

NSW/ACT Inclusion Agency

Children's Voices

A reflective resource for educators



NSW/ACT Inclusion Agency
Supporting educators in early childhood education
and care services to include all children



Childrens Voices Research Policy Pract

**Kurt Anders Richardson, Kurt Antony
Richardson, Wendy J. Gregory, Gerald
Midgley**

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Children's Voices Anne B. Smith, Nicola J. Taylor, Megan M. Gollop, 2000-01-01 **Handbook of Research Methods in Early Childhood Education** Olivia N. Saracho, 2014-10-01 This book compiles research techniques for valid and reliable studies in early childhood education It targets researchers scholars and students providing resources to enhance their methodological abilities Useful for professors and practitioners it covers contemporary research methodologies to guide and improve research in the field *Children's Rights* Anne B. Smith, 2015-12-18 A marked change in traditional thinking about children and childhood was promoted by the adoption by the United Nations in 1989 of the Convention on the Rights of the Child In the early 90s sociologists in the United States and the UK developed Childhood Studies to promote a holistic view of children s lives recognition of their competence and agency and the impact and value of their everyday experiences As a result of this impetus different thinking has emerged about the role and recognition of children the institutions of childhood and the way we view and treat children in modern societies This book focuses on research emerging from Children s Rights and Childhood Studies thinking which has important implications for developing policies and practices to improve children s well being and rights The author presents the implications of children s rights for six contexts of children s everyday lives families early childhood education schooling child protection services health services and employment *Introduction to the Issue: "promoting Children's Participation in Research, Policy and Practice"* ., 2017 Abstract It is more than twenty years since the United Nations Convention on the Rights of the Child gave governments and states an international mandate to ensure the safety and wellbeing of children and young people and to promote their participation in decisions that affect their lives Considerable advances have been made since that time that have in some but not all instances seen transformations in the status roles and responsibilities of children and young people and in the ways in which they are perceived and treated These advances have included greater inclusion of children s voices in research policy and practice underpinned by children s rights to participation and best interests of the child decision making Bringing together a unique collection of international articles from authors with considerable expertise in researching and working with children and young people this thematic issue explores some of the ways in which facilitating constructive dialogues with children *Listening to Young Children's Voices* Dawn Jones, Selena Hall, Glenda Tinney, Zeta Williams-Brown, Karen Williams, 2025-09-23 By putting children s voices at the heart of early childhood education this essential textbook will help students truly understand what it is young children are saying and will show them how to support the promotion of the child s voice Through an innovative story like approach led by the perspective of children themselves the authors encourage readers to critically consider how careful listening and responding to young children s ideas and opinions provides exciting opportunities for a new pedagogical approach within education thereby challenging dominant discourses By focusing on real life examples of what children say about things that are important to them *Listening to Young Children s Voices* provides a wealth of ideas and practical exercises to support an

understanding of effective listening Drawing from research and professional experience and using theory and new conceptual ideas the authors guide students to develop knowledge and critical thinking skills This book makes an important contribution to the discipline of early childhood education It will be an invaluable tool for those working with and alongside young children students educationalists and policy makers *Student Perspectives on School*, 2017-01-01 In order to increase knowledge and understanding of educational settings as inclusive communities we strive to understand what supports inclusion as well as to critique barriers Increasingly we are seeking to understand inclusion from the inside from the perspective of the students Article 12 of the United Nations Convention on the Rights of the Child upholds children s rights to express their views in matters that affect them and to have those views taken into consideration and acted upon that is actively included in decision making A serious consideration of Article 12 involves two rights the right to express a view and the right to have those views given due weight In this volume we will share a compilation of research from Aotearoa New Zealand and beyond that aimed to access and listen to the views of students We have brought together voices of students from different educational contexts seeking their perspectives on learning wellbeing disciplinary procedures literacy intervention and what makes schools good *Wellbeing and Schooling* Ros McLellan, Carole Faucher, Venka Simovska, 2022-05-05 Collectively the research presented in this book revisits challenges and rearticulates taken for granted wellbeing conceptualisations policies and intervention frameworks as critical discussion of wellbeing in relation to children and young people from a variety of socio cultural political and economic settings is still relatively sparse The contributions work synergistically to generate a sophisticated understanding of children s wellbeing while introducing fresh and context sensitive approaches Pre conceived and taken for granted notions of wellbeing are problematised through four sections in i Re examining conceptualisations of wellbeing in educational research and policy ii Focusing on School environments schooling and wellbeing iii Examining the significance of cultural contexts and iv Amplifying children s voices The objective is to help generate new ways of researching and thinking about wellbeing and schooling that transcend monocultural monodisciplinary and monomethodological strategies The book aims to stimulate further theoretical and empirical research as well as development of effective policies and school interventions which nuance rather than reduce complexity of both education and wellbeing *Participatory Methodologies to Elevate Children's Voice and Agency* Ilene R. Berson, Michael J. Berson, Colette Gray, 2019-03-14 This book explores participatory methodologies involving children in research recognizing them as competent contributors It examines approaches that empower children critiques existing frameworks and addresses ethical policy and power dilemmas Contributions highlight children s voices and agency **Designing Cities with Children and Young People** Kate Bishop, Linda Corkery, 2017-05-25 *Designing Cities with Children and Young People* focuses on promoting better outcomes in the built environment for children and young people in cities across the world This book presents the experience of practitioners and researchers who actively advocate for and participate with children and

youth in planning and designing urban environments It aims to cultivate champions for children and young people among urban development professionals to ensure that their rights and needs are fully acknowledged and accommodated With international and interdisciplinary contributors this book sets out to build bridges and provide resources for policy makers social planners design practitioners and students The content moves from how we conceptualize children in the built environment what we have discovered through research how we frame the task and legislate for it and how we design for and with children *Designing Cities with Children and Young People* ultimately aims to bring about change to planning and design policies and practice for the benefit of children and young people in cities everywhere **Participatory**

Methodologies to Elevate Children's Voice and Agency Ilene R. Berson, Michael J. Berson, Colette Gray, 2019-03-14 This book explores participatory methodologies involving children in research recognizing them as competent contributors It examines approaches that empower children critiques existing frameworks and addresses ethical policy and power dilemmas Contributions highlight children's voices and agency *Social Work Now*, 2011 **The International Journal of Children's Rights**, 2002 **Children's Voices** Kathleen Beauvais, 1993 **New Zealand Journal of Psychology**, 2000

Beyond Listening Alison Clark, Peter Moss, Anne Trine Kj rholt, 2005 More young children than ever before are spending their time in some form of early childhood service But how do we know what they think about it While there has been a move to take children's views into account more generally very little attention has been given to listening to young children below the age of six or seven This book is the first of its kind to focus on listening to young children both from an international perspective and through combining theory practice and reflection With contributions and examples from researchers and practitioners in six countries it examines critically how listening to young children in early childhood services is understood and practised Each chapter is rooted in the everyday lives of young children and presents a range of actual experiences for students and practitioners to draw from *Beyond listening* goes further to address key questions emerging from early childhood services and research These are What do we mean by listening Why listen How do we listen to young children What view of the child do different approaches to listening presume What risks does listening entail for young children The authors are leading experts in this area of rapidly growing interest and have themselves developed innovative methods such as the Mosaic approach which is discussed in the book *Young Children as Active Citizens* Glenda MacNaughton, Patrick Hughes, Kylie Smith, 2008 This title explores how young children can and should participate in civic life It reflects new images of young children as social actors together with the increased interest in children's rights in the public sphere *Hearing the Voices of Children* Christine Hallett, Alan Prout, 2004 *Hearing the Voices of Children* provides a fresh perspective on social policy At the heart of the book is the emergence of children's voices and the implications of this for social policy The authors argue that children's voices should be heard much more strongly in the process of policy formation at all levels Although there is growing support for this idea it is not without opposition and the

authors themselves make many critical points about the current attempts to put it into practice The book is divided into four main themes hearing children s voices discourses of childhood children and services and resources for children Childhood experts from the UK Scandinavia Germany and Australia examine how assumptions and models about childhood and discuss ways in which children s voices might become more influential in shaping policy There are many obstacles to overcome but the contributors to this volume show that children s participation is possible and needed if services are to be improved This book is essential reading for students and academics in the field of childhood studies sociology social policy and education It will also be of interest to practitioners in the social child and youth services

Sexual Abuse--the Child's Voice Madge Bray,1997 Madge Bray shows the reader how abuse can affect the mental well being of children and how the repair of the child s trust of adults is crucial to the process of healing This is a unique insight into the minds of abused children providing a basis for therapeutic work

Children as Citizens Pauline Harris,Harry Manatakis,2013-12-17 This book discusses how consultations with young children could signal a change of thinking about how children might influence policy and shape the development of a child friendly state While the consultations in this study were germane to political decisions they took place as multi modal dialogue with children in their educational settings Framed by Australia s national early years learning framework which focuses on children s belonging and identity the consultations saw unique partnerships formed among children educators families and policy officers providing ways in which children s voices may be engaged in educational spaces throughout the world Using a qualitative case study approach these consultations were documented through observations interviews artefact collection and document analyses allowing the authors to construct a framework for engaging children as citizens that is transferable to a variety of settings Chapters provide an insight into the various aspects involved in children s consultations from conceptualizing and planning consultations with young children to implementation and documentation through to the uptake and consequence of children s messages factors that contribute to the effectiveness of consultations challenges that arise and areas for improvement when engaging with children s voices implications for children s participation as valued citizens and a framework for considering young children s voices in decision making processes This book offers fresh ideas for working with young children in the decision making process and will appeal to early childhood researchers educators policymakers and practitioners across various sectors agencies and disciplines

Systems Thinking and Complexity Science Kurt Anders Richardson,Kurt Antony Richardson,Wendy J. Gregory,Gerald Midgley,2006

Childrens Voices Research Policy Pract Book Review: Unveiling the Magic of Language

In an electronic digital era where connections and knowledge reign supreme, the enchanting power of language has become more apparent than ever. Its capability to stir emotions, provoke thought, and instigate transformation is actually remarkable. This extraordinary book, aptly titled "**Childrens Voices Research Policy Pract**," written by a very acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound affect our existence. Throughout this critique, we will delve into the book is central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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