

Power & Voice *in* Research



with Children

Lawrence Dine Soto & Beth Blue Swadlow | editors

Power Voice In Research With Children Rethinking Childhood V 33

Roseanna Bourke, Judith Loveridge



Power Voice In Research With Children Rethinking Childhood V 33:

Power & Voice in Research with Children Beth Blue Swadener, 2005 This volume critically examines issues of power and voice in research with children Chapters focus on the relationship between researchers and children and explore how to more adequately represent the complexities multiple perspectives and understandings that emerge when the research process more fully includes children and youth Contributors explore issues of imposition and power that are inherent in traditional research and even more problematic with children Authors document how children s voices can guide us in learning about research methodologies theories and praxis as well as about issues of race identity class linguistic diversity and gender within larger postcolonial contexts and research traditions **The Bibliographic Index**, 2005 *International Perspectives and Empirical Findings on Child Participation* Tali Gal, Benedetta Duramy, 2015-03-20 This book provides a much needed first broad portrayal of how child participation is implemented in practice today Bringing together 19 chapters written by prominent authors from the United States Canada the United Kingdom Ireland New Zealand Australia and Israel the book includes descriptions of programs that engage children and youth in decision making processes as well as insightful findings regarding what children their families and professionals think about these programs *Handbook of Research on the Education of Young Children* Bernard Spodek, Olivia N. Saracho, 2014-01-27 The Handbook of Research on the Education of Young Children Second Edition is an essential reference on research in early childhood education not only in the United States but throughout the world It provides a comprehensive overview of important contemporary issues and the information necessary to make judgments about these issues The field has changed significantly since the publication of the first edition of this Handbook in 1993 creating a need for an update The Handbook of Research on the Education of Young Children Second Edition is thus focused on research conducted over the past decade or so The volume is organized in four parts Early Childhood Education and Child Development New in this edition moral development the development of creativity Early Childhood Educational Curriculum New in this edition movement or dance education the education of linguistically and culturally diverse children Foundations of Early Childhood Educational Policy New in this edition childhood poverty the education of bilingual children Research and Evaluation Strategies for Early Childhood Education New in this edition doing historical research in early childhood education postmodern and feminist orientations The Handbook of Research on the Education of Young Children Second Edition makes the expanding knowledge base related to early childhood education readily available and accessible It is a valuable tool for all who work and study in the field **Child Agency and Voice in Therapy** Phil Jones, Lynn Cedar, Alyson Coleman, Deborah Haythorne, Daniel Mercieca, Emma Ramsden, 2020-11-23 Child Agency and Voice in Therapy offers innovatory ways of thinking about and working with children in therapy The book considers different practices such as respecting the rights of the child in therapy and recognising and listening to children as active agents and experts features approaches that access children s views of their therapy engage with them as researchers

or co researchers and that use play and arts based methods draws on arts therapies research in ways that enable insight and learning for all those engaged with children s therapy and wellbeing considers how the contexts of the therapy such as a school or counselling centre relate to the ways children experience themselves and their therapy in relation to rights agency and voice Child Agency and Voice in Therapy will be beneficial for all child therapists and is a good resource for courses concerning childhood welfare therapy education wellbeing and mental health **Bibliographic Index** ,2006 **Vygotsky and Special Needs Education** Harry Daniels,Mariane Hedegaard,2011-02-17 This is an international guide to using Vygotsky s theories to support children and schools in special needs education After Piaget Vygotsky is perhaps the most important educational theorist of the twentieth century Support for schools and pupils with additional needs has been theorised in a number of ways over the last 100 years and much interest has been shown in the development and relevance of Vygotsky s ideas It is ironic therefore that so little has been written about the practical application of such a perspective to the field This book brings together researchers working in the UK and Denmark to reflect on the benefits to be had from taking such a stance on support for children and schools All the contributors are connected with work that has been done at PPUK and CSAT research centres at the universities of Copenhagen and Bath Both centres enjoy strong reputations for their contributions to cultural historical theory The authors pursue issues raised by a post Vygotskian approach and which make important contributions to the development of the fields of policy and practice **Disabled Childhoods** Janice McLaughlin,Edmund Coleman-Fountain,Emma Clavering,2016-02-05 A crucial contemporary dynamic around children and young people in the Global North is the multiple ways that have emerged to monitor their development behaviour and character In particular disabled children or children with unusual developmental patterns can find themselves surrounded by multiple practices through which they are examined This rich book draws on a wide range of qualitative research to look at how disabled children have been cared for treated and categorised Narrative and longitudinal interviews with children and their families along with stories and images they have produced and notes from observations of different spaces in their lives medical consultation rooms cafes and leisure centres homes classrooms and playgrounds amongst others all make a contribution Bringing this wealth of empirical data together with conceptual ideas from disability studies sociology of the body childhood studies symbolic interactionism and feminist critical theory the authors explore the multiple ways in which monitoring occurs within childhood disability and its social effects Their discussion includes examining the dynamics of differentiation via medicine social interaction and embodiment and the multiple actors including children and young people themselves involved The book also investigates the practices that differentiate children into different categories and what this means for notions of normality integration belonging and citizenship Scrutinising the multiple forms of monitoring around disabled children and the consequences they generate for how we think about childhood and what is normal this volume sits at the intersection of disability studies and childhood studies **Thinking Critically and Ethically about**

Research for Education Alison Fox, Hugh Busher, Carmel Capewell, 2021-11-29 Thinking Critically and Ethically about Research for Education draws on the experiences of a range of researchers in the discipline to explore the lived realities including ethical and methodological complexities involved in undertaking educational research Using global case studies this book examines the meaning of ethical research practice and raises questions about representation power and empowerment in the field It provides critical reflections from researchers reviewing the methodologies they used in their studies and the ethical implications of these in theory and practice The book highlights the various difficulties and realities present in education research and provides researchers with the tools necessary for refining their skills and understanding ethical research methodologies The chapters reflect authors responses to the following questions What values prompted you to do this work and how did you share these with participants What were the ethical considerations raised beforehand and how were these tackled in terms of meeting obligations including to ERBs maximising benefits and dealing with issues arising during the study and through to publication What does empowerment and or voice mean to you as a researcher and how did you express this to your participants In what ways were the participants given opportunities to be empowered in or through your study With critical discussions on ethics and research practices in education research this book is ideal for student novice and experienced researchers looking to undertake ethical education research

Children's Right to Silence and Non-Participation in Education Amy Hanna, 2023-10-27 This insightful book re examines the concept of student voice through an exploration of children s implicit rights to silence and non participation By considering what remains unspoken but is voiced through silence this book theorises silence through the lens of power Responding to calls for more critical approaches to children s participation under the UN Convention on the Rights of the Child this unique exposition of silence ventures beyond traditional notions of voice as a defining term for justice and participation and traditional understandings of silence as powerlessness Instead this book presents young people s uses and understandings of silence at school as an instrument of power Based on empirical research the book reconceptualises children s participation rights through silence Addressing an important gap in the literature on student voice and children s participation this book is a valuable resource for academics researchers and postgraduate students in the fields of children s human rights childhood studies and educational philosophy

Radical Collegiality through Student Voice Roseanna Bourke, Judith Loveridge, 2018-08-17 This book celebrates the rights of the child through including student voice in educational matters that affect them directly It focuses on the experiences of children and young people and explores how our educational policies practices and research endeavours enable educators to help young people tell their own stories The respective chapters illustrate how listening to young people can help them attain new positions of power even though doing so often creates discomfort and requires a radical change on the part of the adult establishment Further the book challenges researchers teachers and practitioners to reconsider how students are involved in research and policy agendas and to what extent radical

collegiality can create fundamental and positive changes in the lives of these learners In recent decades greater attention has been paid across policy practice and research discourses to involving children more meaningfully and actively in decisions about their participation in both formal and informal educational settings The book s goal is to illustrate how researchers have systematically involved students in the pursuit of a richer understanding of educational experiences policy and practice through the eyes and ears of young people and through their own cultural lens The SAGE Handbook of Global Childhoods

Nicola J. Yelland, Lacey Peters, Nikki Fairchild, Marek Tesar, Michelle S. Pérez, 2021-09-08 This Handbook explores the multidisciplinary field of childhood studies through a uniquely global lens It focuses on enquiries and investigations into the everyday lives of young children in the age range of birth to 8 years of age giving space to their voices and involving interrogations about the various aspect of their lives This Handbook engages with the interdisciplinary field of childhood studies education cultural studies ethnography and philosophy with contributions from scholars from across the globe who have focused their work on the complexities of childhoods in contemporary times By considering a range of epistemologies ontologies and perspectives to present the contemporary systematic research on the topic from a wide range of academics and authors in the field this Handbook provides a significant contribution to the international dialogue of Global Childhoods Part 1 Global Childhoods Part 2 Researching Global Childhoods Part 3 Contemporary Childhoods Part 4 Pedagogies and Practice Part 5 Creating Communities for Global Children *EBOOK: Rethinking Learning in Early Childhood Education*

Nicola Yelland, Libby Lee, Maureen O'Rourke, Cathie Harrison, 2008-08-16 I think a real strength of the book is the use of the case studies to ground the points made and to offer in depth insights into practice Jackie Marsh University of Sheffield UK This exciting book considers the nature of young children s lives and how this can and should inform early childhood education in practical ways It examines What is it like for young children to learn in the 21st century How can we link this to new and innovative ways of providing relevant and engaging learning contexts for young children What it means to be multiliterate in the 21st century The book explores how learning and engagement with ideas can be extended through the use of new technologies describing how information and communications technologies enable young people to extend the boundaries of their learning and social interactions These experiences have important implications for formal learning environments and the nature of the curriculum including bold new approaches to teaching and learning which offer opportunities for children to investigate in new ways This book provides examples of the ways in which early childhood teachers have extended opportunities for new types of learning for children by creating contexts in which they are able to explore and represent their ideas and thinking in multimodal formats using new technologies This book represents a research based discussion for rethinking learning in the 21st century and includes various case studies and scenarios to enable students and practising teachers to try out new ideas Finally it considers new ways of thinking about children s learning by creating a multiliteracies portrait pedagogies and pathways profile that enables teachers to build on their

strengths to plan for effective learning outcomes Rethinking Learning in Early Childhood Education is key reading for students on Early Years courses or Primary Education pre service teacher education programmes

Valuing Disabled Children and Young People Berni Kelly, Bronagh Byrne, 2018-04-19 Focusing on contemporary childhood disability issues and relevant to the lived experiences of disabled children and young people and their families this book addresses themes such as transition identity education inclusion and service provision It also includes insightful contributions on participatory research and practice with disabled children and young people including an emphasis on capability voice and communicative spaces for those with life limiting and more severe levels of impairment The contributions to this book are grounded in a commitment to the rights of disabled children and young people as explicitly recognised under the United Nations Conventions on the Rights of the Child 1989 and Rights of Persons with Disabilities 2006 However the authors also draw our attention to the detrimental impact of economic austerity and conflict on the extent to which these rights are being realised encouraging further consideration of issues relating to social justice inter dependence and participation Addressing the diversity of disabled children s lives across service domains and international contexts this book provides an evidence base to support the realisation of the rights of disabled children and young people This book was originally published as a special issue of Child Care in Practice

Engaging Children in Applied Linguistics Research Annamaria Pinter, 2023-10-19 Based on a range of case studies this pioneering book demonstrates the multiple benefits when children actively participate in research

Research Anthology on Culturally Responsive Teaching and Learning Management Association, Information Resources, 2021-05-28 As education continues to take great strides to become more inclusive and understanding of diverse students and cultures teaching practices and methods for learning are an essential part of the puzzle and must be addressed to create culturally responsive educational experiences Teachers must make meaningful connections between a student s culture language life experiences and background to what the student is learning in the classroom By integrating culture into the classroom student achievement can be fostered and students can excel Underserved populations may face discrimination when it comes to culture language or race and their needs can often be neglected By implementing culturally responsive teaching students can feel valued motivated understood and included in their education The Research Anthology on Culturally Responsive Teaching and Learning displays the best practices and lessons learned for culturally responsive teaching and learning across different types of institutions classroom subjects and with different types of students from diverse cultural backgrounds The chapters focus on culturally responsive practices and how these methods for teaching can impact student success empowerment and cultural competence This book is essential in understanding cultural diversity and inequity in education as well as the ways to address it This book is ideal for faculty teachers counselors administrators principals curriculum developers instructional designers professionals researchers and students seeking to improve their understanding of culturally responsive teaching and learning

Professional and Ethical Consideration for Early

Childhood Leaders Cunningham, Denise D.,2020-06-19 Early childhood educators are keenly aware of the importance of a child's transition to real school. This transition is occurring earlier in a child's life now that school districts nationwide are moving to pre-kindergarten experiences for 3 and 4 year olds. Annually more than one million children attend public school pre-k programs overseen by elementary school principals who although veteran educational leaders were not trained to oversee these programs. Although pre-k classrooms are rapidly growing and deserve special attention school leaders must be reminded that early childhood means more than pre-kindergarten it extends through third grade. School leadership needs to understand the principles of early childhood education to effectively support all children age three to grade three. *Professional and Ethical Consideration for Early Childhood Leaders* is a collection of innovative research that crafts an overall understanding of the importance of early childhood leadership in today's schools. The book employs strategies to improve support for children in early childhood years, examines the different roles of early childhood leadership, analyzes best practices for implementation in early childhood contexts and explores improvements for leadership preparation for schools with pre-k through third grade children. While highlighting a wide range of topics including advocacy, cultural responses and professional development, this publication is ideally designed for educators, administrators, principals, early childhood development teachers, daycare instructors, curriculum developers, advocates, researchers, academicians and students.

Children in Social Movements Diane Rodgers,2020-03-16 Children's participation in social movements is presented through a theoretical typology consisting of strategic participants, participants by default and active participants. This range of participation accounts for the social location of children historically and internationally, calling for their inclusion into social movement research. Children are unresearched and untheorized participants within social movement literature. Providing rich detail of children's participation through illustrative case studies, this book presents the ideal types of participation as grounded in their social movement activity. These cross-cultural historical and contemporary case studies include, whenever possible, children's perspective in their own words. Utilizing insights from childhood studies on agency and rights of children enhances the understanding of social movement strategies and mobilization. Following the chapters on each type of participation, suggestions are provided for rethinking existing social movement theories to acknowledge child participants. Scholars and students of social movements and childhood studies as well as within the field of sociology will find interest in the wide range of case studies presented of children in social movements. The discussion of how social movement theory might be applied to the types of participation is meant to inspire future research and expand analysis of children's participation in social movements.

Children's Empowerment in Play Natalie Canning,2020-03-06 Children's Empowerment in Play is an accessible insight into the vital place of play in children's development. The book focuses on three main themes of participation: voice and ownership and explores ways to positively and naturally develop play in early years settings. Drawing on primary research and presenting in depth case studies of children in a range of play scenarios, Canning

offers a framework for understanding play and its relationship with children's empowerment and highlights play patterns and the ways in which practitioners can identify these. Chapters also cover The research context for empowerment in play The significance of play and empowerment in the lives of children The power play can have and indicators of empowering behaviour Observing empowerment in play and the challenges of celebrating it Written for all those working with young children and students on early childhood courses this book will transform how you understand and engage with children's experiences and learning

Children, Education and Geography Lauren Hammond, Mary Biddulph, Simon Catling, John H. McKendrick, 2022-11-30 This book examines the intersections between children education and geography With a particular focus on children's geographies and geographies of education the book draws upon cutting edge research to consider how geographical education can be enhanced through increased engagement with these fields The book is underpinned by the position that the lives of children and young people are inherently geographical as are educational institutions systems and processes The volume explores the ways in which the diverse relationships between children education and geography can enrich research and work with and for children and young people Chapters in this book consider how injustices are re-produced through education Chapters also explore how insights generated by thinking in and across geography and education can be used to support and empower young people in both formal education and in their everyday lives Ultimately this book is written for children and young people Not as the readership but as people often marginalised in decision making at a variety of scales in education and who we contend should be at the heart of all educational thinking The book is of value to undergraduate and post graduate students interested in geography education and children's geographies as well as teachers of geography both new and experienced

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