXT
VOICE with INTENTION
FOREWORD...
ETHICS OF CARE
RIGHTS
INFORMED
INFORMING
INQUIRY
WE CAN ONLY KNOW WISDOM BY LOOKING BACK...
...OR IS IT ABOUT LOOKING TO THE FUTURE
Why do people want to be heard
To SUPPORT OR To DISMANTLE POWER STRUCTURES?
PICTURES
FACILITATE GREATER AGENCY...
CURRICULUM FOR EXCELLENCE
INVITATION TO INTERROGATE
LISTENING IS AN ACTIVE PROCESS...
which relies on TUNING INTO VOICE
PRACTITIONERS NEED TO TAKE RESPONSIBILITY
SAMPLES
can't be too perfect!
ROOM FOR INTERPRETATION
ENCOURAGE TO CUSTOMISE
ENCOURAGE TO ADAPT
IT'S NOT A TRAINING PACKAGE
ACT AS A PROMPT
CREATE AN ENABLING STRUCTURE
SUSTAINABLE CONTRIBUTION TO DEMOCRATIC SOCIETY
LONG-TERM COMMITMENT
WE HAVE TO GIVE PEOPLE THE VOCABULARY TO INTERROGATE
THE MORE YOU DO VOICE THE BETTER YOU GET...
WE WANT IT TO ACT AS PROVOCATION AND CREATE DISSONANCE
PROCESSES SHOULD BE COLLABORATIVE
INTENTIONAL
STRATEGIC
RELATIONAL
CONSULTATIVE
REFLECTIVE
GOALS
IT'S A CYCLE... NEEDS TO BE FLUID...
EVERYTHING needs to be IN PLACE for it to WORK
STAY OPEN TO MULTIPLE APPROACHES...
PROCESSES
STRUCTURES
APPROACHES
GOALS
INCLUSIVITY
POWER
LISTENING
DEFINITION
PURPOSE
POWER
LISTENING
APPROACHES
DEFINITION
INCLUSIVITY
PROCESSES
STRUCTURES
ROAD TEST THE PRINCIPLES...
PILOT
INTERNATIONAL AND MULTI-DISCIPLINARY
FUNDING TO TAKE IT OUT AND RESEARCH IT WITH PRACTITIONERS
PREVIOUS PUBLICATION
LOOK FOR PUBLISHER + EDITORS WHO ARE INTERESTED IN THE SUBJECT!
WE COULD WRITE A BOOK
SPECIAL ISSUE
SEE WHAT HAS BEEN WRITTEN ABOUT THESE
LOOK AT LITERATURE...
STRESS TEST
THE PRINCIPLES
INDIVIDUALLY
INSTITUTIONALLY
WHAT LINKS CAN WE MAKE?
WANT TO GENUINELY MAKE A DIFFERENCE TO PEOPLE'S PRACTISE
PRACTICE EXAMPLES THAT EXEMPLIFY THE PRACTICES
EMPIRICAL MIRROR OF JEAN RUDDOCK'S WORK
GOALS PURPOSES making a DIFFERENCE
POWER RELATIONS LISTENING INCLUSIVITY
STRUCTURES PROCESSES APPROACHES
ARTICLES
SHOW DIALOGUE
FOLLOW CONVERSATION
VOICE
ENCOURAGE READING OF PENN JOURNAL
HOW DOES VOICE LINK TO RIGHTS?
LINKS TO POLICIES AND REGULATIONS
PRIMARY CONSIDERATION... THE ETHICS OF CARE
SSSH
HOW MIGHT I BE SHUTTING DOWN VOICE?
HOW MIGHT I OPEN VOICE UP?
always an adult TRANSLATING for the CHILD...
WHERE IS THE CHILD'S VOICE IN LEGISLATION?
HOW DO I LISTEN NON-JUDGEMENTALLY?
how do I support collaborative voice?
how do I support CHALLENGING Voices?
THE COLLECTIVE VOICE WITHIN THE DEMOCRATIC PROCESS
COLLECTIVE VS INDIVIDUAL
how do I know I'm being listened to?
HOW DO YOU LISTEN TO SILENCE?
CAN I CHOOSE MY LISTENER?
WHO IS ASKING THE QUESTIONS?
HOW DO YOU HEAR THE QUIET VOICES?
HOW DO YOU LISTEN TO SOMETHING UNCOMFORTABLE?
how do I know their INCLUSION is meaningful?
HOW DO I KNOW SOMEONE IS INCLUDED?
HOW DO I LISTEN TO CONFLICTING VOICES?
HOW DO I LISTEN TO DISSENT?
WHAT ARE THE BARRIERS?
HOW DO YOU ENCOURAGE CRITICAL VOICES?
CAN YOU BE TOO ______ TO HAVE YOUR VOICE HEARD?
WHO SHOULD NOT BE HEARD?
WHAT PHYSICAL SIGNS SHOW VOICE IS RECOGNISED?
HOW DO YOU CREATE SPACE FOR VOICE?
WHAT STRUCTURES SUPPORT VOICE?
WHERE DO I GET IDEAS TO SUPPORT VOICE?
HOW COMFORTABLE AM I WITH RISK TAKING?
WHAT'S MY VOICE 'COMFORT ZONE'?
what does it look like to involve young people in INQUIRY?
how do we MOVE VOICE FORWARD?
WHEN DO CHILDREN LEAD VOICE?
WHERE CAN VOICE FLORISH?
WHAT STRUCTURES RESTRICT VOICE?
WHEN IS VOICE RISKY?
HOW DO WE BUILD TRUST?
WHAT IS THE CHILD GETTING FROM THIS?
WHAT AM I GETTING FROM THIS?
CAN YOU PLAN FOR VOICE?
HOW DOES VOICE LEAD TO CHANGE?
HAS VOICE LED TO CHANGE?
GOAL
WHO DEFINES GOALS AND WHO REDEFINES THEM?
HOW DO YOU RECORD GOALS?
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