Index

Academics, 133–134 Action-research cycle, methodology and design of, 25–26 Adult Style Observation Schedule for Early Childhood Education (ASOS-ECE), 29 Adult-centric practices in education, 3 Adverse childhood experience (ACE), 126–127 Agency, 93, 143, 146 Audience, 40, 122–123	Child's voice in education, 73–76 Childhood, 10–11, 73–74, 166, 168 educators, 24–25 participation, 223 studies, 1, 5–6, 143, 206 voices, 122 Children, 134 in families, 169–170 participation, 181 as social actors, 178–179 Children's perceptions of participation
Authentic participation, 64	key findings, 150–157
Authentic pupil voice, 63	methodology, 146–149
Authentic voice, 62–63	participation, agency and voice,
Authenticity, 68–69	143–146
Bolivian families, 142	Children's places, 179–180 Children's rights, 11
Bricolage approach, 4, 130–131	Children's voices, 2, 9–10, 145
Business model, 74–75	building participatory contexts,
Business model, 74-75	24–29
Canadian Council of Young Feminists	challenges to consideration of
(CCYF), 209	children's voices in ECEC,
Chain sampling, 146–147	15–16
Change, 210–211	emergence, 10–12
Child agency, 93	first evidence of respect for, 32–35
Child participation, 92–93	first learning, 29–30
theoretical perspectives on, 92–93	listening to, 12–13
Child Participation Assessment Tool,	in negotiating family rules, 169–170
14–15	participatory pedagogies, 30–32
Child to Child principles, 142, 147	privileged contexts in, 11–12
Child-centred approach, 40 to parenting, 172	reconstruction of images of educator and child, 35
Child-centred practices, 1, 4–5, 9–10,	supporting young children's voices
16, 62, 73–74, 110–111, 178,	in ECEC settings, 13–15
220	Chile, 219
extending opportunities to promote,	extending opportunities to promote
226–227	child-centred practice,
Child-led forest school programme,	226–227
73–74	fighting for voice, 220–221

recognising existing opportunities of childhood participation in,	professionals, 12 supporting young children's voices
224–225	in ECEC settings, 13–15
socio-political context in, 222–224	Education, 2–3, 11, 65, 109–110
youth protest in, 220	child's voice in, 73–76
Citizenship, 206–207	Educators' learning, 24–29
Classroom culture, 41	Effective Early Learning Project, 26
Co-production, 131	Emilio Reggio approach, 3
bricolage, 130–131	Empowerment, 113–114
Lundy's model, 122–124	Enjoyment and fun as essence of
need to amplify children's voices of	homeschooling, 98–99
parental separation,	Exploratory pedagogical orientation,
124–127	77
reflections, 132–133, 135	
research design, 127–129	Fado, birthplace of, 180-181
sharing findings with different	Family Court Advisors, 126–128
audiences, 133–134	Family rules
Comfort zone, 116–117	child-centred approach to
Communication, 79	parenting, 172
Connection with nature, 95	children's voice in negotiating
Consultation, 41	family rules, 169–170
Context-based staff development,	compliance with ethical standard,
25–26	165
Convention on the Rights of the Child,	methodology, 168
11, 201	negotiating, 170–172
Conversations, 1, 7–8	Feedback Station, 46–48
Coronavirus stir and mix as context of	Fictionalised case study, 130
homeschooling, 95–98	Forest school (FS), 3, 73–74
Council of Europe, 11–12	child's voice in education,
Creating change, 25	73–76
Culture of advocacy, 76	future thoughts, 86–87
Curriculum innovation, 63	insights from forest school research, 79–81
Data gathering, 186–187	integrating forest school into
Decision-making, 93–94, 124–125, 153, 157, 190, 192	institutional contexts, 84–86
Democratic inclusivity, 66–67	in mainstream education, 76-78
Dialogical approach, 93	pedagogy of listening,
Diamond Model, 111–112	82–84
Discursive intertextuality, 26	Forest School Association, 82
Divorce, 122	Formative training, 25
	Friendship in context of social
Early childhood education and care	
	distancing and virtual
(ECEC). 10	distancing and virtual connection, 102–103
(ECEC), 10 challenges to consideration of	distancing and virtual connection, 102–103
challenges to consideration of children's voices in, 15–16	

fostering ongoing dialogue about, 46–47
maths, 51–53
though doing, 187–189
zone, 116–117
Learning Zone Model, 116–118
Lived experiences, 198
Long-term programme, 77
Lundy's model, 122–124
of Childhood Participation, 225
of Childhood Farticipation, 223
Mainstream education
forest school in, 76–78
personal case study/reflection, 77–78
Maths, 51–53
Meaningfulness, 206
Metacognition, 41
Metacognitive role model, 56–57
Mouraria, 180
Multi-disciplinary children's
institutional contexts, 87
My Voice Constitutes Change' project,
225
223
Negotiation, 167
Nigeria, 168
Nigeria, 100
Ombudsman for Children, 225
Omoudsman for Children, 225
Panic zone, 116–117
Parental separation, 122
need to amplify children's voices of,
124–127
Parenting, 172
Parents, 134
PARTICIPA project, 14–15
Participation, 10, 111–112, 114, 143,
146, 153, 157, 214–215, 219
in family, 143
requirement for, 66–67
Participatory childhood pedagogy, 25
Participatory pedagogical approaches,
25
Participatory pedagogies, 30–32
Pedagogical intentionality, 24–29
1 congogical intellitentiality, 27 27

Pedagogy (see also Social pedagogy),	authentic participants, 67–68
24, 75–76	awareness of inequality of power
of listening, 82–84	relations and addressing
Physical education (PE), 3, 61–62	issue, 68–69
Places for children, 179–180	establishing practices to support
Play and connection with nature,	pupil voice in classroom,
99–102	64–69
Political efficacy, 210-211	importance, 62–63
Power, 11	pupils determining focus of
Practitioners, 134	research, 65
Pre-K, 14–15	requirement for participation and
Professional, personal and private	democratic inclusivity,
concept (3P's concept),	66–67
114–115	thinking, feeling and knowing,
Professional development, 2	65–66
Professional learning	unfulfilled promise of 'listening' to,
implications for, 56–58	40–41
metacognitive role model, 56–57	Pupil Voice Templates (PVT), 2–3
process, 25	Pupil-led pedagogies, 62–63
PVTs as prompt for professional	Pupils' perceptions of teaching and
reflectivity, 57–58	learning, 41
reality of educational context	Purposeful sampling, 146–147
before, 26–29	1 urpeserur sumpmig, 1 to 1 tr
Professional reflectivity, PVTs as	Reflective case study, 93–94
prompt for, 57–58	Reggio Emilia approach, 75–76
Professionals, 12	Relational practice, 110
Prompt Stimulation Video (PSV), 124,	Relationships, 114–115
129–131	Revoada project, 181
Protagonism, 226	Rich child, 76, 109–110
Psychology, 11	Rights, 222
Public, 134	Routes of participation, 147–149
Pupil consultation, 40	
Pupil views templates (PVTs), 41, 43	Saskia, analysis using Diamond Model
example of completed, 42	to support, 113–117
fostering ongoing dialogue about	empowerment, 113–114
learning, 46–47	holistic learning, 116–117
implications for professional	relationships, 114–115
learning, 56–58	Scepticism, 15
introducing and using PVTs with	Schooling, 74–75
children, 43–44	Schools, 61–62, 73–74
learning, 48–56	Shared decision-making, 180
overcoming potential challenges,	children as social actors, 178–179
44–46	context, 180–187
pupil's experience of differentiation,	data gathering, 186–187
52	deep process, 192
Pupil voice, 40, 63-64	findings, 187–192

places for children and children's places, 179-180 research, project and sessions, 181 sessions developed and evolved, 181 - 186Snowball sampling, 146–147 Social pedagogy, 11, 75-76, 109-110 analysis using Diamond Model to support Saskia, 113-117 case study review, 117-118 haltung, 110-111 participation and, 111-112 Social policy, 11 Social space for children's participation, 93 Socialisation, 166–167 Sociology of childhood, 167 Space, 40, 122-123 Student voice, 63-64 SurveyMonkey, 4, 130

Trust-based relationships, 2

United Nations Convention of the Rights of the Child (UNCRC), 2, 40, 92–93, 142–143, 178, 212

Value of being part of educational network, 189–190

Value of opportunity, 209–210 Value social pedagogy, 4 Virtual learning environment (VLE), 129 Voice, 3, 40, 63, 73–74, 122–123, 143, 146, 211, 213 fighting for, 220–221

Well-being, 94, 117–118 World congress justice with children, 198

Yoruba culture, 167 Young children's engagement, 93 Young people, 122 Younger siblings, helping with daily domestic chores and taking care of, 150-153 Youth political participation case study, 208-215 creating space for change, 206-207 idea, 205-206 methods, 207-208 thinking, 207 Youth protest in Chile, 220 Youth-centred practices, intergenerational commitment to, 202 Youth-centred research initiative, 6

YouTube, 4