

# **Establishing Child Centred Practice in a Changing World, Part B**

# **Emerald Studies in Child Centred Practice**

**Series Editor: Sam Frankel, King's University College, Western University, Canada; [EquippingKids.org](http://EquippingKids.org)**

*Emerald Studies in Child Centred Practice: Voice, Collaboration and Change* seeks to reposition the place of childhood studies as a discipline, highlighting its social value. This series explores the application of theories from childhood studies in practice. It highlights the place, purpose and power of these theories to inform practice and seeks to shape a child centred approach across the settings within which children live and experience their everyday lives – schools, families the legal and care system. Uniquely, books in the series will not only draw on academic insight but also include the perspectives of both practitioners and children. The series makes the case for the need for a shared dialogue as a foundation for re-imagining practice.

This series offers a new and valuable dimension to childhood studies with relevance for how wider society comes to engage with it. Indeed, it offers a chance for childhood studies to increase its presence in society – to demonstrate how an awareness of children's agency and the constructed nature of society can positively influence discourse and debate – with the hope that this can increasingly shape policy and practice and add value to children's everyday experiences. Proposals are welcome for the series that align to this goal and help us to develop and grow childhood studies. The series is particularly keen to explore multi-faceted aspects of children's lives, such as schooling, home lives, children's rights, child protection, activism, and more.

# **Establishing Child Centred Practice in a Changing World, Part B**

EDITED BY

**SAM FRANKEL**

*King's University College, Western University, Canada*



United Kingdom – North America – Japan – India – Malaysia – China

Emerald Publishing Limited  
Howard House, Wagon Lane, Bingley BD16 1WA, UK

First edition 2023

Editorial matter and selection © 2023 Sam Frankel.  
Individual chapters © 2023 The authors.  
Published under exclusive licence by Emerald Publishing Limited.

**Reprints and permissions service**

Contact: [permissions@emeraldinsight.com](mailto:permissions@emeraldinsight.com)

No part of this book may be reproduced, stored in a retrieval system, transmitted in any form or by any means electronic, mechanical, photocopying, recording or otherwise without either the prior written permission of the publisher or a licence permitting restricted copying issued in the UK by The Copyright Licensing Agency and in the USA by The Copyright Clearance Center. Any opinions expressed in the chapters are those of the authors. Whilst Emerald makes every effort to ensure the quality and accuracy of its content, Emerald makes no representation implied or otherwise, as to the chapters' suitability and application and disclaims any warranties, express or implied, to their use.

**British Library Cataloguing in Publication Data**

A catalogue record for this book is available from the British Library

ISBN: 978-1-80455-941-3 (Print)  
ISBN: 978-1-80455-940-6 (Online)  
ISBN: 978-1-80455-942-0 (Epub)



**ISOQAR**  
REGISTERED

Certificate Number 1985  
ISO 14001

ISOQAR certified  
Management System,  
awarded to Emerald  
for adherence to  
Environmental  
standard  
ISO 14001:2004.



INVESTOR IN PEOPLE

*To those children and young people who are inspiring how we do research.*

This page intentionally left blank

# Table of Contents

List of Contributors	ix
Acknowledgements	xi
<b>Chapter 1 Extending the Conversation</b> <i>Sam Frankel</i>	1
<b>Chapter 2 Children’s Voices in Early Childhood Education and Care</b> <i>Nadine Correia, Cecilia Aguiar and PARTICIPA Consortium</i>	9
<b>Chapter 3 Children’s Voice in Praxiological Transformation</b> <i>Cristina Mesquita</i>	23
<b>Chapter 4 Using Pupil Views Templates to Explore Children’s Experiences of Teaching and Learning</b> <i>Kirstin Mulholland</i>	39
<b>Chapter 5 Engaging Authentic Pupil Voice in Schools</b> <i>David Littlefair</i>	61
<b>Chapter 6 Hearing Children’s Voices in the Forest</b> <i>Joanna Hume</i>	73
<b>Chapter 7 Young Children’s Participation in Homeschooling During the Covid-19 Pandemic: A Reflective Case Study From England</b> <i>Fengling Tang</i>	91

<b>Chapter 8 Reclaiming Agency: A Social Pedagogical Orientation to Child-Centred Practice</b>	109
<i>Daniel Nester</i>	
<b>Chapter 9 Co-Production in Creative Design to Amplify Childhood Voices of Parental Separation</b>	121
<i>Susan Kay-Flowers</i>	
<b>Chapter 10 Children’s Perceptions of Participation Within Their Families: Listening to Children of Bolivian Families Living in Madrid</b>	141
<i>Rossana Perez-del-Aguila, Patricia Rodriguez Aguirre and Jimena Cuba Blanco</i>	
<b>Chapter 11 Children and Negotiation of Family Rules in Ibadan, Nigeria</b>	165
<i>Ewajesu Okewumi and Olayinka Akanale</i>	
<b>Chapter 12 Shared Decision-Making Processes in a Contemporary Urban Art Project and Its Impact on Children</b>	177
<i>Joana Campos Louçã</i>	
<b>Chapter 13 The ‘Added Value’ of the Youth Contribution and the Call of Young People for Intergenerational Partnerships: Reflections From the 2021 World Congress for Justice With Children</b>	197
<i>Walt Burkard, Alexandra-Maria Dan, Macholi Chris Benard, Iliana Pujols and Anas Darouichi</i>	
<b>Chapter 14 Youth Political Participation in the Canadian Senate: Discussions With the Vote 16 Steering Group</b>	205
<i>Gabrielle Gooch</i>	
<b>Chapter 15 Childhood Participation in Chile: Debts and Opportunities From Child Protagonism</b>	219
<i>Paulina Jara-Osorio</i>	
Index	231



## List of Contributors

<i>Cecília Aguiar</i>	Instituto Universitário de Lisboa (Iscte), CIS, Portugal
<i>Patricia Rodriguez Aguirre</i>	Universidad Siglo 21, Argentina
<i>Olayinka Akanale</i>	University of Ibadan, Nigeria
<i>Macholi Chris Benard</i>	Child and Youth Advisory Board, Uganda
<i>Jimena Cuba Blanco</i>	Independent Researcher, Spain
<i>Walt Burkard</i>	Children's Rights Attorney, USA
<i>PARTICIPA Consortium</i>	PARTICIPA Erasmus+ Consortium, Europe
<i>Nadine Correia</i>	Instituto Universitário de Lisboa (Iscte), CIS, Portugal
<i>Alexandra-Maria Dan</i>	Child and Youth Advisory Board, Romania
<i>Anas Darouichi</i>	Child and Youth Advisory Board, Morocco
<i>Sam Frankel</i>	King's University College, Western University, Canada
<i>Gabrielle Gooch</i>	Independent Researcher, UK
<i>Joanna Hume</i>	Northumbria University, UK
<i>Paulina Jara-Osorio</i>	Loughborough University, UK
<i>Susan Kay-Flowers</i>	Liverpool John Moores University, UK
<i>David Littlefair</i>	Northumbria University, UK
<i>Joana Campos Louçã</i>	Independent Researcher, Portugal
<i>Cristina Mesquita</i>	Instituto Politécnico de Bragança, Portugal
<i>Kirstin Mulholland</i>	Northumbria University, UK
<i>Daniel Nester</i>	University of Central Lancashire, UK
<i>Ewajesu Okewumi</i>	University of Edinburgh, UK
<i>Rossana</i>	
<i>Perez-del-Aguila</i>	The Open University, UK
<i>Iliana Pujols</i>	Connecticut Justice Alliance, USA
<i>Fengling Tang</i>	University of Roehampton, UK

This page intentionally left blank

## Acknowledgements

Thank you to all the authors who have contributed to 'Part B' of this project. As with Part A the contributions reflect the start of an international dialogue around these issues and I am very grateful for all those who have taken the time to contribute their perspective to this important area of enquiry.

It is exciting to see how methods of research increasingly reflect the value of children's voice, and it is through a participative process that the data that support many of these chapters are produced. It is therefore, with regard to all those who took part in the research on which these chapters are based that we share our thanks, and hope this forms part of an ongoing ambition for children, practitioners and academics to be part of conversations focused on advancing child-centred practice.

A special thank you to the team at Emerald for their support in enabling this project.