

Symposium Set A2, Room: Science Theatre (Science Theatre – x2 presentations followed by a Q&A).

VOICES OF PRACTITIONERS: EXPLORING THE DATA FROM OUR IN-SERVICE TEACHERS

A Framework for Being Heard in Early Education: The Everyday Model of Children's Participation

Abstract: This session presents the Everyday Model of Children's Participation (EMCP). The model was developed through an empirical investigation of how participation rights are understood and enacted in everyday practice in early schooling; drawing on the UN Convention on the Rights of the Child, critical engagement with academic literature, and qualitative data generated with teachers of children aged 4–7. The research addressed limitations in existing participation frameworks, which often conceptualise participation as discrete, hierarchical, or event-based, rather than embedded in daily educational life. Grounded in this research, the session will outline the EMCP which comprises three interdependent dimensions: (1) children's participation rights, (2) a cyclical set of adult actions that support the enactment of these rights in everyday practice, and (3) the wider ecological contexts shaping participation at individual, organisational, and sociocultural levels. There will also be time for interactive activities. As an output of the *Children's Participation in Schools* study, the EMCP illustrates how meaningful participation emerges through the alignment of rights, adult practices, and enabling environments, offering a theoretically informed and practice-relevant framework for advancing children's participation rights in early schooling contexts.

Key words

- Everyday Model of Children's Participation
- Participatory frameworks
- Children's participative rights
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CHAired BY: Dr Tim Clark, University of the West of England.

Tim is the Director of Research and Enterprise for the School of Education and Childhood at the University of the West of England. He is passionate about researcher development,

practitioner research, arts-based and narrative methodologies, and research with children and young people.

Tim's primary research focus is on doctoral education, including the experiences and motivations of students undertaking professional doctorate study. He is also co-editor of two recent edited collections *Critical Perspectives on Educational Policies and Professional Identities* and *Debating Childhoods*.

Facilitator



Dr Jacky Tyrie, Swansea University.

Jacky is a senior Lecturer in Early Childhood Studies and programme director on the MA Childhood Studies at Swansea University. Her research interests are around young children's rights from a policy and practice perspective. She is a national leader on young children's rights and runs in the Children's Rights in Early Years Network (CREYN).