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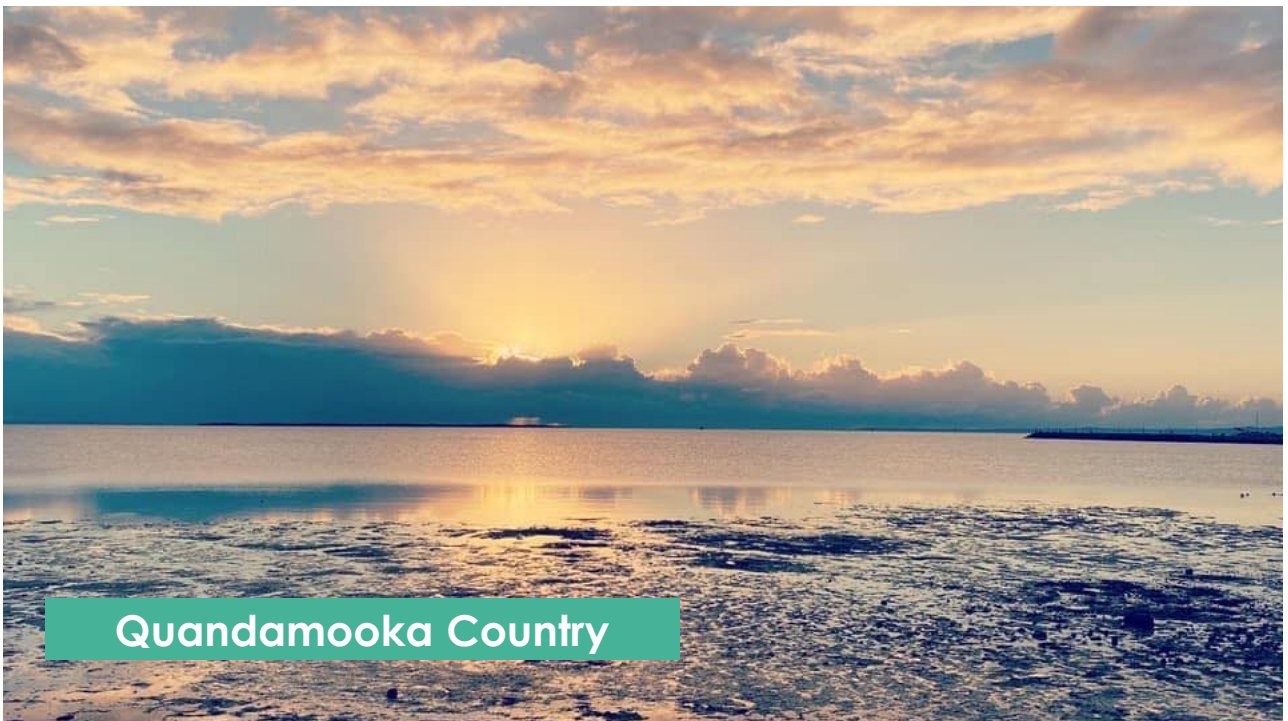
International Congress for
School Effectiveness and Improvement



Vicki Christopher
@VickiChristoph8

REIMAGINING YOUNG CHILDREN'S INVOLVEMENT IN RESEARCH: FRAMING AN APPROACH FOR CAPTURING CHILD VOICE

Vicki Christopher
University of Southern Queensland
School of Education (AUSTRALIA)
Vicki.Christopher@usq.edu.au



Quandamooka Country

PROJECT CONTEXT

Back to the future? Problems and possibilities for educational equity, quality and sustainability

Sub-theme: Identifying means and methods through which we can create and share knowledge about educational effectiveness, improvement and innovation

Title: Reimagining young children's involvement in research: Framing an approach for capturing child voice



"Nature inspires creativity in a child by demanding visualization and the full use of the senses"

– Richard Louv

Research Question: How do children perceive and experience natural environments as places of care, learning and development?



THE CURRENT LITERATURE

Forest Schools
Forest Nursery
Nature kinder/kindy
Nature Kindergartens
Bush kinder/kindy
Bush kindergarten/school
Beach kinder/kindy
Beach kindergarten/school
Outdoor kindergarten/school
Rain or Shine Schools
Waldkindergarten

Broad focus of research	Author/s
Comparisons of models	(Campbell & Speldewinde, 2019; Campbell & Speldewinde, 2018; Christiansen, Hannan, Anderson, Coxon & Fargher, 2018; Elliott & Chancellor, 2017)
Pedagogical approaches	(Speldewinde, Kilderry & Campbell, 2020; Cutter-Mackenzie-Knowles, Osborn, Lasczik, Malone & Knight, 2021)
Connectedness to nature and/or environmental sustainability	(Elliott & Chancellor, 2014; Grogan & Hughes, 2020),
Nature benefits	(Speldewinde, Kilderry & Campbell, 2021; Cumming & Nash, 2015)
Science and/or STEM learning	(Cutter-Mackenzie-Knowles, Osborn, Lasczik, Malone & Knight, 2021; Speldewinde & Campbell, 2021; Campbell & Speldewinde, 2020)
Spaces of/for privilege	(Chancellor & Sellers, 2016)
Use of technology	(Masters & Grogan, 2015)
Program evaluation	(Elliott & Chancellor, 2014; Elliott & Chancellor, 2012)
Play	(Elliott, 2013)

CHILDREN 'AND' RESEARCH

Concepts of Children and Childhood

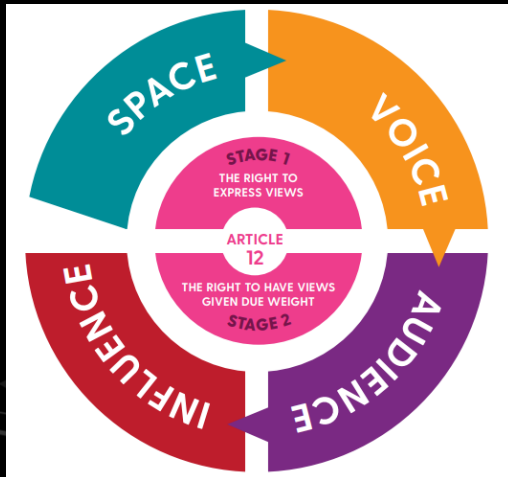
- 'Sinful' (Wesley, 1829)
- 'Blank slate' (Locke, 1959)
- 'Naturally good' (Rousseau, 1979)
- 'Innocent and pure' (Froebel, 1887)
- 'Agentic', 'competent' (Malaguzzi, 1994; Irving, 2018)

Role of Researcher (Positionality)

- 'least adult' (Mandell, 1991; 1998) – relatively equitable, non-authoritative relationship
- 'atypical' or 'incompetent' adult (Corsaro, 2003)
- 'familiar figure' (Mayall, 2008)
- 'honorary child' (Atkinson, 2019)

A shift from children as '**objects of**' research to children as '**subjects in**' research (Mason & Hood, 2011; Mason & Danby, 2011).).

LUNDY MODEL (2007)



SPACE

Space

Children and young people must be given safe, inclusive opportunities to form and express their views

Children must be given safe, inclusive opportunities to form and express their views (Lundy, 2007)

High quality programs

- Trusting relationships
- Place attachment (Chawla, 1992; Jack, 2008; Morgan, 2010)

On-site – environment

- Familiar environments are preferable for data collection with children (Lewis & Lindsay, 2000)

Researcher working in partnership with **educators** to support child comfort

- Take time to build rapport (Corsaro, 1997; Punch 2002)

Data collection during **play** to nurture relationships, put children at ease

- Methods suitable to capabilities ((Coyle, Russell, Shields, & Tanaka, 2007)

Inclusion of all children

- Consideration of all children's abilities, access, etc.
- Respecting children's rights (UN, 1989)
- consent, assent, dissent (Dockett & Perry, 2010)



VOICE

Voice

Children and young people must be facilitated to express their views

Children and young people must be facilitated to express their views (Lundy, 2007)

Research methods that are **flexible, responsive, negotiated** methodological approach

- Non-linear 'fluid methodologies' (Koro-Ljungberg, 2016)

Ethical and respectful relationships

- Assent, consent and dissent (Brown, Harvey, Griffith, Arnold & Halgin, 2017; Spriggs, 2010)
- Reflexive approach (Guillemin & Gillam, 2004; Dowling, 2006; Proctor, 2013)

Develop agency

- Children to determine what is important to share (Graham & Fitzgerald, 2010)
- assent, consent and dissent

Methods that align with children's capabilities

- Play-based (Koller & San Juan, 2015)
- Pedagogical documentation (Merewether, 2017) – in line with everyday practice

Multiple opportunities to determine **what and how** to share information

- arts, play, child-led tours

Observation without intrusion

- Not imposing research assumptions/perceptions (Punch, 2002)
- Go pros – child directed data collection – organic inquiry
- Minimize unequal **power relationships**



AUDIENCE

Audience

The views must be listened to

Children's views must be listened to (Lundy, 2007)

Children will be involved in **decision making about dissemination**

- book? Film?
- To children (Egli et al., 2019)
- By children

Children to determine **who** their experiences should be shared with, as well as explaining research and its role

Member checking?

- Conversations/questions to encourage discussion
- Avoid assumptions regarding drawings, etc.

Provide examples of different ways of sharing experiences (nature trail, storytelling, photography)

Opportunities for children to provide artefacts to researcher beyond scheduled visits



INFLUENCE

Influence

The views must be acted upon, as appropriate

Children's views must be acted upon, as appropriate (Lundy, 2007)

Article 12: "States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given **due weight** in accordance with the age and maturity of the child" (United Nations, 1989)

Influencing children's freedom of expression and **right to be heard** (United Nations, 1989)

Influencing children's **agency** and **identity** (Maybin, 2013)

Influencing children's **autonomy** and **self-regulation** (Murray & Cousens, 2019)



YOU CAN'T SPEAK BUTTERFLY LANGUAGE

WITH CATERPILLAR PEOPLE.



UNIVERSITY
OF SOUTHERN
QUEENSLAND



Vicki Christopher
@VickiChristoph8

Vicki.Christopher@usq.edu.au