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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?	Link (e.g., to literature/ school improvement planning/ policies/ frameworks/ guidance/ SDGs/HGIOS) Look inwards, outwards and forwards (ongoing).	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.	Capturing children's voices; what are the children saying? Reflecting: was that method an effective way of listening to their voices? Educator observes/ documents/ records.	What does all of this mean? Avoid making assumptions. Triangulation of data? Discuss with children to check understanding.	What happens now and next? How can children's voices be used to influence change? How might children like to have their voices heard in the future?



Evidence gathering



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