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Leading by Listening

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Leading by Listening: A Playful Approach



P	L	A	Y	F	U	L
Problematiser	Link & Look	Action Plan to Amplify Voices	Young Children's Voices in Action	Findings & Feedback	Understand & Interpret	Look to the Future
Identify the issue and be clear about why you are listening. Has there been a critical incident? How does this relate to your self-evaluation processes? What other supporting evidence do you have? What would children like to have their voices heard on?	<p>Link (e.g., to literature/ school improvement planning/ policies/ frameworks/ guidance/ SDGs/HGIOS)</p> <p>Look inwards, outwards and forwards (ongoing).</p>	Co-create the plan with children; How would children like to share their voices on this issue? Who? Where? When? Take into account preferences, interests, observations.	Children (families/ stakeholders/ educators) engaging with playful and creative methods to share their voices. Educator models/ supports/ scaffolds.	<p>Capturing children's voices; what are the children saying? Reflecting: was that method an effective way of listening to their voices?</p> <p>Educator observes/ documents/ records.</p>	<p>What does all of this mean?</p> <p>Avoid making assumptions.</p> <p>Triangulation of data?</p> <p>Discuss with children to check understanding.</p>	<p>What happens now and next?</p> <p>How can children's voices be used to influence change?</p> <p>How might children like to have their voices heard in the future?</p>



Evidence gathering



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