

Taking Children Seriously vs not taking children seriously

Taking Children Seriously

Children are full free individual *people* whose lives are *their own*.

They have the same right to freedom, respect and control over their lives as adults.
We support them in that.

Not taking children seriously (coercive)

Paternalistic view: "children need to be controlled (in a benevolent fatherly way) for their own good."

Authoritarian (unapologetically coercive)

Authoritative (less overt coercive control)

Permissive (more covert paternalism)

Uninvolved (leaving them to rot)

Taking Children Seriously

**Linda Miller, Carmen Dalli, Mathias
Urban**



Taking Children Seriously:

Taking Children Seriously Steve Decker, 1999-10-01 In times of great change and development in the education system those children who experience difficulties in school because they are emotionally troubled are particularly vulnerable Increasingly schools are under pressure to produce results which appear good in the public domain and so can feel forced to spend money on activities designed to enhance public reputation consequently neglecting those pupils who are difficult to teach because they are emotionally disturbed *Taking Children Seriously* has been written by those trained and working in this field to provide insights into how to apply ideas and theories taken from psychotherapy and counselling to the context of education The authors demonstrate to practising teachers approaches for working with feelings in the classroom and provide ideas which schools may wish to consider to supplement their present work with special needs pupils Steve Decker is a Chartered Psychologist and Head of Counselling Division at Anglia Polytechnic University Sandy Kirby is a counsellor and Professional Tutor at a London comprehensive Angela Greenwood is an educational therapist and special needs co ordinator who has worked in Britain and Zambia in the primary and pre school sectors Dudley moore is a counsellor and former headteacher of a special school All four editors are founders of the Counselling and Therapy Service for Schools *Children Taken Seriously* Jan Mason, Toby Fattore, 2005-01-15 In *Children Taken Seriously* leading researchers and policy makers consider how children can be recognized as social actors rather than passive consumers or victims Using children s own views and experiences as a starting point they explore how children can be involved as partners in the decision making processes that affect them in social work education health care and broader social policies Chapters on the theoretical background draw parallels between developments in children s and women s rights and discuss communication issues and social and sexual constructions of children Other chapters explore issues of policy and practice in a variety of areas from Family Group Conferencing and child protection to child labour and notions of active citizenship Highlighting the important role of schools in empowering children the authors discuss children s engagement in and participation in their own education and how children s rights theory influences debates over discipline This accessible and thought provoking book is a rich source of insight and ideas for social workers teachers mental health professionals and anyone working with children

Taking Children and Young People Seriously Mariane Hedegaard, Anne Edwards, 2023-06-22 Connects development learning and societal conditions with care and motivation for children and young people *Children, Citizenship, and Environment* Bronwyn Hayward, 2012 Her comparative discussion with the US and UK draws on lessons from New Zealand a country where young citizens often express a strong sense of personal responsibility for their planet but where many children also face shocking social conditions Hayward develops a SEEDS model of ecological citizenship education Social agency Environmental Education Embedded justice Decentred deliberative democracy and Self transcendence The discussion considers how the SEEDs model can support young citizens democratic imagination and develop their handprint for social

justice From eco worriers and citizen scientists to streetwise sceptics Children Citizenship and Environment identifies a variety of forms of citizenship and discusses why many approaches make it more difficult not easier for young citizens to effect change *Young Children as Active Citizens* Patrick Hughes, Glenda Mac Naughton, Kylie Smith, 2009-10-02 *Young Children as Citizens* explores how young children birth to 12 years of age can and should participate in civic life It reflects new images of young children as social actors together with the increased interest in children s rights in the public sphere The contributors are early childhood researchers pedagogues children and policy makers from Australia and Europe They present a rich diversity of research based case studies in which policy makers and educators have listened to young children s views on public issues and responded in respectful and ethical ways *Young Children as Citizens* is a unique resource for policy makers those working in children s services and child advocates It shows how best to consult young children and it presents a range of arguments that consulting young children about policies and decisions that affect them supports and enhances a vigorous democratic society Students undergraduate and postgraduate teachers and researchers in early childhood studies can use individual chapters of *Young Children as Citizens* selectively to explore issues of increasing complexity in different courses The book would be a good set text for Honours and Master s programs that address issues of children s rights *Motherhood and Single-Lone Parenting: A 21st Century Perspective* Maki Matapanyane, 2016-07-01 The 21st century sustains one significant commonality with the decades of the preceding century The majority of individuals parenting on their own and heading one parent families continue to be mothers Even so current trends in globalization economic political cultural along with technological advancement shifts in political economic and social policy contemporary demographic shifts changing trends in the labor sector linked to global economics and developments in legislative and judicial output all signify the distinctiveness of the current moment with regard to family patterns and social norms Seeking to contribute to an existing body of literature focused on single motherhood and lone parenting in the 20th century this collection explores and illuminates a more recent landscape of 21st century debates policies and experiences surrounding single motherhood and one parent headed families *In the Midst of Chaos* Bonnie J. Miller-McLemore, 2019-03-01 How the daily practices of life with children can shape our faith *In the Midst of Chaos* explores parenting as spiritual practice building on Bonnie J Miller McLemore s fresh conceptions of children from her book *Let the Children Come* She questions conventional perceptions that spiritual practices require silence solitude and uninterrupted prayer and that assume a life unburdened by care of others She is both honest about the difficulties and attentive to the blessings present in everyday life and demonstrates that the life of faith encompasses children and the adults who care for them Miller McLemore explores how parents might use seven daily practices such as play reading chores and saying goodbye or goodnight as rich opportunities to shape both parent and child morally and spiritually Through these experiences she shows how the very care of children forms and reforms the faith of adults themselves contrary to the belief that adults must form children *In the Midst*

of Chaos also goes beyond the typical focus on individual self fulfillment by tackling difficult questions of social justice and mutuality in the ways families live together Readers will find in this book an invitation to love those around them in the midst of life s craziness and to live more deeply in grace *The Myth of Attachment Theory* Heidi Keller,2021-12-14 The Myth of Attachment Theory confronts the uncritical acceptance of attachment theory challenging its scientific basis and questioning the relevance in our modern superdiverse and multicultural society and exploring the central concern of how children and their way of forming relationships differ from each other In this book Heidi Keller examines diverse multicultural societies proposing that a single doctrine cannot best serve all children and families Drawing on cultural psychological and anthropological research this challenging volume respects cultural diversity as the human condition and demonstrates how the wide heterogeneity of children s worlds must be taken seriously to avoid painful or unethical consequences that might result from the application of attachment theory in different fields The book explores attachment theory as a scientific construct deals with attachment theory as the foundation of early education specifies the dimensions that need to be considered for a culturally conscious approach and finally approaches ethical problems which result from the universality claim of attachment theory in different areas This book employs multiple and mixed methods while also going beyond critical analysis of theory to offer insight into the implications of the unquestioning acceptance of this theory in such areas as childhood interventions diagnosis of attachment security international intervention programs and educational settings This volume will be a crucial read for scholars and researchers in developmental educational and clinical psychology as well as educators teachers in training and other professionals working with children and their families *War and Children* Kendra E. Dupuy,Krijn Peters,2009-11-19 A comprehensive up to date presentation of how children and young people are affected by and respond to situations of armed conflict and postwar reconstruction War and Children A Reference Handbook looks at one of the most wrenching aspects of armed conflict ranging across the globe to examine the different ways armed conflict and postwar reconstructions affect children and young people and how they have responded to both war and efforts to alleviate war s destruction While war has always affected children the nature of that impact has changed in the last half century Civil conflicts break out in mostly poor developing countries with large populations of young people and combatants are less hesitant to turn civilian areas into battlegrounds War and Children explores these phenomena by focusing primarily on recent conflicts worldwide with case studies dramatizing important issues and controversies including the considerable number of children soldiers throughout the world *Interviewing Children* ,1994 *Children as Agents in Their Worlds* Sheila Greene,Elizabeth Nixon,2020-03-09 Are children the passive recipients of influence from their parents and from society Is their development determined by their genes and their neurons or do they have the capacity to think about and influence their own lives and the world around them How does their interaction with their social and material worlds support or hinder agency Are children agents and what do we mean by agency Children as Agents in Their Worlds aims to answer

these questions through a critical psychological and relational approach while referencing and critiquing a wide range of perspectives from other disciplines including sociology anthropology and education Greene and Nixon review the pioneering work of scholars of childhood studies and current post human theories of agency and offer a developmental perspective on the emergence of the sense of agency and the exercise of agency in children They discuss key themes including agency in families agency within the school context and with peers and children as agents in the wider public sphere They explore agency and diversity examining sex age genetic inheritance and contextual sources of difference such as social class and geographical location Offering a stronger theoretical base for research and policy through a synthesis of both psychological and relational theories *Children as Agents in Their Worlds* will be essential reading for students and professionals in developmental psychology sociology and anthropology as well as education childhood studies children s rights and related fields Critical Inclusive Tourism Catheryn Khoo,Prachi Thakur,Paolo Mura,Jess Sanggeyong Je,Mona Yang,2024-09-06

This groundbreaking book addresses the longstanding lack of consensus surrounding the approach to marginalization in tourism The chapters identify critical components and question the legitimacy of who qualifies as marginalized Crucially the book formulates effective solutions to address marginalization within the tourism context While previous studies in tourism and social sciences have presented diverse conceptualizations and explanations of marginalization the chapters in this book meticulously scrutinize their contextualization in constructing structural marginalization within the tourism industry By doing so the book offers a comprehensive understanding of how marginalisation manifests in the complex dynamics within the tourism sector The chapters unravel the multifaceted dimensions of marginalization providing a nuanced and informed perspective that contributes significantly to the ongoing discourse on inclusivity and equity within tourism knowledge This book will be useful to tourism practitioners academics students researchers and policymakers The chapters in this book were originally published as a special issue of *Tourism Recreation Research* Working with Children and Teenagers Using

Solution Focused Approaches Judith Milner,Jackie Bateman,2011-08-15 Based on solution focused practice principles this book illustrates communication skills and playful techniques for working with all children and young people regardless of any health learning or development need It demonstrates how the approach can capture children s views wishes and worries and assists them in identifying their strengths **Unparenting** Reema Ahmad,2022-09-26 Through her own awkward journey as a confused single parent with mental health issues Reema Ahmad explores what it means to unravel newer ways of bringing up children ways that nurture their sense of innocence and curiosity whilst giving them the freedom to choose their own truths Reema invites you to hop along as she and Imaad her son learn to laugh and understand less explored and serious questions regarding abuse adult relationships divorce and death that adults often forget to wonder at and seldom question More than anything else *Unparenting* is a vibrant whacky testimony to a parent child relationship where the child leads and the parent follows Written in the form of deeply personal engaging and often humorous essays that span the life of the

mother and child from when he was seven year old till he turns fourteen the book is a powerful reminder of what it feels like to be lost and misunderstood as a child and how important it is to challenge parents knowledge about everything Do Rights!: Nordic perspectives on child and youth participation Nordic Council of Ministers Secretariat,2021-02-08 Available online <https://pub.norden.org/nord2020/043> The Nordic Region must be the best place in the world for children and young people This is the vision of the Nordic Council of Ministers strategy for children and young people in the Nordic Region This publication aims to inspire administrative bodies organisations individuals and others to recognise their opportunities and responsibilities Participation in society and having influence over one s own life is not only a right for boys and girls young women and men but it also leads to better decision making more engaged citizens and a more inclusive society Prayer Stephen Cottrell,2020-08-30 It s the simplest thing in the world yet it can seem so difficult It s as natural as breathing yet it s hard to find the right words Just how do you learn to pray This practical illustrated guide considers ten basic questions about prayer and offers simple helps for making prayer a part of everyday life Hearing the Voices of Children Christine Hallett,Alan Prout,2003-12-16 The main theme of this book is the emergence of the child s voice and the implications of this for social policy across countries and continents *Early Childhood Grows Up* Linda Miller,Carmen Dalli,Mathias Urban,2011-11-08 Once the Cinderella of the education system early years education has evolved into a much more substantially funded sector with staff experiencing greater opportunities for higher level training and education as well as increasing demands This book reflects practitioner debates about fundamental questions such as whether or not their field of work is a profession at all Two key arguments are presented The first is that early years education has matured to the point that pedagogical and regulatory frameworks have been introduced and linked to a terminology of professionalism This has opened up a space for early years practitioners as insiders of this historically undervalued sector to question the nature of their practice The questioning leads to the second argument the need for a new future for early years education marked by a critical ecology of the profession This is a future in which educators maintain an attitude of critical enquiry in all aspects of their role assessing the genuine needs of the sector factoring in the different political and cultural milieux that influence it and acting to transform it In exploring the issues this book begins by recording in detail the daily work of early years educators from six countries Australia England Finland Germany New Zealand and Sweden These case studies explore what it means to act professionally in a particular context perceptions of what being a professional in early childhood education means including practitioners self perceptions and external perspectives and common features of practice in each context It moves on to analyse the wider socio political forces that affect this day to day practice and recommends that practitioners act as transformative agents informed by the political and social realities of their time Understanding, Nurturing and Working Effectively with Vulnerable Children in Schools Angela Greenwood,2019-08-06 In times of increasing pressure on schools and teachers it is essential that teachers are equipped to understand the emotional and relational factors in learning

and teaching Vulnerable and disaffected children need understanding and nurture rather than reactive management which can easily exacerbate their difficulties leaving them unheard and defensive and even undermine teacher confidence and effectiveness Understanding Nurturing and Working Effectively with Vulnerable Children in Schools offers a comprehensive and accessible exploration of the difficulties faced by teachers and schools from at risk and disaffected children including repeated trauma and insecure attachment patterns The book describes how a thoughtful relationship based approach can both alleviate such difficulties and offer a second chance attachment experience enabling students to discover it might be safe to let down their all consuming defences a little thus freeing them to begin to learn It offers practical suggestions in note form making them easy to use refer to and assimilate numerous case examples and teacher friendly theoretical background material a wealth of ideas for ways forward including differentiated responses to children in the light of their particular patterns developmental stages and unmet needs Written from extensive professional experience this is an essential handbook and resource book for trainers schools teachers and school staff and also for educational psychologists and those in children s services working with vulnerable children in pre and primary schools as well as those in special schools and units Angela Greenwood has produced a series of educational posters to support teachers in understanding the emotional and relational factors involved in teaching and learning freely available for download from <https://www.angela-greenwood.net/Posters.html>

Children and Young People's Participation in Child Protection Katrin Križ, Katrin Križ, Mimi Petersen, 2023 This book features pathways to children and young people s collective participation in changing child protection policies and services in multiple countries It showcases concrete examples of participatory research and practices promoting children and young people s participation in child protection It highlights the change actions and voices of empowered and marginalized children and youth in various international contexts

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