

Bridging the Gap? Investigating young children's participative rights across Initial Teacher Education and Professional Learning in Wales



Alongside our examination of legislation and education policy, we also wanted to understand how both Initial Teacher Education (ITE) programmes and Professional Learning (PL) opportunities for teachers aligned with the government's vision for young children's participative rights. These are seen as the 'bridge' between legislation and policy and children's experiences within the classroom.

We created an online questionnaire and approached the 7 Higher Education Institutions (HEIs) that offer ITE programmes across Wales and the 11 PL providers identified by the research team. Participants were asked to provide details of their context and course content with the aim of presenting a comprehensive picture of where and how young children's participative rights are taught across their programmes.

Adopting a qualitative content analysis approach, we initially conducted a deductive analysis (Kyngäs & Kaakinen, 2020), using features of Tibbett's (2017) three models of Human Rights Education (HRE) to develop a categorising matrix. Data were categorised as offering a 'Values and Awareness', 'Accountability' or 'Activism' approach to the teaching of young children's participative rights. Once the data were mapped across the three models the researchers had the opportunity to revisit the data using an inductive approach (Kyngäs, 2020) to identify any emerging patterns, themes, or concepts not identified within the three models. Using this approach combines the precision of deductive analysis and

the flexibility of inductive analysis to explore the implications for children's participative rights and avoids an unnecessary ambiguity of separating the two approaches (Armat et al, 2018).

The resulting findings and discussion will exemplify current provision as it relates to Tibbett's (2017) three models of HRE and will signpost to any potential gaps, challenges, and/or opportunities for enhancing the alignment between legislation and policy and the resulting practices in the classroom.

References

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