

Symposium Set A4, Exhibition Floor (Discursive space – short presentation followed by table discussions)

VOICES FROM ITE

Young Children's Participative Rights in Wales: What are we [not] telling our student teachers? Insights from ITE in Wales

Abstract: This discursive session presents findings from Phase 3 of project, focusing on Initial Teacher Education (ITE) in Wales. Drawing on learning from earlier work it will begin with a presentation examining how children's participation is understood, taught, and enacted within ITE programmes. Working collaboratively with teacher educators from schools and universities, alongside ITE students, the project interrogated the Curriculum for Wales requirement for learners to learn *about, through and for* human rights. The session challenges default notions of 'learner voice' and assumptions about young children's capabilities, exploring opportunities for children's participation in everyday classroom decision-making and curriculum-making. Using an enquiry-based approach, the research identified existing opportunities and constraints within both school-based and university-based elements of ITE. Findings suggest that while participatory pedagogy is often overlooked in ITE provision, there is significant potential for development, with important implications for professional learning and effective realisation of children's participative rights within the Curriculum for Wales.

Keywords:

1. Children's Participation
2. Initial Teacher Education (ITE)
3. Participatory Pedagogy
4. Curriculum for Wales



CHAired BY: Dr Paul Redford, University of the West of England

Paul is an Associate Professor, a Chartered Psychologist member of the British Psychological Society (BPS) and a Senior Fellow of the Higher Education Academy (SFHEA). He specialises in focusing on the enablers of positive learning. He is particularly interested in the factors that can enable individuals to flourish in learning environments and help teams and organisations foster cultures that promote personal and professional learning and growth. Paul currently co-leads the MA Education Leadership at UWE and is involved in a large-scale project around the impact of smartphones in schools.

Facilitator



Dr Patrizio De Rossi, University of the West of England

Patrizio is a research associate whose research interests include active play and physical literacy, and children and young people's participation in education. He is passionate about co-production in research.