



Children Hybrid Integration: Learning Dialogue as a way of Upgrading Policies of Participation

Deliverable

D7.4 Training Package

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1. Introduction to the training package

The training package collates all modules and materials in a cohesive document that can be printed and kept in any professional working environment for ease of access. The training package offers guidance for professionals who are familiar with the use of facilitation and want to train others. The training package supports change in practices led by professionals themselves. Sustainability is achieved when engagement with CHILD-UP training transcend enhancing one's own practice to impact peers and beyond. The training package offers the opportunity to face-to-face (F2F) delivery.

Each module is presented and thoroughly explained in its aim and learning objectives. By showing 'what is behind the scenes in each module', the training package does not only promote critical reflection; it also enables users to internalise the methodology of the training, facilitating them in accessing the role of 'trainer of facilitators'.

The *training package* empowers users as facilitators and possibly trainers of facilitators. The training package also empowers users as designers of facilitative activities. For this scope, resources provided include tools for SWOT Analysis, tools for Development Plans and transcripts of real adults-children interactions. SWOT Analysis is chiefly addressed to identify challenges/strengths of plans for facilitative activities. Development Plans offer reflective tools to act upon challenges identified via the SWOT Analysis.

Transcripts of real adults-children interactions during facilitative activities, collected in the CHILD-UP research, are available in the training package as a learning companion for the modules. An adequate number of transcripts across age ranges are provided to users to allow their independent evaluation of facilitative practices and their outcomes for the promotion migrant children's agency. The same transcripts can also be accessed through the CHILD-UP archive (www.movio.CHILD-UP.EU) where they can be searched using search tags such as location, participants, most relevant facilitative actions shown in the transcript, age of children, and more. In the archive, transcripts are accompanied by analytical notes to support their contextualisation as examples of facilitative practices.

2. In preparation of training: on the *actions that make facilitation*

The CHILD-UP project is interested in enhancing migrant children's agency. Agency is understood as children's access to the role of authors of their own identities, which can also positively change the social contexts, for instance creating the conditions for hybrid integration.

The underpinning idea of CHILD-UP is that migrant children's agency and hybrid identities are strictly connected. Agency, as authorship of knowledge about oneself and the world, is necessary for hybrid integration. Hybrid integration is a favourable context for agency because hybrid integration is a prime example of a dialogical co-construction of knowledge.

The description of the main facilitative actions is offered in this section. The aim is to favour access to the training modules from a position of solid knowledge. The description of the main facilitative actions also offers an agile point of reference to be used during reflection and peer-discussion in action (as facilitation is happening) as well as on action (after facilitative activities).

The main facilitative actions that proved effective in promoting migrant children's agency, conducive for hybrid integration can be identified. A thorough discussion of facilitative actions and their implications for the promotion of children's agency is offered by the CHILD-UP research report. This training package presents the main characteristics of facilitative actions in a summarised way, that can be used as an aid for observation of practices and reflectivity.

2.1 Invitations to contribute

There is a variety of types of possible invitations to contribute

- Inviting to talk is the most obvious type of facilitative action, utilised to promote the initial engagement in conversation.
- Inviting to ask favours further expansion of an ongoing contribution by inviting other participants to ask questions.
- Inviting to add and inviting to expand offer to other participants access to the role of authors of knowledge through their comments on ongoing contributions or new narratives. Invitations to add and invitations to expand are both pivotal for the interlacement of narratives, which is an ideal social context for the co-construction of hybrid identities.

2.2 Questions

Questions are key facilitative actions that support migrant children's agency, selecting them as recipients of questions, which is a way to facilitate their access to the role of authors of knowledge. There are two main formats of questions

- Focused questions aim to enhance a short answer, such as a yes or no, or a choice between two alternatives.
- Open questions allow expanded answers, as they do not provide any suggestion about possible answers (such as a yes/no, or possible alternatives). Because they do not provide strict suggestions as for the format of the answer, open questions can enhance expansions contributions.

Different types of questions can be combined. For example, data from CHILD-UP show that open questions can be followed by series of focused questions, to check and clarify the meanings of children's answers.

2.3 Actions of minimal feedback

Continuers and repetitions are actions of minimal feedback that display active listening. They have the function of supporting children's active participation and production of narratives.

- Continuers are very short actions of feedback that invite children to keep talking. They include interrogative confirmations, short confirmations, and para-verbal signals.
- Repetitions reproduce the previous turn at talk, or part of it, displaying attention and encouraging further talk.
- Acknowledgment tokens have the function of displaying that the previous turns at talk have made a difference for the listener. Acknowledgement tokens can show positive feedback more clearly than continuers and repetitions. They display appreciation, and the capacity of children's agency, expressed in turns-at-talk, to make a difference.

2.4 Actions of complex feedback: formulations

Data from the CHILD-UP research capture two types of formulations:

- *explications* of children's prior turns at talk, that propose facilitator's understanding of their meaning.
- *developments* that propose implication of children's prior turns at talk.

Formulations frequently follow question-answer pairs, addressing children's answers. Formulations are often introduced by acknowledgements tokens and followed by questions in more complex turns at talk. The use of questions after formulations utilises the power of questions to enhance recipients' immediate reactions. Adding questions after formulations does not seem particularly effective in promoting migrant children's engagement when questions are focused. It seems more effective when questions are open.

As an empirical indicator of the success of formulations in promoting migrant children's agency is children's willingness to use them as platform for further authorship of knowledge. Nevertheless, when formulations are followed by very short confirmations, this is not necessarily evidence of failure. Minimal reactions to formulations can be followed by attempts to invite further participation, for instance using invitations to talk. Data from CHILD-UP indicate the important role of facilitative actions after minimal reactions to formulations.

2.5 Facilitators' personal contributions

Facilitators' personal contributions can be particularly effective because they make relevant expectations of personal expression and empathy that are core components of dialogue. When producing a personal contribution, the facilitator becomes him/herself an author of knowledge: this can temporarily reposition him/her as a teacher, while children return to the status of recipients of adult knowledge. Special attention is therefore needed in the use of personal contributions. However, facilitators' personal contributions, are key to secure sustainability of facilitation over time, because by sharing personal stories the facilitator displays trust in children, which is key to invite children's trust in him/her. Three main types of facilitators' personal contributions emerge from CHILD-UP data:

- *Personal comments* are "upshot" formulations, that is, formulations that do not present the gist of children's previous turns at talk, but use them as platform for introducing new knowledge, authored by the facilitator. Personal comments role-model trust in the interaction and active engagement. They can also enhance children's reflectivity. However, personal comments can undermine children's agency when they interrupt children's contributions or when they try to divert them towards the facilitator's agenda.
- *Appreciations* are contributions that provide support to migrant children's agency. Appreciations can address children's personal attitudes displayed in their stories. They can also address children's participation itself. In this latter case, the object of appreciation is children's choice to trust active participation. The risk entailed in the use of appreciations is that, when not systematic, the unequal distribution of appreciations becomes a form of assessment. This can break the circle of trust and invite risk-avoiding attitudes, particularly if migrant children experience negative assessment of their academic performances in ordinary educational situations. A second risk is 'over-use' of appreciations: if utilised too often, appreciations become a routine and therefore lose authenticity.

- *Personal stories* display personal involvement in the interaction as well as empathic closeness to children. By sharing personal stories, facilitators display they have a “story” to tell too, inviting children’s perception of them as committed persons, rather than interpreters of role-related routines. The choice of risking trust in children by sharing personal stories is a powerful way to invite children to give trust back. Personal stories are the most powerful form of personal contribution due to their capacity to direct expectations towards personal expression and mutual trust. At the same time, personal stories are the riskiest facilitative action because they entail adults’ access to the status of authors of knowledge, and the consequent possible repositioning of children as recipients of adult knowledge if not utilised carefully.

2.6 Children’s unpredictable initiatives and facilitation

Data from the CHILD-UP research suggest that migrant children, and all children, react positively to facilitators’ invitations to talk, questions, actions of minimal feedback, formulations, and personal contributions. ‘React positively’ refers to successful promotion of children’s agency when migrant children trust the possibility of personalised active participation. Participation as persons, rather than as the role of pupils, entails the generation of scenarios where children take *unpredictable initiatives*. Initiatives are defined ‘unpredictable’ when they are not mere reactions to facilitators’ actions. These initiatives can be responses to other children, the claim of the role of speaker, comments on ongoing conversations and narratives. Children’s unpredictable actions are cues for children’s agency. However, they can disrupt other children’s contributions, therefore their rights to talk. These situations represent a dilemma for facilitation, because two instances of agency, the one underpinning the unpredictable disruption, and the one underpinning the disrupted contribution, seem to be at odds.

This dilemma can be solved in practice. The facilitators’ reaction to children’s disruptive initiatives is cue for the solidity of facilitation, as well as role-modelling either hierarchical or non-hierarchical positioning.

- Facilitators can legitimise the disrupting initiative. In these situations, it is recommended to add forms of appreciation for the contribution interrupted by the unpredictable initiative.
- Facilitators can discourage the disrupting initiative when their interest in the ongoing contribution prevails, or when they prioritise protection of the agency of the current speaker. A mitigated way of discouraging interruptions consists in providing minimal feedback to them, returning immediately to the briefly interrupted narrative. Facilitators can also avoid responding to children’s interruptions if they think it is important to avoid any interruption to an ongoing narrative. Direct sanctioning of the disrupting initiative is not recommended because it would re-enact expectations of hierarchical positioning.

3. Reflection on the contextual variables that influence the practice of facilitation

3.1 The challenges for facilitation

This next section introduces other practical aspects of facilitation to support a more informed access to the training. Differently from the notes on specific facilitative

actions, attention is paid to broader contextual variables that impact on the promotion of migrant children's agency.

The challenges for facilitation. A challenge for facilitation is an upgrading of facilitators' epistemic authority that limits the promotion of children's agency. Epistemic authority is a key-issue for facilitation. Facilitators are necessarily active in producing knowledge as they coordinate interactions. It is illusory to think that facilitators' role as authors of knowledge can be erased. The challenge for facilitation is to combine facilitators' epistemic authority with the promotion of migrant children's epistemic authority. Facilitation fails when facilitators' epistemic authority is not combined with the promotion of children's agency.

Practical examples of failures of facilitation are situations where facilitators access the role of evaluators of children's knowledge. Facilitators' access to the role of evaluators of children's knowledge is signalled (and this is indicator useful for observation and reflection) by the formation of IRE sequences (Initiation, Reply, Evaluation). A facilitator initiates an IRE sequence with a question and concludes it by giving evaluative feedback to the child's reply.

Another example of facilitation's failure are situations where facilitators impose their agenda on the conversation, in order to 'pass on' educational contents. In these cases, facilitators' epistemic authority is used to transmit unidirectionally adult knowledge.

The forms of facilitation where adults retain control over the interaction and superior epistemic status can be ordered according to their negative effect on migrant children's agency. This classification is innovative and based on observations during the CHILD-UP research. From the least harmful to children's agency to the most harmful:

- *Mixed forms of facilitation* add adults' guidance to facilitation. They are based on adults' expanded turns of talk that provide comments or explanations about stories authored by children.
- *Directive forms of facilitation* include adults' frequent, or even systematic, comments and explanations, combined to normative recommendations. Facilitators provide relevant knowledge for children to be learnt, establishing their epistemic authority in the classroom.
- *Participated teaching*. This form of interaction is based on teacher's superior epistemic authority, which is essential to scaffold children's participation.

3.2 Children's age and facilitation

Full forms of facilitation were more common in secondary schools within the ISCED 3 band. Whilst less common than in ISCED 3 contexts, full facilitation was frequent in primary schools (ISCED 1), more frequent than in secondary schools in the ISCED 2 band and in pre-schools (ISCED 0). The form that proved less conducive to promote children's agency, participated teaching, was more frequent in ISCED 2 contexts.

These observations say probably more about adults' expectations than about the feasibility of facilitation. ISCED 2 and ISCED 0 cover the age groups where adult-children communication is assumed by adults to be more difficult. In ISCED 2 contexts, this assumption relates to limited trust of children and difficult socialisation during the transition towards adolescence. In ISCED 0, this assumption relates to the position of children as 'not developed enough', therefore in need of more adult guidance for their less fluent participation in conversation.

Nevertheless, evidence from the CHILD-UP research suggest that facilitation can be successfully used in ISCED 0 contexts and ISCED 2 contexts as well. The recommendation is to reflect on the impact of adults' expectations on decision-making and approach to children.

3.3 The use of materials and facilitation

Facilitation can be corroborated with the use of materials such as written texts, drawings, and images. Materials can have a positive impact if used as a pivot to trigger children's participation. For instance, a simple but effective way to promote children's participation is to invite description of, and comments about, visual materials, such as photographs, videos, but also written texts. Materials can be the pivot of memories or emotions that fuel migrant children's authorship of knowledge about themselves and about their worlds, for instance to be expressed as narratives.

3.4 Linguistic fluency and facilitation

CHILD-UP data suggest that limited fluency in use of the mainstream language of education can be a problem for migrant children, and for the viability of facilitation too. When migrant children are not fluent in the language of instruction, this affects their participation. Children's linguistic fluency is a crucial variable that needs to be considered when planning and practicing facilitation. Even a consistent use of facilitative actions and the consequent successful promotion of personal expression and agency may not be enough to prevent marginalisation of children with limited linguistic fluency in the mainstream language of education.

Still, facilitation can support migrant children's fluency when used as a method to deliver second language teaching based on the facilitation of classroom conversation, which is called *classroom context mode*. The classroom context mode appears to be particularly compatible with the use of facilitation. The classroom context mode is underpinned by the idea that supporting participation in conversation is the most effective way of supporting language learning. Data from CHILD-UP suggest that the classroom context mode encourages the production of children's extended narratives, converging with the facilitation's aim to position children as authors of valid knowledge. Facilitation of dialogue lends itself as a tool for language learning in the classroom context mode because it supports children as authors of knowledge.

3.5 Interpreting as language mediation

The issue of linguistic fluency is also key in school-family relationships. Working to promote migrant children's agency can be successful only on condition that children trust the professional working with them. Children's trust is not indifferent to the quality of relationships between professionals and families.

When interpreting services are available to professionals working with children, the viability of facilitation also depends on the form of linguistic mediation constructed in professionals-interpreters-parents-children's interactions. The positions taken by participants in mediated interactions can be read through the lenses of their implications for trust building, thus for the viability of facilitation.

3.6 A way to display agency: production of narratives

The production of narratives is prime example of children's agency. Facilitation can be used to promote children's access to the status of authors of knowledge in forms of narratives. Exchange of narratives is an important context for the negotiation and co-construction of hybrid identities. It is possible to observe a positive correlation between the use of facilitation and children's production of narratives. With facilitation:

- more narratives are produced of a broader variety. In particular, the production of narratives of personal experiences, including experiences of migration and trans-cultural trajectories is more intense when facilitation is used.

- children access the role of storytellers more frequently. Gradually, the need for facilitators' invitations to talk disappears, replaced by children's autonomous access to the role of speaker.
- transitions and interlacement between narratives are more common and fluid, which makes agency as authorship of narrative an ideal context for the negotiation of hybrid identities.

The latter point is particularly pertinent for narratives of migration that share experiences, memories and reflections on diversity and integration.

4. The CHILD-UP training package

Engagement with CHILD-UP training can be undertaken by individual participants or many, as a whole-setting CPD opportunity. The overall CHILD-UP training is designed to allow learners to take each module in stages. Each module can be taken at once or at different times because the CHILD-UP training is written for those working with children, based on a realistic view that they will often have limited time to engage with training. This training package offers opportunity for breaks in between each module section. Individual or group participants will manage modules and activity timing, style and how tasks are engaged with, depending on context.

4.1 The learning outcomes of the CHILD-UP training

The CHILD-UP training is based on extensive findings over three years of primary research activities. The ambition of this training package is to offer practical tools to transform facilitation from an aim to a working methodology that promotes migrant children's agency in the key contexts of their lives, such as education. On successful completion of the training, participants should:

- be familiar with of a range of concepts underpinning theories and principles of facilitation.
- be able to observe the relationship between adults' action and children's agency.
- recognise the importance of professional reflection for the continuing development of practices that promote migrant children's agency.
- understand the impact of linguistic fluency on migrant children's agency and reflect on how different forms of linguistic support empower or hinder children's agency.
- be able to design facilitative activities and reflect on their outcomes in view of possible improvements and revisions.

Engagement with training resources will hopefully enable users to access the role of facilitators of migrant children's agency. The training package also aim to empower each user who successfully engage with it to become an agent of sustainable innovation, as trainer of others.

4.2 The contents of the training package

The training package includes the modules and materials also utilised in the MOOC. The training package makes the contents of the MOOC available to access offline for the purpose of continuous professional development (CPD) in an array of professional settings.

As anticipated in the introduction to this training package, the training package also fulfils a second important function: each module is presented and thoroughly explained regarding its aim, its position in the architecture of training, its methodological underpinnings, its specific learning objectives. By showing ‘what is behind the scenes of each module’ does not only promote critical reflection. More importantly, it enables users to internalise the methodology of the training, facilitating them in accessing the role of ‘trainer of facilitators’. The training modules address the following topics:

CHILD-UP training modular structure	
Module 1	Introduction to the overall CHILD-UP project and the aims of the training
Module 2	What is facilitation?
Module 3	Promotion of participation outside facilitation
Module 4	Reflection for sustainability of the promotion of agency
Module 5	Forms of facilitation and age groups
Modules 6	Promoting engagement
Module 7	Actions of minimal feedback
Module 8	Complex feedback. Formulations
Module 9	Adults’ personal comments
Module 10	Language fluency and linguistic mediation
Module 11	The management of children’s personal initiatives
Module 12	Reflection on facilitation and narratives for hybrid integration
Module 13	The use of the CHILD-UP Archive for training and pedagogical leadership

4.3 Training Resources: SWOT analysis

Resources in the training package include tools for SWOT analysis, tools for Development Plans and transcripts of real adults-migrant children’s interactions during facilitative activities, collected in the course of the CHILD-UP research.

SWOT analysis is chiefly addressed to identify challenges and strengths in relation to the practical implementation of facilitative activities. SWOT analysis enables reflection

and self-audit of personal and professional skills. It entices reflection on one area and allows unpicking what is going well and what is not going well.

SWOT analysis can be used to guide reflection on facilitation, to evaluate one's own personal and professional Strengths in relation to facilitation. Weaknesses that need to be addressed are also evaluated, as well as Threats that may prevent positive change in the development of facilitative practices. Opportunities are explored to consider 'how' to move forward, how to make change happen. An action plan can develop related to any area identified through a SWOT analysis. It is important that an action plan is: (1) given a date to be reviewed (2) reviewed, edited, and updated (3) continued towards a satisfactory outcome.

SWOT analysis, an example

Identify Strengths; Weaknesses; Opportunities; Threats within your professional role that impact on 'how' facilitation can be introduced into your practice/school context

<p>Example of a SWOT where a teacher has thought about challenges and strengths, she will face to introduce facilitation in her school</p>	
<p><u>STRENGTHS +</u> Identify strengths, support, resources, skills that support the use of facilitation:</p> <ul style="list-style-type: none"> • Good communicator with children • Sound skills and confident to support and challenge peers, children, and curricula intent • Open minded to new ways of working with children • Sound reflective skills to bring about change • Good listener • I have effective relationships with children that I have worked hard to develop • I have full confidence in my role as a teacher • I have developed a strong child centred approach to teach 	<p><u>WEAKNESSES ☹</u> Challenges that might prevent the use of facilitation are:</p> <ul style="list-style-type: none"> • Long working hours that make it hard to fit everything into a school day – no space for new ideas • Time management • Stressed when under pressure • No time to bring in new ideas or try them out • Fear of failure if introducing new things...peer and parent pressure • Lack of confidence in case facilitation or loss of control do not teach children • What if I lose control of the classroom or children? • Decision making skills need to be more confident • Changes need to go through senior management – so there is a lack of time between wanting to do something new and waiting for the go ahead
<p><u>OPPORTUNITIES 😊</u> Skills, support, or resources utilised to bring about change are:</p> <ul style="list-style-type: none"> • I accept views from children and adults...I am mindful not to be too 	<p><u>THREATS ☹</u> Challenges that prevent change are:</p>

<p>adult directed so I think using facilitation will enhance my teaching role</p> <ul style="list-style-type: none"> • I am open minded and like to try out new strategies to support children • I study and undertake CPD to progress my career • I am OK to ask for support from others 	<ul style="list-style-type: none"> • Not enough time during the school day to introduce new ideas • Assessment pressure • Energy levels drop • Time management • Not sure I see the difference or point of using facilitation as teaching already works • Employment commitments • Peer pressure
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4.4 Training resources: Development Plan

A Development Plan (DP) is an opportunity to self-assess areas of practice and goal setting towards change-making. A DP is usually built upon a SWOT analysis when one, or more, areas to develop have been chosen. Analysis at each small step in the change process should offer opportunity to extend, develop or revise the DP, because any DP is an ongoing, fluid, and evolving process.

Development Plan, an example

Development Plan (DP)			
Name: This is an example DP			
DP AIM - Select an area to focus on and develop from the SWOT Analysis: To introduce facilitation and the philosophy of it into my teaching and practice.			
DP Objective: (i) to encourage children to talk more in the classroom about their own interests (ii) I will learn how to talk less and listen more in the classroom (aim to be less directive)			
Starting date of DP: 02/02/22	DP first review date: 16/02/22 (to see if change is working or not. Does something need to change or a different strategy used)	DP second review date: 03/03/22 (Is my plan or new strategy effective? Is it working well or not? WHY?)	Final DP evaluation date & completion: (Select a date to evaluate the plan and then decide to continue with it, or not; change the aim, focus or plan; or start another)

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02/02/22 What do I want/need to change or develop? (WHY?)	What will I do to achieve this and how?	What resources or support will I need?	What will my success criteria be? (You might also identify issues or challenges that resist or prevent change)	Target dates for review and completion
<p>I aim to change the way I ask and respond to questions (Q&A) when interacting with children – I will facilitate rather than teach. To achieve this, I aim to</p> <ol style="list-style-type: none"> 1. Ask open ended questions 2. Offer children more time to answer, join in and lead 3. Follow cues from children 4. Initiate but not lead, use token gestures, check gist, and share some of my experiences outside of 	<p>Plan a weekly session to promote Q&A using CHILD-UP activities (ask children to bring in photographs or artefacts they would like to share or talk about).</p> <p>I will video the session or ask a peer to observe to then discuss interactions, timing, space, and level of participation etc</p>	<p>A peer to observe or a video camera to record the activity</p> <p>Time to reflect on outcomes with peer and children</p> <p>Photographs or artefacts from children</p>	<p>To reflect if changes occur during interaction with children</p> <p>To observe behaviour changes</p> <p>To reflect if I know more or anything different about the children</p> <p>To listen to peer/children reflections/evaluation of recorded activities or from their own experiences...what is being noticed about any changes</p>	<p>I aim to monitor and review the introduction and use of facilitation from February until July</p>

my teacher role				
16/02/22 first review What do I need to change in view of the outcomes so far? (Is what I am doing working?)	What will I do to continue/change or adjust towards the planned change or aim?	Are other resources or support needed or is what I have OK?	What success or challenge or outcome is evident thus far? (Is the aim being met or worked towards? making change has an impact – identify here what is happening or changing.	Date for next review and changes to be made are

4.5 Training resources: transcripts, audio- and video- recordings and the importance of the CHILD-UP Archive

Transcripts, audio- and video- recordings, produced during CHILD-UP observation of facilitative practices are utilised in module 3 and across modules 5-11. Transcripts are provided to support individual or group reflection on real-life example of promotion of migrant children’s participation via the use of facilitation. Annotated versions of transcripts are accompanied with analytical notes to support trainers and trainees. Further transcripts can be found in the CHILD-UP archive, accessible at movio.CHILD-UP.EU. Materials provided as appendices to this training package aim to underpin and provoke discussion and knowledge exchange. In each module that uses transcripts, links to access audio- or video-recordings in the archive are provided.

The archive is a multimedia repository of data from the CHILD-UP research. Its mission is to support working with migrant children to promote their agency, which is key for the construction of hybrid, person-centred, inclusive forms of integration. Data from the CHILD-UP research offers trainees opportunities to compare the contexts of their work with children with other settings in different national dimensions. In the archive, transcripts are accompanied by analytical notes to support their

contextualisation as examples of facilitative practices to support migrant children's participation. The archive also includes data from interviews and questionnaires that offer children and professionals' assessment of practices to promote children's active participation. This can support further reflection by incorporating the voices of the stakeholders. Data in the CHILD-UP archive can be easily searched using search tags such as location, participants, most relevant facilitative actions shown in the transcript, age of children, and more.

Data included in the archive offers examples of successful promotion of migrant children's agency, but also example of situations where children's participation is pursued through different methodologies, such as 'mixed facilitation'; 'directive facilitation' and 'participated teaching'. Thus, the archive is a repository of examples of as well as a repository of materials that can be used as an inspiration for the design of facilitative activities, corroborated by children and professionals' views on their experiences as participants in facilitative activities.

It is important to remind that module 13 supports the use of the CHILD-UP Archive as a resource to design facilitative activities but also as a resource for practitioners to lead professional development of others, in this way securing sustainability of facilitation.

5. The methodology of CHILD-UP training

The methodology of CHILD-UP training is based on the VAK (Visual, Auditory and Kinaesthetic) approach, to meet different learning styles. The VAK philosophy secures inclusivity of training because it recognises how learning is engaged with in unique ways.

Inclusivity is pursued with the use of a varied range of materials such as transcripts of interactions; power point slides; video- and audio-recordings, reflective questions; SWOT Analysis and Development Plans.

Auditory learners learn better by talking their knowledge into being, either talking to peers or via internal dialogue. Auditory learners enjoy being briefed verbally about what has happened or what is expected from them. The CHILD-UP training integrates the auditory learning style by offering:

- Reflective opportunities, both as self-reflection and dialogical reflection.
- Use of questions within a Socratic approach to elicit learners' reflection via peer-discussion.
- Support to articulate and verbalize observation of practices, using the SWOT analysis and the Development Plans tools.

Visual learners learn better if they can access written media. Writing knowledge into being is as much important as reading for visual learners. These learners tend to remember what has been written down and may like to doodle. *Visual-spatial learners* may prefer to construct or interact with diagrams, photographs, and videos. CHILD-UP training accommodates visual learning by:

- Using videos, such as the videos in the MOOC.
- Using transcripts and activity handouts inviting reflective notetaking. This can be effectively promoted during the f2f training supported by this training package.
- Offering opportunity for observation of practices and reflection on practices based on writing down insights within SWOT analysis and Development Plans.

Kinaesthetic learners learn better via physical experiences. They build knowledge into being by physically manipulate the environment, for instance by moving in the learning spaces. Physical activities, even the least intensive, support their focus and concentration. CHILD-UP training accommodates kinaesthetic learning by:

- Offering the possibility to collective reading and analysis of transcripts
- Proposing individual of group tasks
- Offering tools for undertaking observation in practice, also based on SWOT Analysis or Development Plan tools.

This training package is designed to be delivered through a combined learning approach based on activities to enable reflection on examples of facilitation, relevant for the topic of each specific module. Inclusive reflection can also be ‘group-led’ with the trainer’s role-modelling the commitment to promote dialogic exchanges among learners, coherent with the methods and ethos of facilitation.

6. A CHILD-UP Glossary

Acknowledgement Tokens	Acknowledgement tokens are a type of short feedback with the function of showing appreciation of the value of a contribution. Acknowledgement tokens are used to display interest, or possibly concern, in all cases attention towards a contribution
Actions	Actions “can allow group members with disparate views to begin to understand the truthfulness and coherence of one another’s opinions” (Black 2008: 109). They support children’s contributions, permits facilitators to check their perceptions, or enhances feedback on the effects of previous actions in terms of understanding and acceptance. These actions are: (1) continuers and repetitions of previous utterances or parts of utterances, used to offer an opportunity to speak (Gardner 2001) and displaying “active listening” (Rogers & Farson 1979), thus showing sensitivity for the interlocutors’ needs and feelings;
Activations	Activation is a tool/strategy needed to i) make a start to connect, get to know the group and to start off a new way of interaction within spaces that children associate with teaching – Activation initiates facilitation and begins a process of communication, it offers insight as to who would like to participate in a shared activity
Agency	Agency is a key concept in childhood studies (James 2009; James & James 2008; Leonard 2016; Oswell 2013). At a first glance, agency seems to stress a view of children’s participation as the ability to act autonomously from external conditions. In this perspective, children’s agency can be defined as ‘the capacity of individuals to act independently’ (James & James 2008: 9). What is basically asserted here is that children’s actions are not simple outputs of children’s experience of adults’ inputs,

	i.e., they are not determined by adults' actions. Agency can be better conceptualized as the form of active participation that can enhance social change
Appreciations	Appreciations provide affective support to the children, showing that their stories are important and beautiful. However, appreciations pose serious risks for facilitation because of there are distributed selectively they can be easily interpreted as a form of assessment. Caution is nevertheless needed when appreciations are not selective but constantly attached to each contribution: they may become a routine requesting the facilitator's systematic engagement which entails some degree of disruption.
Children's Initiative	Children react to facilitator's invitations, questions, feedback, formulations, comments, often conditioning the development of the interaction. However, when reference is made to initiative of the children, the focus is on actions that are not directly enhanced by the facilitators. Children decide their own actions...why?
Comments	Comments are facilitators' personal contributions adding contents to the interaction, and therefore to the narratives. The main characteristic of comments is that the facilitator does not only summarise but authors new meaning.
Competent	Is to have necessary ability, knowledge, or skill to do something successfully. However, competency of children within education is measured by adults. Questions can be asked if adults are competent? Are adults competent to measure the competency of children?
Complex facilitation	Complex facilitation in practice is complex. Looking at CHILD-UP facilitation, the first interesting aspect of complexity in facilitation is that a series of rather recurrent actions (invitations, questions, minimal feedback, formulations, personal stories, personal comments, appreciations) can be combined in an unpredictable variety of ways. These combinations, which support and enhance participation and narratives, constitute the fascinating and difficult challenge of the concept of facilitation. Facilitation can occur in many ways and is both predictable and unpredictable.
Continuers	Continuers are very short feedback that invite the speaker to continue telling. They include interrogative confirmation, short confirmations, and other para-verbal signals.
Dialogue	Dialogue is a specific form of communication. According to Wierbicka, dialogue "implies that each party makes a step in the direction of the other", while it does not imply "that they reach a shared position or even mutual warm feelings" (2005: 692). Dialogue is "the starting point, whereby children are consulted and listened to", ensuring that "their ideas are taken seriously" (Matthews 2003: 268).
Dialogic Teaching	Dialogic teaching is defined as "that in which both teachers and pupils make substantial and significant contributions and through which children's thinking on a given idea or theme is helped to move forward", and through which

	“teachers can encourage children to participate actively” (J. Mercer and K. Littleton. 2007).
Epistemic Authority	Epistemic authority is the main way in which children’s agency is displayed. Holding and showing epistemic authority refers to children’s rights and responsibilities for constructing knowledge in the local contexts of their experiences. Epistemic authority describes a position of children where they are much more than passive recipients of knowledge owned by adults; rather, children are authors of valid knowledge that can make a difference (consequentiality) for all participants in the social context for instance, the classroom.
Facilitation	The concept of facilitation is to work with children to co-construct interactions, dialogue and meaning, learning with and from each other. Within the concept of facilitation during CHILD-UP research children are viewed as autonomous and experienced storytellers, ‘narrators’ of their own life history, experiences and developing identity. Facilitative dialogic teaching is a specific form of teaching based on methodologies of facilitation. It aims to create the opportunity to negotiate and share individual contributions during communication and interactions, valuing the positive involvement in classroom relationships.
Facilitator’s Personal Contributions	Personal actions and contributions can be broken down into four areas: 1) comments 2) Appreciations 3) Stories 4) Displacements,
Feedback	Minimal responses are a very frequent way of giving feedback to interlocutors’ actions in conversations. They are small turns of talk that nevertheless have a great importance for facilitation. CHILD-UP facilitation is an example of that, where minimal responses (1) support children’s active participation, and production of narratives; (2) recognise the importance of children’s stories and comments. Feedback is offered to engage, provoke, and entice reaction.
Hybrid Integration	An anti-essentialist idea of integration. Hybrid integration is the outcome of contingent negotiation in both the public discourse and social interactions (for instance in schools), where every child’s personal identity is valued and considered. Every child is acknowledged as author, and co-author of his or her identity, against pre-determined assumptions about culturally connoted group membership. Migrant children, and all children, can exercise agency in constructing their identities and changing their social contexts. If such change leads to mutual recognition and dialogue, this is a situation of hybrid integration.
Minimal Responses	Minimal responses are a very frequent way of giving feedback to interlocutors’ actions in conversations. They are small turns of talk that nevertheless have a great importance for facilitation. CHILD-UP facilitation is an

	<p>example of that, where minimal responses (1) support children’s active participation, and production of narratives; (2) recognise the importance of children’s stories and comments.</p>
<p>Multiculturality (essentialism)</p>	<p>Working with children in education, social services, and any other context, is observed as ‘multicultural’ when there is a presence of children with diverse backgrounds and identities. CHILD-UP criticises this view as ‘essentialist’, bearing the risk of supporting the idea that a child’s individual behaviour as fatally constrained by cultural membership. This is a consequence of essentialism which is based on the idea that cultural identities are somehow present before and independently from communication. Thus, intercultural dialogue is seen as mutually acknowledgment of differences that cannot be changed or negotiated.</p>
<p>Narratives</p>	<p>According to Fischer, narratives are produced in all communication processes. All forms of communication are stories, situational, as well as historically and culturally grounded, therefore “narration is the context for interpreting and assessing all communication” as it is omnipresent in communication (Fisher 1987: 193). Narratives are conceived as social constructions, in which the observed reality is interpreted and ‘storied’ in different ways. Narratives of the self are stories about the child as a person, his past, character, thoughts, experiences, and relationships. Through this type of narrative, children construct their self, telling the others about their own specificity and autonomy and relating themselves to their past by observing changes and constancy in time that make them unique.</p>
<p>Positioning</p>	<p>Facilitation of classroom interactions is based on participants’ positioning. Positioning makes participants’ actions intelligible (Van Langhenove & Harré 1999), as it is shown by participants’ ways of acting. The positioning of facilitators and children is primarily based on their roles. However, positioning is always “sensitive to the subtleties and nuances of moment-by-moment interaction” (Winslade & Monk 2008: 98).</p>
<p>Small Cultures</p>	<p>Anti-essentialist Hybrid integration see that the point is whether cultural backgrounds are made relevant in, and by, communication, which is not to be assumed. Thus, the question concerns how cultural issues and meanings of identity are presented and received in interactions. Hybrid Integration is the dialogical negotiations (dialogical as based on equity, empathy, and expectations of personal expressions) of cultural meanings. The contingent constructions of cultural meanings through dialogic negotiation can be defined as small cultures. ‘Small’ refers to their contingent construction and their connection with the contextual conditions of it. The concept of small cultures is underpinned by an anti-essentialist view, observing identity as fluid, malleable, and contingently</p>

	constructed in communication, without insisting on predefined cultural identities. For an anti-essentialist perspective, a social situation is not necessarily 'multicultural' when individuals are involved with different cultural identities', rather a social situation is multicultural when participants in this situation choose to make it multicultural, for instance focusing on cultural meanings of their experiences and identities. In these situations, 'multiculturality' refers to the authorship of personalised narratives of small cultures in real interactional practices.
Stories	Providing personal stories, facilitators can show that they also have a "story" to tell demonstrating their engagement. In CHILD-UP facilitation, personal stories are a way of showing facilitators' closeness to children and interest in their narratives
SWOT Analysis (Strengths, Weakness, Opportunities, Threats)	Trainees undertake self-assessment (for the purpose of this training, self-assessment is around the concept of facilitation) to consider strengths, areas to develop, opportunities and threats with regards to dialogue and interactions with children.

7. Useful resources and recommended readings

Links to useful resources

Children Act 1989 and 2004:

http://www.opsi.gov.uk/acts/acts2004/ukpga_20040031_en_1

Making Sense of Human Rights:

<http://www.equalityhumanrights.com/human-rights/how-do-human-rights-work>

The European Convention on Human Rights

<http://www.hri.org/docs/ECHR50.html>

Save the Children

<http://www.savethechildren.org.uk>

UNICEF and child migration:

http://www.unicef-irc.org/knowledge_pages/resource_pages/migration/activities.html

UNCRC and the 4 Ps:

<http://www.unicef.org/crc/>

Further useful websites

<http://www.childrensrights.org>

<http://www.crae.org.uk/>

<http://www.eurochild.org>

<http://www.savethechildren.org>
<http://www.unicef.org/crc/>
http://www.unicef-irc.org/knowledge_pages/resource_pages/migration/index.html
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The CHILD-UP training, modules 1-13

Module 1: Introduction to the overall CHILD-UP project: the ambition of CHILD-UP
Introduction to the aims of the training: supporting the promotion of children’s agency
The modules presented
A four-dimensions training strategy

Focus and aim of the module	Content will explore, reflect & discuss	Material , resources & activities
<p>Module 1: Introduction to the CHILD-UP project</p> <p>Aim. The aim of Module 1 is to introduce the ambition of the CHILD-UP project as a context to appreciate and engage with research led training.</p> <p>The modular organisation is presented and explained as a component of a rich training strategy.</p> <p>Learning Outcomes. By the end of Module 1, you will:</p> <ul style="list-style-type: none"> ➤ understand the underpinning ethos of the training and MOOC, provided by the CHILD-UP ambition. ➤ master the rationale of the training strategy 	<p>CHILD-UP philosophy</p> <p>CHILD-UP training: A four-dimensions training strategy</p> <p>Hybrid identities</p> <p>Multicultural settings</p> <p>Support for the professional working with children: materials offer professional guidance who aim to (i)engage with facilitation (ii) take a leadership role or bring about change (iii) train others</p>	<p>MOOC: power point slides video examples facilitator explanation via video on slides</p> <p>The MOOC is available at https://www.child-up.eu/training/mooc-massive-open-online-course/)</p> <p>SWOT analysis</p>

Further discussion or questions to reflect on

- Why engage with research led training?
- Why is it important to observe and engage with examples from other schools and countries?

- How can facilitation start or unfold in your practice?
- Who do you believe should engage or lead facilitation? Why?
- Why do you think the training presents access to both online and offline material?
- How do you think facilitation can enhance classroom interactions?
- Is CHILD-UP ambition somehow related to your own ambition as a professional working with children? How?
- Do any of the module titles grab your attention or relate to aspects of your work with children you have already led/reflected upon?

After completion of Module 1...further reflections.

- Do you know what the CHILD-UP project aims to achieve?
- Can you see how the training contributed to CHILD-UP ambition?
- Are you familiar with the modular structure?
- If you answer 'No' to any of the three final questions above, simply revisit the relevant module sections. If you have answered 'Yes' to all three questions, you are now ready to approach CHILD-UP training in the most prepared way!

MODULE 1

FEEDBACK NOTES FOR TRAINER/TRAINEE RELATING TO POWER POINT SLIDES

(Notes to lead, open discussion, reflect and compare)

*All the transcripts of the examples are available in the relevant sections of each module.

Slide 4: Aims and Learning Outcomes

Overall, the CHILD-UP project aims to achieve several interrelated objectives

- Research Objectives to produce knowledge.
- Methodology Objectives to develop innovative tools for scientific research.
- Intervention and Policy Objectives to empower migrant children and all children as active contributors to a change in their condition of integration.
- Dissemination and Communication Objectives aim to disseminate the outputs of the project.

Slide 5: Introduction to the overall CHILD-UP project: the ambition of CHILD-UP

The general ambition of CHILD-UP is to understand how to enhance migrant children, and all children's agency capability to both shape their own identities and to influence their social contexts. CHILD-UP aims to generate new knowledge through empirical research and scientifically sound analysis. The knowledge produced is utilised to construct methods and methodological suggestions for dialogic practices that can be effective in enhancing migrant children's agency and hybrid identities.

Slide 6: Hybrid identities

The concept of 'hybrid' (hybrid identities, hybrid integration) refers to the anti-essentialist idea of integration as the outcome of contingent negotiation in both the public discourse and social interactions (for instance in schools), where every child's personal identity is valued and considered. Every child is acknowledged as author, and co-author of his or her identity, against

pre-determined assumptions about culturally-connotated group membership. Migrant children, and all children, can exercise agency in constructing their identities and changing their social contexts. If such change leads to mutual recognition and dialogue, this is a situation of hybrid integration. CHILD-UP commitment to construct methods to enhance dialogue, agency and hybrid integration in multilingual and multicultural contexts is also key for the suitability of the project, in line with the UN SDGs agenda.

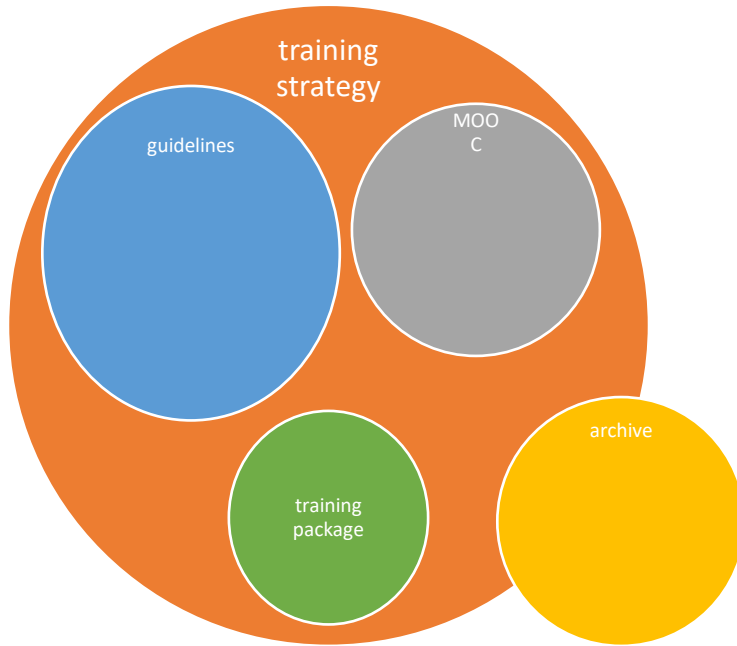
Slide 7: four-dimensions training strategy

The training is part of a rich strategy to support those working with children to engage with the professional development when, and where, opportunities of professional development are presented. The training strategy is thus flexible, adaptable and aims for users to become leaders of their own, and others', professional development. Although the training strategy is rich and articulated, there is not a fixed programme that must be followed.

CHILD-UP strategy to support professional working with children develops across four dimensions:

- The guidelines (available at <https://www.child-up.eu/guidelines-for-dialogic-methods/>). The guidelines aim to give some orientation to professionals working with children who are interested to enhance dialogue, agency, and hybrid integration in multilingual and multicultural contexts.
- This Massive Open Online Course, accessible at <https://www.child-up.eu/training/mooc-massive-open-online-course/> (and directly at https://learn.edupen.org/eduopenv2/course_details.php?courseid=516). Access to MOOC offers hybrid learning experiences in that you can (i) print off hard copies of each module and related materials to use them in practice or (ii) engage with online power point training and online modules. Each module in the MOOC will engage with data from the different national contexts of the CHILD-UP research and across several age ranges. Data from CHILD-UP in form of transcripts of adult-children's interactions, and sometimes of video- and audio-recordings are used to discuss, compare, and analyse practices of working with children, and their different impact on children's agency. Module 12 of the MOOC support the use of materials to enhance children's agency, in particular materials available through the CHILD-UP archive.
- CHILD-UP Archive. The archive can be accessed (throughout a free online sign-up) at <https://movio.child-up.eu>. The archive is a large repository of data from CHILD-UP research, which is available to support working with children. Data included in the archive offers examples of successful promotion of children's agency in form of transcripts, video- or audio- recordings across age ranges, from pre-school settings to secondary school settings.
- Training Package. Also labelled 'Train the trainer', the training package is companion to the MOOC and a standalone resource. In addition to the MOOC materials, the training package offer guidance for professionals who aim to take a leadership role and train others in the use of methodologies to promote children's agency and hybrid integration in multicultural settings. Hence, the training package is alternatively labelled as 'train the trainer' package. The underpinning idea is that a hard copy of CHILD-UP training and guidance to lead training for others can facilitate access, peer-discussion and engagement with children and families in the broadest range of settings. The training package strengthen the already evident potential of the MOOC reflection, and self-assessment in, and on, everyday practice towards change led by professionals themselves.

Slide 8: CHILD-UP training strategy



Slides 9, 10: MOOC

The MOOC lends itself as an opportunity to learn about and engage with the concept of facilitation, which will be discussed in module 2, based on data from the CHILD-UP project. Modules 1-13 of training introduce the art of facilitation to unpick how specific interactions, cues and questions promote children’s epistemic authority during activities. Across all modules, the MOOC provokes users to explore their own professional position and beliefs relating the position of children as authors of valid knowledge whose agency can be consequential, that is, it can make a difference in the contexts of their experiences.

MOOC modules are logically articulated into sections so that participants can pause, return to practice, undertake observations, and then return to the MOOC later. Each module includes reflective questions that allow self-assessment of learning but as well as offering direction for observing professional practice through the lenses of the promotion of children’s agency. The MOOC can be undertaken individually or as part of collective training. (For instance, Train the Trainer can be printed and kept in easy reach in the school/classroom environment).

Slide 11: Introduction to the aims of the MOOC: supporting the promotion of children’s agency

The MOOC is one of the tools developed from CHILD-UP that aims to support the professional working with children to implement the guidelines in practice. The MOOC is designed to offer directions to those professionals working with children who are interested to enhance dialogue, agency, and hybrid integration in multilingual and multicultural contexts.

Slide 12: Provoke engagement with facilitation

To explore what facilitation is, and what facilitation is not.

Engage with reflective questions

- Is CHILD-UP ambition somehow related to your own ambition as profession working with children?
- Does any of the module relate to aspects of your work with children you have already reflected upon?

Training material on this slide provokes engagement to.

Explain and analyse how adults' action and children's agency influence each other
Self-assess how professional identity impacts adult/child relationships
Recognise a range of linguistic support strategies that empower or hinder children's agency
Provoke reflection to explore professional classroom expectations, forms of communication and facilitative engagement that affect how children's voices and are engaged, or not

Slide 13-20: Modules explained

The training is based on extensive research findings (developed over three years). Such findings, as introduced, invite recognition that facilitation is a form of communication that proves more successful in enhancing dialogue, agency, and hybrid integration in multilingual environments.

On successful completion of the training, participants should:

- be familiar with of a range of concepts and debates underpinning theories and principles of facilitation.
- be able to include in their observation of professional practices the observation of the relationship between adults' action and children's agency.
- recognise the importance of professional reflection for the continuing development of practices that support children's agency and their adaptation to the specific contexts of their implementation.
- know and be able to analyse critically how the role of adults can open or close spaces for children to lead, share, narrate, question, and negotiate knowledge.
- understand the impact of linguistic fluency on children's agency and reflect on how different forms of linguistic support empower or hinder children's agency.
- examine personal/professional perspectives and reflections on challenges and strengths identified around the use of facilitation within educational contexts that affect how children's voices and are engaged.

The modules presented

(The slide show for the training-table below)

The architecture of the training is modular, with each module offering insight into characteristics, traits and processes found within facilitation. Users can choose to work independently or share their training with colleagues to analyse materials included in this handbook to explore what facilitation is and how it might look within a classroom context. The training modules address the following topics:

- This introductory module to illustrate the ambition of CHILD-UP, the results of the research and the case for facilitation as the methodology to promote children's agency.
- A module to present the concept of facilitation and to contextualise the use of facilitation for the construction of dialogue.
- A module to discuss how, in the practice of adults-children's interactions, the promotion of children's participation can be pursued not only through facilitation but to also through other forms of communication which, however, are characterised by lower levels of children's agency. By presenting mixed forms of facilitation and their implication for children's agency, the training can combine supporting the understanding of what facilitation is, and how it works, with supporting reflection on 'what facilitation is not' and the implications of more directive methods of working with children.
- A module that discusses the role of reflection for professionals working with children. A range of tools to support reflection will be introduce, based on the idea that professional reflection is pivotal for a contextualise and creative use of facilitation.

A series of ‘applied’ modules follows, designed to discuss the ‘how to’ and implications of a wide range of facilitative actions, backed up by evidence from the CHILD-UP research. Such modules engage with facilitative actions that proved successful in:

- promoting children’s engagement in interactions.
- supporting sustained participation and extending participation.
- upgrading children’s status as authors of knowledge.
- promoting personal expressions.

When relevant, the applied modules will include discussion of how the facilitative action at the centre of each module can contribute to the development of facilitation, but also of mixed, more adult-controlled ways of promoting children’s participation.

Each ‘applied module’ will also embed an invite for users to reflect on the specific context of their professional experiences and how contextual variables, such as children’s age across ISCEDs 0-3, should be considered when using facilitation. CHILD-UP archive offers further support by hosting a broad range of example from practice across all age ranges. The series of ‘applied modules’ entails:

- A module that introduces: (a) the intersection between facilitation and linguistic fluency; (b) the forms of linguistic support and their influences of the viability of facilitation; (c) linguistic mediation and its relationship with trust building and, consequently, of agency. Based on current research, the module will also offer suggestion for linguistic support.
- A module on the challenges of facilitation, connected both to children’s personal initiatives and their potential to disrupt facilitation and to possible shift of facilitation towards adult-controlled interactions
- Module 13 supports the use of materials to enhance children’s agency, in particular materials available through the CHILD-UP archive.

CHILD-UP training structure (MOOC and training package)	
Module 1	<p>Introduction to the overall CHILD-UP project</p> <p>Introduction to the aims of the training Modules presented</p>
Module 2	<p>What is facilitation?</p>
Module 3	<p>Promoting children’s engagement outside of facilitation</p> <ul style="list-style-type: none"> - Mixed - Directive - Participated teaching <p>With examples</p>

Module 4	<p>Reflection for sustainability of the promotion of agency</p> <p>Suggest a range of a range of tool to support reflection</p>
Module 5	<p>Forms of facilitation and age groups (descriptive)</p> <p>With examples</p>
Modules 6	<p>Promoting engagement – invitations to talk, questions</p> <p>If relevant considering how the category of facilitative action may contribute to different forms of facilitations (module 3) Inviting reflection to consider children you are working with</p> <p>With examples</p>
Module 7	<p>Minimal feedback – continuers, acknowledgement tokens</p> <p>If relevant considering how the category of facilitative action may contribute to different forms of facilitations (module 3) Reflection: the children you are working with (context, age group)</p> <p>With examples</p>
Module 8	<p>Complex feedback. Formulations</p> <p>If relevant considering how the category of facilitative action may contribute to different forms of facilitations (module 3) Inviting reflection to consider children you are working with.</p> <p>With examples</p>
Module 9	<p>Adults’ personal comments</p> <p>If relevant considering how the category of facilitative action may contribute to different forms of facilitations (module 3) Inviting reflection to consider children you are working with.</p> <p>With examples</p>
Module 10	<p>Language fluency and linguistic mediation</p> <p>If relevant considering how the category of facilitative action may contribute to different forms of facilitations (module 3) With examples</p> <p>Inviting reflection to consider children you are working with.</p>

	Suggestion to support language learning
Module 11	<p>The management of children’s personal initiatives</p> <p>Challenges for facilitation</p> <ul style="list-style-type: none"> - Children’s personal initiatives and how to react to them - Facilitator shifting towards adult-controlled interactions <p>With examples</p> <p>If relevant considering how the category of facilitative action may contribute to different forms of facilitations (module 3)</p> <p>With examples</p>
Module 12	<p>Reflection on facilitation and narratives for hybrid integration</p> <p>The Complexity of facilitation and narratives</p> <ul style="list-style-type: none"> - reflect on the complexity of facilitation and its power to create the condition for the exchange of personal narratives which is key to hybrid integrations - understand the complexity of facilitation where several actions are combined in often unpredictable ways, based on reflection on the examples provided from CHILD-UP research <p>understand facilitation potential to support the interlacement of personal narratives.</p>
Module 13	<p>THE CHILD-UP ARCHIVE</p> <p>The use of the CHILD-UP Archive and dissemination of practices of facilitation base on:</p> <ul style="list-style-type: none"> - to access data for the development of evidence based facilitative practices (offer step by step assistance on how to enter the archive and to register) - to secure sustainability of practice and/or research - how to use transcripts, audios, tables from questionnaires and interviews in the archive to compare with own research and observation from practice - how to lead, share and dissemination of experiences of facilitative practice

Slide 21: Recap and revisit content

Slide 22-23: Reflective questions and Self-assessment

Is CHILD-UP ambition somehow related to your own ambition as profession working with children?
 Does any of the module relate to aspects of your work with children you have already reflected upon?



And finally, now that you have completed Module 1...

Do you know what the project CHILD-UP aim to achieve?

Can you see how the training and MOOC contributed to CHILD-UP ambition?

Are you familiar with the modular structure of the training?

If you answer 'No' to any of the three questions above, simply revisit the relevant module sections.

If you have answered 'Yes' to all three questions, you are now ready to approach CHILD-UP training and MOOC in the most prepared way!

End of Module 1. Module 2 will explore the concept of facilitation

Evaluation of the Module

Trainee/Trainer space to reflect upon each module to consider possible impact; any new knowledge or concepts learnt, reactions, learning evaluation, feedback, ideas, and examples to discuss the philosophy of facilitation in comparison to the philosophy and intent of teaching.

What has been seen, observed, learnt, heard, or experienced about how children share, feel, interact, lead, listen and engage during facilitation?

Training notes and summary to develop practical ideas and plans for future/current use of facilitation within practice	
Possible changes within practice might be to: (share and critique ideas and plans to use facilitation)	
Critique facilitation to consider strengths of possible use or challenges	
Ideas or change in facilitation practice or approach might be:	
Ideas or changes regarding language, interaction, time, pedagogy, agenda and listening skills might be:	

Module 2: What is facilitation?		
Focus and aim of the module	Content will explore, reflect & discuss	Material, resources & activities
<p>Module 2: Introduction to the CHILD-UP project</p> <p>Aim.</p> <p>Aim. The aim of Module 2 is to discuss the key concept that underpin the training and the MOOC.</p> <p>Learning Outcomes. By the end of Module 2, you will:</p> <ul style="list-style-type: none"> - Understand the theoretical pillar that sustain the training ambition and methodology - Appreciate the coherence between CHILD-UP ambition and the aim of the training 	<p>Key concepts explained</p> <p>Agency</p> <p>Essentialism</p> <p>Hybrid Integration</p> <p>Migrant children – person centred approach</p> <p>Small cultures</p> <p>Towards sustainable facilitation</p>	<p>MOOC: power point slides video examples facilitator explanation via video on slides</p> <p>The MOOC is available at https://www.child-up.eu/training/mooc-massive-open-online-course/)</p> <p>Transcripts</p> <p>SWOT analysis</p> <p>Development Plan</p>
<p>Further discussion or questions to reflect on</p> <ul style="list-style-type: none"> ○ Do the concepts presented in this module relate to your own thinking/reflection/experiences? ○ Can you relate some of theories or methods you have encountered throughout your professional education to the concepts presented in the module? <p>After completion of Module 2... further reflections.</p>		

- Do you feel familiar with the concept of agency, and can you differentiate it from other ways that children can participate?
- Do you feel familiar with the concept of hybridisation (of identity, of integration) and can you connect it to the essentialist/anti-essentialist dualism?
- Can you see the theoretical underpinnings and aims of facilitation?

If you answer 'No' to any of the three questions above, simply revisit the relevant module sections. If you have answered 'Yes' to all three questions, you are now ready to appreciate the ideas and theories that feed the training, and how they relate to CHILD-UP aim.

MODULE 2

FEEDBACK NOTES FOR TRAINER/TRAINEE RELATING TO POWER POINT SLIDES

(Notes to lead, open discussion, reflect and compare)

*All the transcripts of the examples are available in the relevant sections of each module.

Aims and Learning Outcomes

Aim. The aim of Module 2 is to discuss the key concept that underpin the training and the MOOC.

Learning Outcomes. By the end of Module 2, you will:

- understand the theoretical pillar that sustain the training ambition and methodology.
- Appreciate the coherence between CHILD-UP ambition and the aim of the training

Slide 4: The meaning of key-concepts underpinning training ambition and methodology

This module summarises the key-concepts underpinning the training ambition and methodology: agency of children, hybrid identity and integration; education and agency; facilitation and small cultures.

Slide 5: Agency of children

Children are frequently seen as a vulnerable group, in need of protection; this narrative is further strengthened regarding migrant children. Narratives of vulnerability underpin the commitment to protect and support children and in particular migrant children; nevertheless, they also obscure their successful adjustment and active contribution to the host society.

CHILD-UP builds on the established theories of children's agency that position children as agents in the 'here and now' of their social worlds. The 1989 United Nations Conventions on the Rights of the Child introduces children's rights to participation, particularly to express their views and to be heard in administrative and juridical practices (article 12), to personal expression and thinking (articles 13 and 14), to participate in cultural and artistic activities (article 31). The acknowledgement and promotion of children's active participation and, within this, the promotion of migrant children's rights to contribute to their own integration motivates the training and this MOOC.

SLIDE 6: Agentic participation

'Agentic participation' is participation based on agency. Agency is a type of active participation based on autonomous choices that changes its social contexts. 'Change' here refers to the impossibility for all other participants to ignore the choices made by social agents. Agentic choices change the context of others' choices, even if the latter convey rejection or opposition to them. In adults-children's interactions, agency can be displayed by the attribution to children of rights and responsibilities for constructing knowledge (epistemic authority). Children's agency is conditioned existing social structures and relational constraints. Structural limitations of individual participation in social processes are unavoidable, and this particularly relevant for children. Structural limitations refer to the roles, the expectation, the habits, and the culture of each social context. However, the range of individual actions can never be completely predefined by social structures and relational constraints.

SLIDE 8: Hybrid integration

CHILD-UP combines agency with non-essentialist theories. The rejection of essentialism is a pillar of CHILD-UP as well as this training. Essentialism contradicts the priority of personal expression because it prioritises standardised, culturally-connotated, expectations. Non-essentialist theories question the assumption of permanent membership of cultural groups.

Hybrid integration refers to the anti-essentialist idea of integration as the outcome of negotiations in social interactions (for instance in schools), where every child's personal identity is valued and considered. Every child is acknowledged as author of his or her identity, against pre-determined assumptions about culturally-connotated group membership. Migrant children, and all children,

can exercise agency in constructing their identities and changing their social contexts. If such change leads to mutual recognition and dialogue, this is a situation of hybrid integration.

SLIDE 9: training aims

In particular, the training aims to enhance dialogue, agency, and hybrid integration in multilingual and multicultural contexts: (a) rejecting assumptions of crystallised and unchangeable cultural identities. Cultural identities matter if each child makes them matter in his or her choices; (b) positioning children, and migrant children, as agents who construct their identities and, with them, construct their social contexts. Hybrid integration offers an alternative to assimilationism, the risk of which has been often presented as a negative corollary of integration.

SLIDE 11: Education and agency

CHILD-UP recognises that education can improve the potential of children's agency and their ability to act to change the social conditions of their lives. The benefits of children's agency may be considered as both individual, in terms of children's empowerment, access to information and new skills, and social, in terms of better services, improved decision-making and democracy.

Dialogue is based on the positive value of active and equal participation, perspective taking, and empowerment of expressions. It enables the equal treatment of different perspectives, opening the floor to all kinds of diversity in the form of personal trajectories, thus also opening the floor to personalised production of hybrid identities. This can be beneficial for a genuinely inclusive education that does not miss out on the talents, knowledges, and enthusiasm of all children. Considering its characteristics, dialogue seems to be compatible with the development of bottom-up processes that can change the position of educators and enhance expectations of children's agency towards inclusive education and positive engagement of children in the educational relationship.

SLIDE 12: Facilitation

While active participation can happen anytime in communication, children's agency needs the promotion of specific opportunities of children's choices. In educational contexts, choices can concern the autonomous construction of knowledge. Agency needs promotional forms of communication, where children's exercise of agency is the combination between children's

choices of action and adults' actions that promote these choices. This combination characterises the *methodology of facilitation*.

Facilitation aims to change the hierarchical distribution of epistemic authority in adult-children interaction, that is, the distribution of rights and responsibility to produce knowledge. Facilitation aims to affect the hierarchical differences between adults' and children's roles and expectations. Facilitation describes sequences of adults' actions that enhance children's agency and children's actions that display agency (for instance, as authorship of knowledge). Facilitation gives positive value to (1) children's active and equal participation, (2) the treatment of children as persons who can express their own perspectives, experiences, and emotions, and (3) personal expression.

SLIDE 13: Facilitation

Facilitation enhances and promotes dialogue, where adults' actions support children's self-expression, take children's views into account, involve them in decision-making processes, and share power and responsibility with them. Facilitation positions all children as authors of valid knowledge. As such knowledge can concern knowledge about identities and the condition of integration, facilitation promotes the construction of hybrid identities and the negotiation of hybrid integration. Those are both based on the acknowledge that children can be authors of valid knowledge. The potential of facilitation motivates CHILD-UP commitment towards the construction of data-driven training in the use of facilitation.

SLIDE 14-19: Examples from practice

SLIDE 20-23: Multiculturality and the construction of small cultures

Underpinned by anti-essentialist ideas of personal identities and hybrid integration, facilitation does not assume that the variety of cultural backgrounds automatically produces a multicultural situation. A social situation is multicultural when participants in this situation choose to make it multicultural, for instance focusing on cultural meanings of their experiences and identities. Facilitation creates the condition for children to choose whether and how cultural issues and meanings of identity are presented and received in interactions. Facilitation focuses on personal experience and knowledge, deconstructing narratives of cultural identity. Facilitation aims to create the condition for dialogical negotiations (dialogical as based on equity, empathy, and expectations of personal expressions) of cultural identities.

SLIDE 25-28: Recap & Revisit

The dialogic negotiation can lead to the construction of small cultures, where 'small' refers to their construction is specific interactive contexts, where they are meaningful for the participants in the interaction in the 'here and now'.

Facilitation does not exclude the risk of promoting essentialist narratives of cultural identity, particularly when children's personal experience and knowledge is used to facilitate dialogue on cultural issues and identity where narratives of collective identities can influence choices and expectations. Nevertheless, genuine promotion of children's agency avoids any essentialist cultural categorisation of children because agency entails the epistemic status of children as authors of knowledge, putting at the centre expectations of personalised versions of identity based on autonomous choices, independent from pre-determine cultural assumptions.

SLIDE 29: Reflective questions

- Do the concepts presented in this module relate to your own thinking/reflection/experiences?
- Can you relate some of theories or methods you have encountered throughout your professional education to the concepts presented in the module?

And finally, now that you have completed Module 2...

- Do you feel familiar with the concept of agency, and can you differentiate it from other way that children can participate?
- Do you feel familiar with the concept of hybridisation (of identity, of integration) and can you connect it to the essentialist/anti-essentialist dualism?
- Can you see the theoretical underpinnings and aims of facilitation?

If you answer 'No' to any of the three questions above, simply revisit the relevant module sections. If you have answered 'Yes' to all three questions, you are now ready to appreciate the ideas and theories that feed the training, and how they relate to CHILD-UP aim.

Evaluation of the Module

Trainee/Trainer space to reflect upon each module to consider possible impact; any new knowledge or concepts learnt, reactions, learning evaluation, feedback, ideas, and examples to discuss the philosophy of facilitation in comparison to the philosophy and intent of teaching.

What has been seen, observed, learnt, heard, or experienced about how children share, feel, interact, lead, listen and engage during facilitation?

Training notes and summary to develop practical ideas and plans for future/current use of facilitation within practice	
Possible changes within practice might be to: (share and critique ideas and plans to use facilitation)	
Critique facilitation to consider strengths of possible use or challenges	
Ideas or change in facilitation practice or approach might be:	
Ideas or changes regarding language, interaction, time, pedagogy, agenda and listening skills might be:	

Module 3: Promoting children’s engagement outside of facilitation		
Focus and aim of the module	Content will explore, reflect & discuss	Material , resources & activities
<p>Module 3: Promoting children’s engagement outside of facilitation</p> <p>Aim.</p> <p>The aim of Module 3 is to illustrate ways of promoting children’s active participation that differ from facilitation. Although at various degrees, these different methodologies are characterised by limited support of children’s agency</p> <p>Learning Outcomes. By the end of Module 3, you will:</p> <ul style="list-style-type: none"> ➤ Understand how each methodology to promote children’s participation differs from facilitation and the implication for children’s agency ➤ Appreciate the complex nature of facilitation in practice, and how facilitation is often intertwined with other methodology 	<p>Promoting children’s participation outside facilitation:</p> <p>Three methodologies</p> <ul style="list-style-type: none"> - Mixed facilitation - Directive facilitation - Participated teaching <p>Participation</p> <p>Reflection</p>	<p>MOOC: power point slides video examples facilitator explanation via video on slides</p> <p>The MOOC is available at https://www.child-up.eu/training/mooc-massive-open-online-course/</p> <p>Transcripts</p> <p>SWOT analysis</p> <p>Reflective Model (relating to model 4)</p> <ul style="list-style-type: none"> • Reflective Theory Model • Simple Reflection Model • Reflective Practice Cycle • Model for Structured Reflection

in the same interactions		
<p>Further discussion or questions to reflect on</p> <ul style="list-style-type: none"> ○ do the methods of promoting children’s participation relate to some of your own experience? ○ does the discussion of limits in promoting children’s agency connect with your own reflections in the past (even without using terms such as agency or facilitation etc.)? ○ How? <p>After completion of Module 3... further reflections</p> <ul style="list-style-type: none"> ○ Are you familiar with the different methods to support children’s participation? ○ Can you relate each of the methods to a specific level of the promotion of children’s agency? ○ Can you master the difference between participation and agentic participation, regarding the space for children’s choices? ○ If you answer ‘No’ to any of the three questions above, simply revisit the relevant module sections. If you have answered ‘Yes’ to all three questions one finished, you are ready to recognise and reflect upon a range of methodologies to support children’s participations and their limit in promoting agentic participation 		

MODULE 3

FEEDBACK NOTES FOR TRAINER/TRAINEE RELATING TO POWER POINT SLIDES

(Notes to lead, open discussion, reflect and compare)

*All the transcripts of the examples are available in the relevant sections of each module.

Slide 3: Aims and Learning Outcomes

Slide 5: Facilitation – where does it start or finish?

Facilitation ends where facilitators become conditioned by the intention to impose their agenda on the conversation, for instance to ‘pass’ educational content such as knowledge related to positive social relations. In these cases, facilitators’ epistemic authority reproduces hierarchical relationships that are instrumental to a one-directional transmission of adults-owned knowledge but are detrimental to children’s agency.

SLIDE 6: How to promote children’s participation

Promotion of children's participation can be pursued through several methodology. The difference consists in participation that is promote which depends on the balance between adults' control and retention of superior epistemic status. The methodologies to promote children's participation where, differently from facilitation, adults retain control over the interaction and superior epistemic status can be ordered according to the negative effect on children's agency. This is a classification which is not theoretical or ideological: rather it is based on observation undertaken as part of the CHILD-UP research activities. From the least harmful to children's agency to the most harmful, data invite to recognise of three methodologies to support children's participation: mixed forms of facilitation; directive forms of facilitation; participated teaching.

SLIDE 7: Mixed forms of facilitation

Mixed forms of facilitation. These forms add some extra adults' guidance to facilitation. They are characterised on adults' expanded turns of talk which provide comments or explanations about relevant and positive meanings produced by children.

SLIDES 8-11: EXAMPLES

SLIDE 12: Directive forms of facilitation

Directive forms of facilitation. These forms include adults' more frequent, or systematic, comments and explanations, combined to normative recommendations. These forms decrease the potential for upgrading children's epistemic authority. In these interactions, teachers/facilitators provide relevant knowledge for children, establishing adult authority in the classroom

SLIDE 13-14: EXAMPLES

SLIDE 15: Participated teaching.

Participated teaching. This form of interaction is based on teacher's superior epistemic authority, shown by their questions which aim to guide children's answers and to scaffold these answers. Children generally align with teachers' orientations, but when children do not align, participated teaching tends to avoid negative sanctions.

SLIDES 16-17: EXAMPLES

SLIDE 18: RECAP

It was earlier suggested some degree of continuity in use of different, not fully facilitative, forms of promoting children's participation. However, Italian settings are marked by a more diffuse and consistent use of full forms of facilitation. This can be related to two variables: 1) training in the use of facilitation; 2) the position of facilitator as outsider, as they do not ordinarily work with the children in the settings. Whilst point 1 indicates the importance of training therefore the importance of the training package developed by CHILD-UP; point 2) indicates the effect of expectations that build over time through daily interactions. The mutual expectations of hierarchical relationships and limited agency built over time limit both teachers' and pupils' trust in children's agentic participation.

SLIDE 19: Reflective questions

- do the methods of promoting children's participation relate to some of your experience?
- Does the discussion of their limits in promoting children's agency connect with your own reflections in the past (even without using terms such as agency etc.)?

SLIDE 20: Self-assessment

And finally, now that you have completed Module 3...

- Are you familiar with the different methods to support children's participation?
- Can you relate each of the methods to a specific level of the promotion of children's agency?
- Can you master the difference between participation and agentic participation, regarding the space for children's choices?

If you answer 'No' to any of the three questions above, simply revisit the relevant module sections.

If you have answered 'Yes' to all three questions, you are now ready to recognise and reflect upon a range of methodologies to support children's participations and their limit in promoting agentic participation

EXAMPLE 1, mixed facilitation, Middle School, ISCED 2, Italy

The short extract 10 concerns the same class of extract 9. F20, an adolescent with migrant background, takes the floor saying that she brought a picture with a title evoking annoyance for a specific person. In turn 4, the facilitator repeats the title and invites F20 to go on. F20 tells her story in turns 5, 7, 9 and 11, with the facilitator's nonverbal and verbal support (turns 6, 8 and 10). In turn 12, the facilitator offers an educational comment for the class, but F20 takes again the floor to conclude her narrative, showing that it was interrupted by the facilitator's comment. However, the facilitator insists in her educational comment in turn 14. As in extract 8, the final comment interrupts a very effective minimal facilitation which enhances migrant adolescents' agency.

- 01 F20m I brought a picture saying, "can you please get out of my head?"
 02 F? can I take the picture?
 03 ((giggles))
 04 FACf "can you get out of my head" please come on tell
 05 F20m because: there was a time when I was really down and I kept thinking about a person that I missed and that I couldn't get back because she died and I was thinking about it constantly every day I was just crying,
 06 FACf ((nods))
 07 F20m Only that - well, I tried to stop
 08 FACf ((nods))
 09 F20m but I couldn't because I still missed and:
 10 FACf sure
 (.)
 11 F20m then, well, I was able to go on
 12 FACf alright guys, keep in mind that when we grieve there are specific times, that is, it takes a long time, right? It's like a wound that has to heal, so it's ok
 13 F20m but I already knew he was gone, only that (..) it took me almost a year to realize that [(?)
 14 FACf [it's ok the first phase is just the incredulity it's not possible it's not true I don't believe it this is just the first phase then there are many passages up to the anger to the acceptance and then after you arrive in a period in which you have succeeded in doing all the path and it remains inside you anyway I mean you miss him but you feel him near anyway ok thank you very much

EXAMPLE 2, mixed facilitation, Primary School, ISCED 1, UK

This is a discussion about personal experiences and family memories of war. The discussion takes part in a London primary school. The excerpt clearly oscillates between facilitation and more directive actions. Nevertheless, it is also clear that narratives produced by children with migrant background, in particular by M1, influence the development of the conversation. The excerpt begins with M1's initiative that criticise another child's comment in a rather articulated and competent way, displaying high epistemic authority regarding the war in Sierra Leone. In turn 2 the teacher produces a change-of-stake token that express surprise and interest towards M1's narrative, using an interrogative form that works as an invitation to expand as well. The child briefly expands his narrative, then the teacher provides a formulation that develops the meaning of his reference to the war in Sierra Leone. This formulation is based on the teacher's knowledge of the civil war therefore it could be interpreted to embed educational contents in the conversation. However, the final question invites M1 to co-construct knowledge within this topic. M1 does not provide an answer but continues the previous narrative. In the following long turn, the teacher first acknowledges M1's high epistemic authority, then he positions himself as an expert, expanding the narrative to add educational contents related to aspects that were not included in M1's narrative. The expansion of the narrative is closed with a question. In turn 4, the teacher again acknowledges M1's high epistemic authority, as he does in turn 6. Thus, M1 can continue to upgrade his own epistemic authority in narrating and the teacher acknowledges again his authority by repeating the information provided by the child (turn 8). A similar dyad of turns, 8-9, however, is followed, at the end of turn 10, by teacher's invitation to the children to complete his statement, and after the children's completion, he repeats to fix what the teacher considers to be valid knowledge. This is followed by an expansion to add more educational content and an invitation to participate in form of question (turn 14). This question and the following one (turn 16) do not enhance participation much, so in turn 18, after a comment, the teacher produces a new question. However, M3 takes the initiative to share a personal story, based on family memories in Afghanistan, introducing an unpredictable development of the interaction (turn 19). The teacher accepts M3's initiative but embeds it in his own theme 'fighting to access resources', in this way upgrading his epistemic authority and control of the interaction. M3 aligns with the expectations displayed by the teacher's question. However, he links his narrative to personal/family knowledge, independent from school learning. The teacher develops this theme towards an educational direction, within which however M3 positions himself as author of new knowledge by thematising the drive for money (turn 21). The teacher does not provide direct feedback on M3's knowledge; rather, he appreciates children's participation and produces a series of interrelated questions to promote children's reflection on the experience of a previous group activity, an open question to promote participation (turn 28). After some children's contributions, the teacher provides a development (*fighting*), repeated three times. In turn 34, M1 intervenes upgrading his epistemic authority to complete the sentence initiated by the teacher at the cost of overlapping with his current turn at talk. M5's completion is confirmed in its validity by the teacher. This confirmation enhances M1's production of new knowledge based on his family's experience (turn 36). In turn 37, the teacher introduces a new theme. Rather than interlace the new theme to M1's narrative, the teacher suggest that his epistemic authority is based on learning from the older brother of M6. In turn 38, M6 contextualises the knowledge shared by the teacher. In the final

part of the excerpt, the teacher asks questions that invite completion from children, closing the interaction.

- 1 M1 My statement is, so you know how we were doing the group economics thing? From M2 point of view, you know how England is a very first world country? Sometimes they want more than they have, so they take from poor countries which have good resources. No offence, but England is like a first world country but it isn't well resourced in like food and other stuff, so they take from different countries, so people started to think that they didn't want to do that but I don't know what country they were doing it with, but that country didn't like it like in my country, in my family's country, Sierra Leone, so that's how war broke out so that's how war broke out
- 2 Tm What, in Sierra Leone? So Sierra Leone said we shouldn't be giving all our resources to these rich countries, and others said we have to. And some people are trying to keep it to themselves, and that's how the war break loose? or were they asking for a higher price?
- 3 M1 Families were torn apart. I think there was almost 2 million people that died in that war
- 4 Tm ((to children)) Did you hear that? Because of one resource, one natural resource, almost 2 million people died in Sierra Leone. Even going back to the diamonds, the blood diamonds is probably one of the most famous well-known single type of resource. I mean, there's still people that mine the diamonds and gold, and they have illegal mines, and people die I would say if not weekly then certainly monthly. Because they work in terrible conditions and they get stuck underground and no one saves them, and I've just watched a documentary on this actually, people go and attack their mines, and these miners are unarmed and work for like a penny a day, a penny a day. But are they armed, these miners?
- 5 F1 No
- 6 Tm They're armed with like a shovel. But is their shovel any good against a gun? So it's still going on today. That war was probably, I don't know, do you know?
- 7 M1 It was 1997 because that's what my family was telling me about
- 8 Tm end of 1997 ((to children)) do you know how long it spanned for?
- 9 M1 My mum said it was something like 7-5 years
- 10Tm 7-5 years. To lose 2 million people in 7-5 years is an awful lot of people in the country, and all over a natural resource which, think about the apocalypse we are reading about in that book, all of us agreed that a diamond necklace became absolutely (.) absolutely
- 11Children Useless
- 12Tm Useless, but 2 million people died just because someone with a lot of money in another country wanted it. Is that right?
- 13F1 No
- 14Tm But again, during that war, if it's going on for 5-7 years, is anyone supporting them to finish it from the rich countries?
- 15M1 No
- 16Tm The UN might have tried to get involved. Was it the UN?
- 17Children The Unite Nations ((many voices overlapping, unclear))



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- 18Tm Again, we will have to look that up as well. Interesting.
- 19M3 Mister? In my Afghanistan they tried to get, I think, resources or something, they said no but then it was a war a long time ago before this one. I think it was for less than 20 years and 1.5 million people died
- 20Tm but again, it's a war about natural resources by the sounds of things, and money. So what's driving this?
- 21M3 Money
- 22Tm Wanting more. Wanting more. Wanting more. What's that?
- 23Children Greedy
- 24Tm Greed can lead to war. If we all sort of shared, and found better systems, then would this happen? We say that, but then I give it all to a really nice year six class bunch, if you got it all and another group nothing, any of you would feel naughty? Nasty?
- 25F1 No
- 26Tm No. What did you simply try and do the best by yourself?
- 27Children ((many voices overlapping, unclear))
- 28Tm But if, what did I have in M1 group?
- 29M3 Anger
- 30F2 Frustration
- 31Tm Anger, frustration and fighting. Fighting, interestingly, in a poor country, [civil
- 32F3 [war
- 33Tm Can you see how it plays out? Are any of you sitting there going 'Oh my goodness'? I had rich countries getting richer, poor countries getting poorer, and one poor country kept getting poorer and poorer and poorer to breaking point, and they couldn't agree on what to do next and the best thing to do for their resources, they started to argue, but really upset, which is basically the same as having a [civil [war
- 34M5
- 35Tm Exactly the same as Sierra Leone
- 36M1 But they didn't have their independence taken. My mum told me that they got their independence in like 1970 something
- 37Tm Often, fledging countries, young countries...it happened in Kosovo, didn't it? So when parts of different countries...your brother taught me so much about that, by the way. Your brother, I'm an expert now. But when countries breakoff into smaller countries, they can then often be fighting over resources, land...it's happened all over the world, but sort of, Israel and Palestine...
- 38M6 yeah, they had a war
- 39Tm They have been at war for ages over who owns which bit of the country. Kosovo and Serbia...There was a big war there. We are talking millions of people dying a resources, land and money, aren't we? When you get land you get more...
- 40F5 Money
- 41Tm And?
- 42Children Resources
- 43Tm Exactly. Yep.

EXAMPLE 3, directive facilitation, Secondary School, ISCED 2, Germany

A regular morning lesson for a group of ISCED 2 children in an independent German school practicing a project teaching approach. After a joint meeting at the beginning, where the plan for the day is discussed, all children work individually within the classroom on different tasks. In extract 13, the teacher and the whole class discuss the planning requirements for the day regarding children's presentation tasks. Teacher and children are sitting on the ground respectively on a couch. In turn 1, after some introductory words, the teacher asks what to do next. She illustrates her conclusion and her question using a child's documentation of the project work. In turn 2, M1 gives advice concerning the project documentation, which is confirmed by the teacher, who however also adds a series of instructions, followed by involvement of a child. The hesitant answer is validated by the teacher. In the following turns, the teacher continues to ask questions (turn 9, 11, 15, 17), inviting children to co-construct knowledge (also in turn 7, 19) and validate children's answers (turn 7, 13, 15, 17, 23). Children are thus systematically invited to co-construct knowledge about the task, although the teacher continuously upgrades her epistemic authority.

- 01 Tf so we are on the topic of planning, on the topic of project, on the topic of progress and the question is: ((M1 raises his hand)) What is there to do?
- 02 M1 ehm, we had (?) That is why it has to be placed earlier ((teacher moves a note one column back in the planning table))
- 03 Tf hm ((confirming)). We::ll. (.) Yes. We'll take care of the statement anyway: We're nearing the end. We don't want to end up splitting hairs. We will gladly use this week and also the next. And yet (.) we are in the area of end. (.) What do we have to plan? M? ((pointing M? with her finger))
- 04 M? the presentation?
- 05 Tf °I do not understand°
- 06 M? the presentation?
- 07 Tf exactly. The presentation. I write it down. °Presentation.° ((noting it on a whiteboard behind her)) What does it mean, ((F1 raises her hand immediately)) presentation? ((M1 raises his hand)) We have many new children here, ehm, who never did a presentation before. F1, please explain. ((shortly pointing with her indication finger to the girl))
- 08 F1 so, what you can do in the (.) We have now done six weeks about so project and we have done things- We have taken care of a topic, and at the end we want to build there just for example also a model on it, want to show the others what we have found out. (..) And, so you can also (.), ehm, (.) (for example) by a poster, or you build just- That's what you always do, where you always end up with a model, but that makes- That's what we're doing right now. So, the practice days, and we just present that to the others ((several gestures, picking up the project documentation during the last sentence))
- 09 Tf so, ehm, my question is: Do we, when we got this, need a a poster yet? ((showing the project documentation form towards the children))
- 10 Chd no
- 11 Tf well, what do we want then- How can else we present except through ((lifting the documentation form; M1 raises his hand)) using a poster, which we just have? Fortunately. M1. ((puts the documentation form back on the ground))
- 12 M1 write an article
- 13 Tf wonderful. Exactly. Well, the result for instance from the subject, ((does a single

- handclap)) but be included in the presentation. More. (.) What else? F1 spoke about things (.) and the practice day. ((M1 raises his hand)) (.) Ehm, now especially the new children are also asked. What could be meant by that, what don't you understand about it? (.) It is very important that you quickly ask: What do you mean by that? Because I know. F1 knows it. The others know it too, but if you don't understand something, ((point with her right indication finger on M1)) It would be good, when you currently ((makes a gesture with her right hand like pointing on the project documentation)) put it here. ((nods to M1))
- 14 M1 (you can) build a model, for example
- 15 Tf hm, ok. (.) Right. What more could be done than making this poster ((making a circular gesture with her right hand above the project documentation)), writing an article ((showing with her right hand to M1)), and building a model? M2
- 16 M2 (?)
- 17 Tf right. Exactly. More? M3
- 18 M3 I have a question
- 19 Tf Tell us!
- 20 M3 well, we were on the road a lot during the six weeks. We couldn't do that much in the project. And we had somehow once- you had somehow once said that we would take (the days) then-
- 21 Tf ((the teacher lifts the project documentation from the ground and presents it towards M3, nodding to him)) M3, we have already said- Look! We stick the next week again on it
- 22 M3 yes
- 23 Tf ((Nods)) Right. Well, alright now. However, there is nothing more can be done, because then- °Well°

EXAMPLE 4, participated teaching, Secondary School, ISCED 2, Poland

The teacher is looking to photographs of Grozny, the capital of Chechnya, showing surprise for changes after the war with Russia. In turn 44, F1 comments that Grozny is now very pretty and the teacher simply comments that he is looking at it, once again losing the opportunity to involve the child in a narrative. In turn 46, F2 seems to ask a question to the teacher who, however, continues to be focused on the images. F2 probably shows a picture to the teacher, who cannot avoid asking questions about this picture (turns 49 and 51). F2 explains but her voice is not audible. What is clear however is that now the teacher pays attention to her (turns 53, 55, probably 57), In turn 59, he asks about the mosque and F2 also shows her sister. The conversation, based on the teacher's simple requests of information, continues until turn 73, when the teacher goes back to Poland.

- 43 Tm oh, my how this Grozny looks like now. You know what, I remember your capital city when there was a war, how horrible it looked, and everything was ruined, burnt, when there was a war waged in Grozny
- 44 F1 and now Grozny is very pretty
- 45 Tm well, I'm just looking at it
- 46 F2 sir, (?)
- 47 Tm (?), how Grozny looks like after so many years of war. (?). Aha, is that-
- 48 F1 (?) ((laughing))
- 49 Tm is that you?
- 50 F2 ((laughing))
- 51 Tm is this your home?

- 52 F2 (?) and this (?) it was the place
 53 Tm Hhh
 54 F2 and our home (?)
 55 Tm and that (?) some neighbour, right?
 56 ? (?)
 57 Tm (?)?
 58 F2 no! ((laughing))
 59 Tm stop that please. And this is in mosques (?), right?
 60 F2 (?), and this is my sister (?), when she was going to the shop, and fell, oh, it's here ((laughing))
 61 Tm what a thing
 62 ? (?)
 63 Tm but she saw that picture?
 64 F2 (?) were ((laughing, taking her picture))
 65 Tm beautiful
 66 F2 and this is me
 67 Tm aha, do you pray?
 68 F2 yes, this is daddy in Chechnya, this is me
 69 Tm but is that in your home?
 70 F2 yes
 71 Tm aha. Hey, the daddy did bring you up well, well, yes, to pray?
 72 F2 yes
 73 Tm it's good, one needs to pray. And do you know where we pray in Poland? I'll Show you one such place

EXAMPLE 5, participated teaching, Primary School, ISCED 1, UK

Recorded in London, concerns a narrative on religion. In particular, the aim of the activity is to promote reflection on similarities between two religious leaders such as Jesus and Mohamed.

In turn 1, the teacher, after the introduction of the general theme, asks a question with known answer to test children's knowledge and attention. After the child's answer in turn 2 (Jesus), the teacher confirms with a repetition but also adding further extended information about Mohammed, suspending the statement to invite M1 to continue. M1 produces the sought knowledge and Tf rephrases his turn at talk claiming her epistemic status, in a way downgrading the level of knowledge shown by M1 (turn 5). This organisation is furtherly followed in the following sequence, in which Tf systematically calls children to add to her telling of the story about Jesus and Mohammed (turns 7, 9, 11, 13), combining these calls with questions (turns 7, 11), appreciations (turns 9, 11, 13) and additional comments upgrading her epistemic authority (turns 9, 11, 13). In turn 15, Tf utilises the child's contribution as a platform to interlace educational contents strongly claiming her epistemic authority. In turn 16, F3 proposes an initiative about Jesus's story, which is however corrected by Tf in turn 17. Interestingly, F3 insists, showing her agency through a rejection of teacher's correction, and thus opening a communicative conflict. At this point, M3 intervenes replacing Tf in conflicting with F3, thus showing his performance, rather than his agency, even if his personal initiative produces new knowledge autonomously. Tf does not acknowledge M3's personal initiative but still uses it to reinforce her position against F3. F3 is invited to 'remember', indicating that her contribution could be based on incomplete knowledge. Another child, M2 takes the initiative inviting expansion of M3's turn by formulating a possible gist in an interrogative form. Tf rejects M2's

formulation with a simple statement, then producing a very extended turn that diverts the interaction towards other themes which may be of her interest but not necessarily important for children, who were demonstrating active participation when discussing the resurrection. At the end of this long turn, Tf not only ignores but explicitly rejects children's request to participate in the discussion, directing the interaction towards her educational objectives.

- 01 Tf so, in the past few days we have had our elections and spoken about inspirational leaders, isn't it? Inspirational people, inspirational leaders. We also individually looked at who is this?
- 02 Children Jesus
- 03 Tf Jesus and this one is (.) this is a writing that represents Mohammed, ok. The prophet Mohammed, peace be upon him. The reason we don't have a picture of Mohammed because (.) Go on M1
- 04 M1 it is because in Islam we can hear him but cannot see him
- 05 Tf Islam teaches the Muslims to not draw or act out or make models of Mohammed's life, but to actually hear his stories, and to hear his teachings and live your life from it. Ok? That is why I don't have a picture of Mohammed, but I have that writing that which depicts Mohammed's life or teachings. So, erm, what do we remember about Jesus? Why is he important to the Christians? Talk partners
- 06 Children ((cross class chattering))
- 07 Tf anyone want to share about how or what they remember about Jesus and why he is important to the Christians? Yes F1
- 08 F1 Jesus is very kind to other people
- 09 Tf yes, he is very kind to other people. He never made bad decisions. M3
- 10 M3 he was born in a stable
- 11 Tf he was, wasn't he! He was born in a stable actually and we will be celebrating his birthday very soon. But, what else do you remember about Jesus M2?
- 12 M2 he likes sheep!
- 13 Tf yeah, he likes lambs doesn't he! The sheep, the baby sheep isn't it. Yeah you are right. F2
- 14 F2 some people say he was able to walk on water
- 15 Tf yeah, some people say he could walk on water and what do we say about this? He had divine? Do you remember the word divine? What was that? Having almost God like personality because he performed quite a few miracles in his time, but he was also a teacher and he taught the good things. So, I have made some notes; so, he was the son of God (.) I should have done a capital G there. He rose from the dead, so he died. Remember he was killed, and he was crucified on a cross
- 16 F3 actually, he survived
- 17 Tf but after three days (.) no he actually died, he didn't survive, he actually died
- 18 F3 he survived
- 19 M3 he didn't survive, he died but three days later he rose from the dead
- 20 Tf remember I said he was the son of God
- 21 M2 a ghost?
- 22 Tf not a ghost (.) his body; he had his whole body. Remember we said

Christians believe he is the son of God and he obviously had power and that helped him to rise from the dead. He appeared to his disciples, who are his followers and he also want his followers to know that there was an eternal life, so another life. The human life is not everything, there is an eternal life after that, so that is what Christians believe ok? Eternal means God like life, ok. A life that is after you have lived your human life. It's all to do with God like life, ok? He was a Messiah promised in the Old Testament, so Christians read. Christians have a holy book called the Bible and the Bible is split into two parts; the Old Testament and the New Testament. The New Testament has stories of Jesus told by different people. The New Testament has stories about good and bad but they are told by many different prophets (.) like how Mohammed. Christianity also has quite a few prophets and they told their story; they prophesised, they said that there will be a son of God, the Messiah will be born and Christians believe that Jesus was that son of God ok. Hands down (.) hands down, hands down. God sent his son, so, Christians believe that God sent his son to earth to save humanity

LINK TO MEDIA, MODULE 3

You can access video or audio recording of some of the examples via the CHILD-UP Archive. Here's the direct link to the media files. Free registration at **movio.child-up.eu** and log-in to the same Archive are required for the links to function.

EXAMPLE 2 <https://movio.child-up.eu/downloadMedia.php?id=254>

EXAMPLE 3 (three parts)

PART I: <https://movio.child-up.eu/admin/downloadMedia.php?id=240>

PART II: <https://movio.child-up.eu/admin/downloadMedia.php?id=241>

PART III: <https://movio.child-up.eu/admin/downloadMedia.php?id=242>

EXAMPLE 4 <https://movio.child-up.eu/downloadMedia.php?id=224>

Please refer to the CHILD-UP Guidelines as well as to Module 13 for more details on the Archive.

Evaluation of the Module

Trainee/Trainer space to reflect upon each module to consider possible impact; any new knowledge or concepts learnt, reactions, learning evaluation, feedback, ideas and examples to discuss the philosophy of facilitation in comparison to the philosophy and intent of teaching.

What has been seen, observed, learnt, heard or experienced about how children share, feel, interact, lead, listen and engage during facilitation?

<p>Training notes and summary to develop practical ideas and plans for future/current use of facilitation within practice</p>	
<p>Possible changes within practice might be to: (share and critique ideas and plans to use facilitation)</p>	
<p>Critique facilitation to consider strengths of possible use or challenges</p>	
<p>Ideas or change in facilitation practice or approach might be:</p>	
<p>Ideas or changes regarding language, interaction, time, pedagogy, agenda and listening skills might be:</p>	

Module 4: Reflectivity for sustainability of the promotion of agency

Focus and aim of the module	Content will explore, reflect & discuss	Material, resources & activities
<p>Module 4: Reflection for sustainability of the promotion of agency</p> <p>Aim. The aim of Module 4 is to facilitate critical reflection (CR) as a tool to optimise the uses of CHILD-UP materials in practice.</p> <p>Learning Outcomes. By the end of Module 4, you will:</p> <ul style="list-style-type: none"> ➤ Professionals working with children (PWWC) will know the rationale for critical reflection (CR) as a professional development tool ➤ Distinguish between different CR models ➤ Understand how to apply CR to leverage the value of CHILD-UP materials for your practice. 	<p>Critical Reflection</p> <p>Reflective models</p> <ul style="list-style-type: none"> • Reflective Theory Model (Argyris and Schön, 1978) • Simple Reflection Model (Rolfe, Freshwater, and Jasper, 2001) • Reflective Practice Cycle (Kolb, 1984) • Model for Structured Reflection (Johns, 1995) • Reflective Model (Brookfield, 1995) 	<p>MOOC: power point slides video examples facilitator explanation via video on slides</p> <p>The MOOC is available at https://www.child-up.eu/training/mooc-massive-open-online-course/</p> <p>Evaluation Tool</p>

Further discussion or questions to reflect on

Decide how and what CHILD-UP CR model to engage with that most suits the way you think:

- Do you already engage with reflection? If so, how?
- What impact does reflection have on your thinking, emotions, or practice? Why?
- What do you want to achieve though CR?
- What do you need to know about using CHILD-UP materials?
- How do you learn best?
- Is your confidence for using CHILD-UP materials high or low?
- What is lost or gained from more/less structure in a CR model?
- Which CR model will best fit the time available?
- Can colleagues help you reflect critically?
- Which CR model will help you most to leverage the value of CHILD-UP materials in your practice?

After completion of Module 4...further reflections.

- How do you plan to utilise reflective skills and practice for future practice and engagement with facilitation?
- Do you know the rationale for CR as a professional development tool?
- Can you distinguish between different CR models?
- Do you understand how to apply CR to leverage the value of CHILD-UP materials for your practice?

MODULE 4
FEEDBACK NOTES FOR TRAINER/TRAINEE RELATING TO POWER POINT SLIDES
 (Notes to lead, open discussion, reflect and compare)

Slide 3: Aims and Learning Outcomes

Slide 4: What is critical reflection (CR)

(ii) CR models

i) Rationale for (CR). CHILD-UP materials provide important knowledge based on evidence about supporting child migrants' integration and participation. PWWC can leverage the value of that knowledge by reflecting critically on their experiences of putting CHILD-UP knowledge into practice. (PWWC: Professionals working with children)

CR is used commonly by high-performing PWWC to learn from experience in the workplace (Benade, 2015; Ferguson, 2018; Koshy et al, 2017). CR supports PWWC to develop their practice (Liu, 2015) by helping them to transform experiences into learning (Saito and Khong, 2017).

Reflecting critically enables PWWC to apply their knowledge to the contexts where they work, thereby increasing the relevance of their practice - including cultural relevance - for the children they work with (Howard, 2003; Winch, Oancea, and Orchard, 2015).

CR affords PWWC a platform from which to innovate (Brookfield, 1995), and it empowers PWWC to lead their own professional development (Msila, 2013).

How PWWC use the CHILD-UP materials will – and should – vary, depending on their needs and those of the children they work with. CR can help PWWC to make informed judgements about how to do this.

Slide 5: CR models

There is no consensus on an optimal CR model. There are different CR models, for example...

Model 1: Reflective Theory Model (Argyris and Schön, 1978)

Argyris and Schön (1978) identified two stages of CR:

- reflection-in-action, conducted in the present, for example during a facilitation session
- reflection-on-action – conducted after a session, for example when writing an evaluation or discussing it with a colleague afterwards.

Slide 6: Model 2 Simple Reflection Model (Rolfe, Freshwater and Jasper, 2001)

The Simple Reflection Model (Model 2) is a CR practical approach. Its simple framework facilitates systematic CR focused on:

- (1) what is – or has – happened,
- (2) understanding what is important about that and why, and
- (3) how that understanding can inform practice in the future.

Model 2 is appropriate for use in supervision meetings, or for individuals to reflect critically on their practice.

Slide 7: Model 3 Reflective Practice Cycle (Kolb, 1984)

Kolb's (1984) Reflective Practice Cycle helps people learn from experiences through CR. It has four stages.

- (1) Concrete Experience: the PWWC describes an experience, for example a facilitation session.
- (2) Reflective Observation: the PWWC thinks about the experience, their feelings about it, and how their thoughts and feelings link to their skills, knowledge and understanding. Reflective observation is Kolb's core reflection activity.
- (3) Abstract Conceptualisation: the PWWC focuses on their learning by explaining and analysing (1) and (2) and considering what they may mean for their practice.

(4) Active Experimentation: the PWWC transforms what she or he has learned into future and actions.

Kolb's (1984) cycle can be repeated many times, to build learning.

Slide 8: Model 4 Model for Structured Reflection (Johns, 1995)

Johns' (1995) Structured Reflection Model frames the process of CR through five stages.

(1) Describing the Experience: the PWWC describes the experience – for example a facilitation session - and identifies significant factors.

(2) Reflection: the PWWC considers what they set out to achieve and what was achieved, how and why.

(3) Influencing factors: the PWWC considers what informed their decisions (e.g., people, knowledge, buildings, resources).

(4) 'Could I have done better?': the PWWC debates whether different decisions might have led to better outcomes.

(5) Learning: the PWWC thinks critically about what may change because of their experience, their feelings about it, and how it has transformed their knowledge.

Slide 9: Model 5 Reflective Model (Brookfield, 1995)

Brookfield (1995) proposes that CR enables PWWC to achieve professional excellence. He advocates that PWWC engage in CR by viewing their practice through four 'lenses':

(1) 'Self' is autobiographical, enabling the PWWC to think deeply about their own practice and learn from it

(2) 'Students' critiques PWWC activity through students' eyes

(3) 'Peers' enables PWWC to reflect critically on colleagues' feedback on their work, and

(4) 'Scholarship' enables PWWC to juxtapose their practice with theoretical literature or research their own practice and publish that work.

The four lenses enable PWWC focus consistently on improving practice (Brookfield, 1995).

Slide 10: Reflective Questions

PWWC should select the best CR model for their context, their needs and those of the children they work with. The selection process is part of CR. (PWWC) Professionals working with children)

The reflective questions below will help you to choose the CHILD-UP CR model that is best for you:

- What do you want to achieve through CR?
- What do you need to know about using CHILD-UP materials?
- How do you learn best?
- Is your confidence for using CHILD-UP materials high or low?
- What is lost or gained from more/less structure in a CR model?
- Which CR model will best fit the time available?
- Can colleagues help you reflect critically?
- Which CR model will help you most to leverage the value of CHILD-UP materials in your practice?



Slide 11: Self-assessment

And finally, now that you have completed Module 4...

- Do you know the rationale for CR as a professional development tool?
- Can you distinguish between different CR models?
- Do you understand how to apply CR to leverage the value of CHILD-UP materials for your practice?

If you answer 'No' to any of the three questions above, simply revisit the relevant module sections.

If you have answered 'Yes' to all three questions, you are ready to use CR as a tool to optimise your uses of CHILD-UP materials in practice.

Evaluation of the Module

Trainee/Trainer space to reflect upon each module to consider possible impact; any new knowledge or concepts learnt, reactions, learning evaluation, feedback, ideas and examples to discuss the philosophy of facilitation in comparison to the philosophy and intent of teaching.

What has been seen, observed, learnt, heard or experienced about how children share, feel, interact, lead, listen and engage during facilitation?

<p>Training notes and summary to develop practical ideas and plans for future/current use of facilitation within practice</p>	
<p>Possible changes within practice might be to: (share and critique ideas and plans to use facilitation)</p>	
<p>Critique facilitation to consider strengths of possible use or challenges</p>	
<p>Ideas or change in facilitation practice or approach might be:</p>	
<p>Ideas or changes regarding language, interaction, time, pedagogy, agenda and listening skills might be:</p>	

Module 5: Forms of facilitation and age groups (Part I & Part II)		
	Content will explore, reflect & discuss	Material , resources & activities
<p>Module 5: Forms of facilitation and age groups (descriptive)</p> <p>Aim.</p> <p>The aim of Module 5 (part I and II) is to discuss the correlation between different forms of promoting children’s participation, as discussed in module 2 (facilitation) and module 3 (mixed/directive facilitation and participated teaching) and children’s age.</p> <p>Learning Outcomes. By the end of Module 5 Part I & Part II you will:</p> <ul style="list-style-type: none"> ➤ (Based on the discussion of data from CHILD-UP research) Understand the importance of age as an intervening variable that can influence the way of promoting children’s participation. 	<p>Explanation of age ranges involved in CHILD-UP data</p> <p>ISCED 0 - 4-6 years old ISCED 1 - 8-11 years old ISCED 2 - 12-14 years old ISCED 3 - 16-17 years old</p> <p>Analysis of age range to explore the importance of age as an intervening variable that can influence the way of promoting children’s participation.</p> <p>Agency</p> <p>Participation levels</p> <p>Facilitation types</p> <ul style="list-style-type: none"> • ‘Full’ forms of facilitation • Mixed forms of facilitation • Directive facilitation • Participated teaching 	<p>MOOC: power point slides video examples facilitator explanation via video on slides</p> <p>The MOOC is available at https://www.child-up.eu/training/mooc-massive-open-online-course/)</p> <p>Transcripts</p> <p>SWOT analysis</p> <p>Development Plan</p> <p>Evaluation Tool</p> <p>Reflective Model (relating to model 4)</p> <ul style="list-style-type: none"> • Reflective Theory Model • Simple Reflection Model • Reflective Practice Cycle • Model for Structured Reflection

- Develop critical observation skills to apply knowledge on the influence of the age variable to your work with children.

Further discussion or questions to reflect on

- How will you engage with observation across age ranges to identify or research forms of facilitation?
- What do you think about adults' expectations relating to the feasibility of introducing or engaging with facilitation?
- Have you found one age range that could be more difficult to introduce facilitation? Why?
- Do you believe the expectations adults place on children impact on participation or agency? Why?
- How does any of the data presented mirror your own experience of working with children, regarding their ability to participate as agents?
- Do you recognise your own experience in the choices and actions of adults in the examples? How?

After completion of Module 5... further reflections.

- Do you know what are the age range where methods other than facilitation seem to be more common?
- Do you know how linguistic fluency influences adults' support of participation, and do you know of possible other variables, again unrelated to age?
- Do you know the age range where facilitation is less common, replaced by other methodology that promote children's agency less?

If you answer 'No' to any of the three questions above, simply revisit the relevant module sections. If you have answered 'Yes' to all three questions, you are now ready to reflect on the influence of age, and the influence of age-related expectations, on how children's participation is promoted

EXAMPLE 1, facilitation, Secondary School, ISCED 3, Italy

The activity, which was done and recorded remotely, consisted in producing narratives on relations, conflicts and inclusion in the classroom, in this case starting from the production of drawings, then showing them on the screen and talking about them. Extract 1 shows a conversation involving the two female facilitators and a male adolescent with migrant background in which a positive narrative of inclusion is produced. In turn 1, the facilitator asks an open question about the meaning of an inclusive class. M12 provides a rather extended answer stressing the importance of respect and mutual help, providing the example of lack of language understanding. The turn is appreciated by both facilitators (turns 3 and 4) and one of them asks for the adolescent's personal condition as a migrant. The child says that he did not arrive recently without further specification and the facilitators acknowledge this, then one of them asks if he felt helped. The adolescent answers positively adding that he also felt respected. In turn 13, FACf1 proffers a short but complex turn of facilitation, including a combination of repetition and acknowledgement (also respected ok), appreciation (good I am pleased), formulation (so mutual help, and respect also) a new appreciation (very good) and a thank.

- 01 FACf1 Tell us what an inclusive class group is for you?
 02 M12m ah: in my opinion it is like: respect and help others like no help like someone you know Italian well and like: new student, who no: he/she doesn't sp- you don't know how to speak Italian well, help him (.) like he doesn't understand something well or doesn't do the homework the problem of (.) understanding something (..)
 03 FACF2 [very well very clear
 04 FACf1 [ok I understand you were very clear (.) so for you it is - an inclusive class is a class that helps you like whe- [are you a new classmate? Did you arrive now? This year?
 05 M12m [yes no no no no
 06 FACf1 ah ok
 07 M12m before
 08 FACf2 [ok
 09 FACf1 [ok did you feel helped?
 10 M12m ah: yes
 11 FACf1 from your class?
 12 M12m and respected
 13 FACf1 also respected ok (.) good I am pleased so mutual help, ((writes)) and respect also ((writes)) very good thank you M12

EXAMPLE 2, facilitation, Secondary School, ISCED 3, Italy

In this case, the narrative is on interpersonal relations. In turn 1, F6 informs the facilitators that she has finished her drawing and is invited to explain it. In turn 3, the adolescent explains that the drawing includes an important date, as in the case of F1, in which the adolescents met her best friend. In this case there is also a house including grandparents - defined as the most important people since they raised the speaker - and the speaker herself. After the facilitator acknowledgement, F6 continues

insisting on the importance of her feelings for grandparents. In turn 6, FACf2 stresses that the adolescent was very clear, then she formulates the gist of the narrative, making it explicit and receiving confirmation by F6. However, in this case, F6 takes the floor a second time to clarify the importance of her best friend, which got lost in the previous part of her narrative, as a close and supportive twin sister. This is also formulated by FACf2 as very precious and nice, with a new confirmation from F6. Finally, FACf2 warmly thanks the adolescent.

- 01 F6m I'm going, I've finished
 02 FACf2 go go go go F6
 (0.2)
 03 F6m so well ((show the drawing)) so practically there is an important date 2017 which is when I met my best friend, (..) then there is a house which is in Manila, with three people which would be my grandparents and me, who: practically they are: the most important people, because they are like a- like my family like my second family like parents, because they raised me as a child so for me hh they are parents,
 04 FACF2 sure
 05 F6m e:m: then well there is a heart that: means that for me they are: family is the most important thing the thing that comes first, (0.3) ah: ((smiles)) nothing m:: I finished
 06 FACFf2 ok no no, you have been very clear, therefore the family, also the grandparents, because they are all those who have been close to you and have helped you to grow up
 07 F6m yes
 08 FACF2 including [also
 09 F6m [yes the people who have always been close to me in the difficult moment I mean in fact my best friend has been a very important person who has always been close to me always always so for me she is the sister that I m: a sister that I lost when I was little so, she was practically my twin sister that I lost, so she is like my sister because she has always been close to me and she supports me in everything
 10 FACf2 she's very precious it's very nice
 11 F6m mh mh
 12 FACf2 thank you Ana thank you for [sharing even the most difficult things
 13 F6m [you're welcome

EXAMPLE 3, mixed facilitation, Secondary School, ISCED 3, Italy

In this case, the facilitators take the floor rather frequently proffering long comments that create educational content. In turn 1, FACf summarises the previous conversation about the link between anger and injustice, but stressing that the facilitator considered it “very correct”, thus expressing an educational evaluation. This evaluation is mitigated by the request of validation, which implies an upgrading of adolescents’ epistemic authority. M7, with a migrant background, and M11 only confirm, showing that the attempt of upgrading their epistemic authority did not work very well. In turn 6, FACf’s new question apparently aiming to increase participation is once again a way of showing her own epistemic authority in giving meaning to anger and its link with physical manifestations. M11 confirms once again adding a short comment (turn 7). In

turn 10, FACf starts commenting, but M11 interrupts her to contradict her statement making explicit his meaning of anger as direct emotion. In turn 12 FACf formulates the gist of M11's turn making it explicit and receiving confirmation by the adolescent, but in turn 14 she adds an educational comment, aiming to direct anger towards injustice, which is followed by another long educational comment proffered by FACm on the reasons for feelings anger. In turn 16, M11 adds a comment which seems to comply, but which is also a way of reasserting his epistemic authority. In turn 17, FACf confirms this comment, thus claiming back epistemic authority and applying it through a long new comment supporting FACm's previous comment. This seems to lower the interest of M11 in the conversation, as he simply confirms. FACf starts a new turn but M3 interrupts her to stress that the class is getting along well since there is frankness and shared experiences. FACf promptly appreciates this and M3 expands on the interest in discussing in the class without "making messes", encouraged by FACf's question (turn 27). In turns 29 and 31, FACf asks for agreement and M11 confirms, but M7, the migrant adolescent, takes the floor to improve the current narrative about good class relations adding the importance of closeness ("confidenza" in Italian). In turn 37, FACf emphatically appreciates M7's contribution but she immediately uses this appreciation to upgrade her own epistemic authority through the suggestion of changing the word closeness into trust. In turn 39, M7 aligns and in turn 40 FACf proffers a further educational comment. Despite several long comments aiming more to give education than to enhance adolescents' participation, M11, M3 and M7 can talk about their views on classroom relations.

- 01 FACf let's try to do let's try to summarize there is a definition that we find very correct that says tell me if you mirror in this thing, that anger is actually an emotion that we feel as a result of an injustice (..) that is, whenever we feel that we are the object of an injustice or that we witness a form of injustice a:nd
- 02 M7 m it's tr[ue
- 03 FACf [we feel anger
- 04 M7 m it's true it's true
- 05 M11 yes it's true
- 06 FACf it is true? Does this thing add up to you? So anger among all emotions a:nd contrary to how it seems, in reality it is the most lucid (..) that is, when then it is true that it also has physical manifestations, eh?
- 07 M11 anger [is more direct
- 08 FACf [but (??) what do you say M11?
- 09 M11 it's the more direct
(..)
- 10 FACf eh it's not really the most direct you know? A lot goes by here ((pointing to the head)) because the perception of[
- 11 M11 [if I if I that is for me if I were to see all the emotions I feel I would say that anger in my case is the most direct one because sadness fear, happiness are things that I happen to feel even for abstract things while anger
- 12 FACf fine you say I feel it faste- more instinctively as a reaction to something I am
- 13 M11 yes right
- 14 FACf fine observing ((nods)) what I meant is that behind there is always an evaluation- a very reasoned evaluation of what is right and what is unfair if we do not have the perception of what is right and what is

- unfair we cannot get angry you know? (.) that is, it is obvious that if you step on my foot I get angry but that anger there is more annoyance I do not know how to say the real anger the deep one we feel, we feel it deeply when there is a deep injustice that is the annoyance is another thing right? that is, if you are on my back and I am hot and you touch me all the time hh that is, that does not make me does not make me get angry that makes me nervous but it is more annoyance instead damn when when I witness an unfair event I just this thing makes me very angry
- 15 FACm yes anger is something almost that when maybe fear is a reaction, right? To something, very immediate indeed, that is if a car comes up against me in the street I'm walking ((makes a movement)) I do so I go back I try to move or I jump and: m: instead with the anger anger grows that is you ruminate on it like the cows who pull that thing out do they think about it again and it grows even stronger at least in me it has always happened this [way
- 16 M11 [then it is like saying that fear is the defense, anger is the attack
- 17 FACf exactly anger is the attack and: anger because we can attack we have to think about it that is anger is something that is true it is as FACm says it feeds on the thought have you ever noticed that when someone for example offends you and maybe you go back to home you keep thinking about it the more you think about it the angrier you get, the angrier you get the more you think about it, has this ever happened to you?
(.)
- 18 M11: yes
- 19 FACf Fine (.) you feel offended (.) [and
- 20 M3 [well but prof in most cases at least the class speak for us, a:nd we are quite frank that is, if one thing does not suit us: I tell you to your face but as everyone does eh in our class and therefore that is also why we get along quite well because in any case and: we have had many experiences together and we enjoyed many things, we got angry, we confronted each other
- 21 FACf how beautiful [you had (??) M3
- 22 M3 [I think it is (??) that if, like, I don't know someone tells me
- something, I don't agree
- 23 FACf mh mh
- 24 M3 it's not that we sulk a:nd we are- I tell him bro don't don't I mean it's not like this full stop
- 25 FACf Hh
- 26 M3 and then we discuss it, that is, there is no reason to blame ourselves to keep everything inside, at least between us, I don't think there is this thing, even because otherwise it would be completely different
- 27 FACf and what allowed you to get to this point, in your opinion, M3, afterwards I also ask the others eh
- 28 M3 eh because we discussed a lot because as I said we have done so many things together we have been through a lot that is we have also made quite a mess in the classroom even the teacher knows it but in

- my opinion as we grow up we are all recalibrated because in any case we have understood that if you mak2 messes, then the consequences arrive and the consequences are heavier so (.) better to be calm and have fun relaxed and stop
- 29 FACf thanks M3 are you all agreeing with what he said? [I mean that experiences
- 30 M11 [yes yes prof
- 31 FACf that you made they [made you grew up
- 32 M7m [but most of all
- 33 FACf: go on M7 go on
- 34 M7m because we have some confidence because [in my opinion if there was not enough closeness
- 35 ? [right
- 36 M7m one would not be able to express himself with another but seeing that on the other side there is the same closeness, and: the same support that is given in this way, one is more open
- 37 FACf no it's a very beautiful thing that you say you know I would change the word closeness with trust
- 38 FACm I would also have
- 39 M7m right yes yes it can be done
- 40 FACf don't you know why? because in the end I was thinking while you were talking about what this confidence is, that is, what does it mean? That I can afford, since we know each other well, I can also afford to tell you look that what you said for me is bullshit hh that is look at that: this thing does not please me when you say so I feel bad that is all this can be done when I trust the other, that is, I know I am certain that even if we think differently, the other will not attack me, or will not: he will not move away because this is another problem too, right? a person can also not attack me but can distance me can exclude me

EXAMPLE 4, hierarchical teaching, Secondary School, ISCED 3, Belgium

This extract shows that a migrant adolescent (F1) participates as the other adolescents, but this participation is subordinated to a form of hierarchical teaching, based on IRE sequences, based on the teacher's questions and evaluations. Thus, children's agency is completely absent. In turn 23, the teacher tests the children's knowledge through a question. In turn 25, the teacher does not provide a direct evaluation but dismisses F1's answer as not relevant by repeating the question. In turn 27, the teacher completes M1's answer, stressing that this is the first, and thus incomplete part of the answer, thus he asks another question. In turn 29, F1 provides an answer which is once again completed by the teacher who adds a question for clarification. In turn 31, the mechanism is the same with an additional explanation. In the second part of this extract, turn 44, the teacher provides instructions for a task, then he asks a question about the meaning of the coordinates for latitude and longitude. This question however is difficult for the adolescents, as it is shown in the next sequence (turns 45-60), in which the migrant adolescent also finds it difficult to answer (turn 56) until some answers are provided, validated and followed by an explanation and a final question (turn 66). In the third part of the extract, the question is about precipitation. In this case, the children are more reactive, including the migrant adolescent (turns 91, 96, 100).



- 23 Tm So question two was what is the geographical situation of the island? So necessarily Madagascar (as we said) is located in relation to Africa where?
- 24 F1m On an island
- 25 Tm Madagascar is an island indeed. [Located where?
- 26 M1 [Southeast
- 27 Tm In South East Africa, that's the first information. If it's an island, what is it [Surrounded by?
- 28 M1 [°(?)°
- 29 F1m Water
- 30 Tm Surrounded by water and therefore here by what? (0.3) What ocean?
- 31 M1 Indian
- 32 Tm It's the Indian Ocean, okay. So an island in southeast Africa, surrounded by the Indian Ocean. That's the geographical context. It's not de- It's not because it's detached from the African continent that it doesn't belong to it, so geographically it's part of the continent. (0.5) And so we come now (0.5) to the questions (?) do it together, we're going to do it right away. For this you need two sheets which I will show you and hand out (???) CM1, You give two sheets to everyone please
- 44 Tm Step one (so) the geographical coordinates, etc. So place plus country so you put the (?) and in bold in the little green band, okay? The country (?) is Madagascar (0.6) The geographical coordinates, the longitudes and latitudes. So I gave you two data, 21 45 S and 43 22 E, what are they? (0.7)
- 45 M1 (?)
- 46 Tm It's always the trap of course (0.5) Who says it's 21 45 S? Raise your hand
- 47 M1 (For which one)?
- 48 Tm For longitude
- 49 M1 (?)
- 50 Tm Who says that this coordinate corresponds to the longitude? Nobody? Ok so everyone says 43 22 E for the longitude?
- 51 F1m ((Makes an affirmative sound))
- 52 F4 ((nods slightly))
- 53 Tm Yes? Sure? Ok that's it, that's good, that's 43 22
- 54 F1m Hhh
- 55 Tm I will explain again afterwards how we make the distinction, longitude 43 22 E, latitude necessarily 21 45 S
- 56 F1m It's a comma or it's a dash?
- 57 Tm It's a degree, 21°45' and at the end, there's an apostrophe. This is the data that is usually written like this.
- 58 M1 Can you repeat that?
- 59 F1m But it is written
- 60 Tm It says, just copy °at the limit (?)°. Longitude 43°22'E and for latitude 21 45 S. So the theoretical explanations, which you in the fourth grade used these data. What determines whether it's East-West or North-South? You're likely to know this
- 61 M4 Zero degrees
- 62 Tm And what do you call them Sm4?

- 63 M4 The Greenwich meridian
- 64 Tm There is the 0 degree meridian, vertical here and the other? [Which we often define
- 65 M1 [The equator
- 66 Tm Indeed (..), zero degrees equator. Okay, anything that's going to be to the right of the Greenwich meridian, that comes to the right of that zero degree vertical, that's going to be the eastern longitudes okay or the eastern hemisphere, because we're dividing the map into four hemispheres. And on the left, it will be the Western Hemisphere, okay? We've already used it with the equator many times in the course. Anything north of zero degrees latitude is the Northern Hemisphere, and anything south of that is the Southern Hemisphere. So Madagascar is in two hemispheres, which ones?
- 89 Tm Left axis, OK. Precipitation in millimeters, OK. If I carry the top to the base of the other, °(to the axis of the other)°, we have more or less what value?
- 90 M1 110
- 91 F1m 100 and 10?
- 92 Tm That's it, the exact value- That's good, the exact value you put at 119 millimeters. Come on February we do the same thing?
- 93 M1 (How much is it?)
- 94 Tm 119 for January. February?
- 95 M1 (?)
- 96 F1m 200 euh-
- 97 Tm 184, that's right. March you are at more or less what?
- 98 M1 57?
- 99 Tm Put 57, it's good. April we're going down hard [so we're at:
- 100 F1m [5
- 101 Tm So we are at 5, indeed. May same thing 5. January a little bit more, times 2 per year, 10. (0.2) January what am I saying, June obviously. That's because there's the "J" that influences me but it's June

EXAMPLE 5, facilitation, Primary School, ISCED 1, UK

Based on the reading of a poem in London. Children are invited to reflect on adults' feelings and position. This extract shows a successful form of facilitation, based on a complex series of turns supporting and appreciating children's agency.

In turn 1, the teacher introduces the theme of busy adults who are not able to see children's

problems. Interestingly, in turn 2, M1 adds to the term "unsuspecting" used by the teacher, the term "preoccupied". The teacher's following questions about the meaning of unsuspecting (turns 3 and 5) are responded by F2, M2 and M3, who in turn 8 says that adults cannot see children's imagination, thus attracting the teacher's attention (turn 9), so that M3 explains further his point.

In the following turn, the teacher develops implicit meaning of M3's turn, but she does not ask for M3's approval of this development; rather she provides an open question that invites expansion, enhancing M4's new initiative, which focuses on adults' work (turn 12 and 14), with the support of minimal response from the teacher. In turn 15, 'work' is not a repetition, because M4 has expanded his previous statement. Rather,

'work' is a formulation that summarises the gist of the previous sequence of turns. Then the teacher invites further expansion with an open question. In turn 17, M1's personal initiative interlaces with F3's previous turn to expand it. In the complex turn 18, the teacher provides two formulations about adults' behaviours, first making explicit contents, then summarising the gist of the whole sequence of turns 1-17 and developing the link between preoccupation and inability to see children's imagination. Finally, she asks a question about children.

This action contributes to the positioning of children as authors of knowledge. In the following turns 20 and 23, other formulations contribute to support children's participation as manifestation of agency about adults' styles of life. In turn 23, two formulations, developing and making content explicit, respectively, are followed by appreciation and a new question about children's point of view. In turn 25, the teacher asks a series of focused questions, followed by a displacing comment (or do you see adults as these fun things that run around with their imaginations?) enhancing children's amusement, but also a further comment by M5. After validating his point of view, the teacher provides a personal comment, positioning himself as a person rather than a role, bringing his own personal and family life, displaying trust in children and a participation based on expectations of equality, empathy and personal expression. In turn 32 the teacher continues to tell about his personal experience, which is appreciated by F5, who thus upgrades her epistemic authority as an expert that can evaluate the teacher's action, and the other children.

- 1 Tm busy. So what does that mean, then? We are so busy with our grown-up needs that we I say we, are completely unsuspecting of the perils and mischief that surrounds them, the children
- 2 M1 unsuspecting and preoccupied
- 3 Tm so, if you know what preoccupied means, don't worry about writing it down. But do you know what unsuspecting means?
- 4 F1 that means you can't see it.
- 5 Tm what can't they see?
- 6 M2 you being silly or
- 7 F2 you doing a crime. They can't see
- 8 M3 they can't see your imagination
- 9 Tm fascinating. What do you mean?
- 10 M3 they can't see what you're thinking
- 11 Tm they are so busy with their adult lives, and why are adults busy? What are we busy with?
- 12 M4 because they are busy with work
- 13 Tm work
- 14 M4 teaching or something
- 15 Tm work. What else might we be stressed about or busy with?
- 16 F3 children
- 17 M1 if they don't earn the right money, they don't have enough food for their children
- 18 Tm money and food, that's a worry, isn't it? So, adults are so preoccupied sometimes with their own life, that maybe they don't engage in the imagination side of things. What about children, you tell me?
- 19 F1 they can't say their true emotions sometimes
- 20 Tm what so you think an adult sometimes can't see a child's emotions all the time
- 21 F1 sometimes

- 22 F3 I think they are never happy because they never go into their imagination anymore. They are preoccupied
- 23 Tm because they are preoccupied, they cannot go into the adult, not adult sorry, the child's memory. They almost forget how it is to be a child and to have fun maybe? That's interesting. Do you think that's a fair comment about adults?
- 24 F3 yeah
- 25 Tm how do you see adults? Do you see adults like that? Or do you see adults as these fun things that run around with their imaginations?
- 26 Chld ((laugh))
- 27 M5 they are preoccupied for a lot of the time.
- 28 Tm right. Do you as children wish the adults sometimes had more time to , like, have that imagination?
- 29 M5 yeah. Like your parents, if one of them works, you don't really get to see them as long
- 30 Tm I agree. I only see my girls for half an hour when I get home, but I always try And like, if she wants to play a shop game, then I can pretend we are in a shop. Are we in a shop?
- 31 Chld no
- 32 Tm no, but she is imagining it. So I try and get into that imagination with her.
- 33 F5 that's a nice thing to do
- 34 Tm that's a nice thing to do, isn't it?
- 35 Chd yeah

EXAMPLE 6, facilitation, Primary School, ISCED 1, Italy

In the extract, the narrative shifts to the link between acceptance and emotions. In turn 1, M3 tells of happiness as linked to be accepted and respected, and to feel part of a group, in which it is possible to express personally in terms of feelings, desires, ideas. F1 raises her hand then she says that happiness is not the only important emotion since anger and sadness are equally important (turns 4 and 6). The facilitator offers a minimal response without commenting, so that F3 and M2 take the floor to stress the importance and meanings of happiness, ignoring F1's comment. After a short pause, the facilitator asks if there are no other opinions or doubts (turn 10), and M1 intervenes to disagree with F1 (turn 13), then explains the reason for his disagreement (turns 19, 21, 23). F1 immediately reacts trying to answer back, but M3 overlaps (turn 25) and, despite the facilitator's invitation to wait to take the floor, he takes the floor (turn 27). M3 stresses that if one is accepted and respected, there is no reason to be angry, adding however, as an example, his negative experience (but in the first class when I was not yet accepted since I wa:s (.) of another color, I was sad, I played alone, but now that I have been accepted it is not that I'm sad, it's not that I'm angry, of course human beings get angry and sad). In turn 28, F1 is finally able to take the floor to explain what the meaning of anger and sadness is that she intended to stress. After a short pause, without any verbal intervention of the facilitator, F2 takes the floor to express her opinion, confirming F1's statement about the importance of sadness (turn 33) and F4, F6 and F5 support this point (turns 34, 35, 36). Thus F1's points are taken by several other girls. In turn 37, the facilitator produces a long formulation of the previous conversation, which is confirmed by F1 who thus upgrades her own epistemic authority as

the person who can have the last say on this topic. The facilitator confirms this epistemic authority asking for further confirmation and F1 confirms again. The facilitator closes this conversation with a new formulation and an appreciation before changing topic (turn 41).

- 01 M3m so in my opinion it means yes to be happy means this because (.) if I think I am accepted I am respected I am part of the group I am happy to be part of the group, I am happy not to be alone (.) as before but I am part of a group I can express myself- express my feelings, my desires, my ideas, that's what being happy in my opinion
- 02 F1m raise her hand
- 03 FACf ((it can't be seen but FAC gives her the floor))
- 04 F1m in my opinion, yes, however, happiness is not the only important emotion
- 05 FACf happiness is not?
- 06 F1m the only important emotion because to move forward you need other emotions such as sadness and anger
- 07 FACf mh
- 08 F3 ((also with her hand raised)) in my opinion happiness is made precisely by respect and em:: by someone who accepts you for who you are, and: I mean in my opinion if these elements are not present, you cannot be happy (?)
- 09 M2 so in my opinion yes because: you are happy when someone is polite to you, speaks well of you, and: expresses ideas of :: and: yours: your ideas, and: when: does not: does not make fun of you and he doesn't treat you badly
- 10 FACf all done? (.) Some doubts?
- 11 M1 always me
- 12 FACf go on
- 13 M1 I disagree a bit with F1
- 14 FACf with?
- 15 M1 with her
- 16 FACf yes (.) I don't remember what's her name
- 17 F1m F1
- 18 FACf F1
- 19 M1 and: because yes, in any case we have to adapt- that is, we are human therefore [we
- 20 FACf [are?
- 21 M1 we are human and therefore it is normal to get angry and sad, but I do not think it serves to move forward in life
- 22 F1m in my opinion yes because in life you cannot always be happy
- 23 M1 yes not in that sense always happy and always cheerful but like anger if you are angry, it is as if (.) you were another person because you have the impulses, and: you isolate yourself because you are angry and you do not want to be with others and this it can also provoke: m: I don't know but bad things anyway. Even sadness same thing
- 24 F1m yes b[ut
- 25 M3m [and then
- 26 FACf wait wait



- 27 M3m and then if you are respected, if you are accepted why should you be angry? (.) Indeed I would be very happy (.) I am already accepted but in the first class
when I was not yet accepted since I wa:s (.) of another color, I was sad, I played alone, but now that I have been accepted it is not that I'm sad, it's not that I'm angry, of course human beings get angry and sad, but if you are accepted if (you are a great thing) why do you have to be angry? Why are you sad? In fact you have to be- you have to be happy
- 28 F1m yes but i don't say you have to be angry when you have to be accepted, when you have to be - when you are accepted you have to be happy, but I say to be angry and sad about: other topics, which then can make you happy later in life
(0.2)
- 29 F2 in my opinion
- 30 FACf (?)
- 31 F2 in my opinion so: sometimes sadness helps you (.) because when you are sad a friend arrives and from that moment you feel happy
- 32 F3 in my opinion, you also need sadness for another thing maybe it is also like a friend but also learn how to get up from a sad thing alone, also believe in yourself more too
- 33 M1 F2 is right because to me it happen- she was the one who spoke earlier, because according – to me it happened that I was sad and ((name)) came which is the one over there, and let's say it gave me some comfort so let's say it's like a test, to see if friends are true friends and if they notice you you
- 34 F4 so in my opinion a:nd it is right what my companions said, because anyw- we must also be happy not sad but sometimes we also need to be sad, and: but also to believe in ourselves
(0.2)
- 35 F6m in my opinion and: the fact of being sad and angry then makes you grow so (in my opinion) F1 also meant that from there you are happier and you are also more grown up
- 36 F5 I wanted to say the same thing but in my opinion and: for example when you are sad and: it makes you think and: you ask yourself questions, why am I sad? em: and then go to clarify maybe
(..)
- 37 FACf well it seems to me that you have managed to put the two thoughts together (.) that is not that we have excluded one thing or the other, (.) but we have accepted what she said that is and: it is important to be respected it makes you happy, but even in the moments when you are not happy because there may be a problem or because you are angry etc., you are respected even if your anger and sadness are accepted (..) I understand it correctly?
- 38 F1m yes
- 39 FACf do you think it's okay in this sense?
- 40 F1m yes yes
- 41 FACf then it is very true what you said that is I am happy because I was accepted (.) this seems true to me and that (.) it is beautiful eh? all right? (nice) then I lost the questions

EXAMPLE 7, mixed facilitation, Primary School, ISCED 1, UK

Discussion on personal experiences and family memories about war and war-torn areas in London. It clearly shows the oscillation between facilitation and more directive actions. However, in this interaction it is clear the relevance of a narrative produced by children with migrant background, by M1.

The excerpt begins with M1's initiative that criticise another child's comment in a rather articulated and competent way, displaying high epistemic authority regarding the war in Sierra Leone. In turn 2 the teacher produces a change-of-stake token that express surprise and interest towards M1's narrative, using an interrogative form that works as an invitation to expand as well. The child briefly expands his narrative, then the teacher provides a formulation that develops the meaning of his reference to the war in Sierra Leone. This formulation is based on the teacher's knowledge of the civil war therefore it could be interpreted as a way to embed educational contents in the conversation. However, the final question invites M1 to co-construct knowledge within this topic. M1 does not provide an answer but continues the previous narrative. In the following long turn, the teacher first acknowledges M1's high epistemic authority, then he positions himself as an expert, expanding the narrative to add educational contents related to aspects that were not included in M1's narrative. The expansion of the narrative is closed with a question. In turn 4, the teacher again acknowledges M1's high epistemic authority, as he does in turn 6. Thus, M1 can continue to upgrade his own epistemic authority in narrating and the teacher acknowledges again his authority by repeating the information provided by the child (turn 8). A similar dyad of turns, 8-9, however, is followed, at the end of turn 10, by teacher's invitation to the children to complete his statement, and after the children's completion, he repeats to fix what the teacher considers to be valid knowledge. This is followed by an expansion to add more educational content and an invitation to participate in form of question (turn 14). This question and the following one (turn 16) do not enhance participation much, so in turn 18, after a comment, the teacher produces a new question.

However, M3 takes the initiative to share a personal story, based on family memories in Afghanistan, introducing an unpredictable development of the interaction (turn 19). The teacher accepts M3's initiative, but embeds it in his own theme 'fighting to access resources', in this way upgrading his epistemic authority and control of the interaction. M3 aligns with the expectations displayed by the teacher's question. However, he links his narrative to personal/family knowledge, independent from school learning. The teacher develops this theme towards an educational direction, within which however M3 positions himself as author of new knowledge by thematising the drive for money (turn 21). The teacher does not provide a direct feedback on M3's knowledge; rather, he appreciates children's participation and produces a series of interrelated questions to promote children's reflection on the experience of a previous group activity, an open question to promote participation (turn 28). After some children's contributions, the teacher provides a development (*fighting*), repeated three times. In turn 34, M1 intervenes upgrading his epistemic authority to complete the sentence initiated by the teacher at the cost of overlapping with his current turn at talk. M5's completion is confirmed in its validity by the teacher. This confirmation enhances M1's production of new knowledge based on his family's experience (turn 36). In turn 37, the teacher introduces a new theme. Rather than interlace the new theme to M1's narrative, the teacher suggest that his epistemic authority is based on learning from the older brother of M6. In turn 38, M6 contextualises the knowledge

shared by the teacher. In the final part of the excerpt, the teacher asks questions that invite completion from children, closing the interaction.

- 1 M1 My statement is, so you know how we were doing the group economics thing? From M2 point of view, you know how England is a very first world country? Sometimes they want more than they have, so they take from poor countries which have good resources. No offence, but England is like a first world country but it isn't well resourced in like food and other stuff, so they take from different countries, so people started to think that they didn't want to do that but I don't know what country they were doing it with, but that country didn't like it like in my country, in my family's country, Sierra Leone, so that's how war broke out so that's how war broke out
- 2 Tm What, in Sierra Leone? So Sierra Leone said we shouldn't be giving all our resources to these rich countries, and others said we have to. And some people are trying to keep it to themselves, and that's how the war break loose? or were they asking for a higher price?
- 3 M1 Families were torn apart. I think there was almost 2 million people that died in that war
- 4 Tm ((to children)) Did you hear that? Because of one resource, one natural resource, almost 2 million people died in Sierra Leone. Even going back to the diamonds, the blood diamonds is probably one of the most famous well-known single type of resource. I mean, there's still people that mine the diamonds and gold, and they have illegal mines, and people die I would say if not weekly then certainly monthly. Because they work in terrible conditions and they get stuck underground and no one saves them, and I've just watched a documentary on this actually, people go and attack their mines, and these miners are unarmed and work for like a penny a day, a penny a day. But are they armed, these miners?
- 5 F1 No
- 6 Tm They're armed with like a shovel. But is their shovel any good against a gun? So it's still going on today. That war was probably, I don't know, do you know?
- 7 M1 It was 1997 because that's what my family was telling me about
- 8 Tm end of 1997 ((to children)) do you know how long it spanned for?
- 9 M1 My mum said it was something like 7-5 years
- 10 Tm 7-5 years. To lose 2 million people in 7-5 years is an awful lot of people in the country, and all over a natural resource which, think about the apocalypse we are reading about in that book, all of us agreed that a diamond necklace became absolutely (.) absolutely
- 11 Children Useless
- 12 Tm Useless, but 2 million people died just because someone with a lot of money in another country wanted it. Is that right?
- 13 F1 No
- 14 Tm But again, during that war, if it's going on for 5-7 years, is anyone supporting them to finish it from the rich countries?
- 15 M1 No
- 16 Tm The UN might have tried to get involved. Was it the UN?
- 17 Children The Unite Nations ((many voices overlapping, unclear))
- 18 Tm Again, we will have to look that up as well. Interesting.



- 19 M3 Mister? In my Afghanistan they tried to get, I think, resources or something, they said no but then it was a war a long time ago before this one. I think it was for less than 20 years and 1.5 million people died
- 20 Tm but again, it's a war about natural resources by the sounds of things, and money. So what's driving this?
- 21 M3 Money
- 22 Tm Wanting more. Wanting more. Wanting more. What's that?
- 23 Children Greedy
- 24 Tm Greed can lead to war. If we all sort of shared, and found better systems, then would this happen? We say that, but then I give it all to a really nice year six class bunch, if you got it all and another group nothing, any of you would feel naughty? Nasty?
- 25 F1 No
- 26 Tm No. What did you simply try and do the best by yourself?
- 27 Children ((many voices overlapping, unclear))
- 28 Tm But if, what did I have in M1 group?
- 29 M3 Anger
- 30 F2 Frustration
- 31 Tm Anger, frustration and fighting. Fighting, interestingly, in a poor country, [civil
[war
- 32 F3
- 33 Tm Can you see how it plays out? Are any of you sitting there going 'Oh my goodness'? I had rich countries getting richer, poor countries getting poorer, and one poor country kept getting poorer and poorer and poorer to breaking point, and they couldn't agree on what to do next and the best thing to do for their resources, they started to argue, but really upset, which is basically the same as having a [civil
[war
- 34 M5
- 35 Tm Exactly the same as Sierra Leone
- 36 M1 But they didn't have their independence taken . My mum told me that they got their independence in like 1970 something
- 37 Tm Often, fledging countries, young countries...it happened in Kosovo, didn't it? So when parts of different countries...your brother taught me so much about that, by the way. Your brother, I'm an expert now. But when countries breakoff into smaller countries, they can then often be fighting over resources, land...it's happened all over the world, but sort of, Israel and Palestine...
- 38 M6 yeah, they had a war
- 39 Tm They have been at war for ages over who owns which bit of the country. Kosovo and Serbia...There was a big war there. We are talking millions of people dying a resources, land and money, aren't we? When you get land you get more...
- 40 F5 Money
- 41 Tm And?
- 42 Children Resources
- 43 Tm Exactly. Yep.

EXAMPLE 1 part II, mixed facilitation, Secondary School, ISCED 2, Sweden

In this activity a method was used to give the children the possibility to practice their ability to express opinions and to develop a conscious consumer culture related to food. The goal was also to develop the children's ability to know their senses and their own taste. The method is to work with senses such as sight, taste, hearing, touch, and smell. The activity was realized in a domestic science lesson. In turn 1, M2 negotiates with M1 the work that they will do collaboratively in their report aiming to "sell" a smoothie. In turn 3, the teacher emphatically appreciates the children's work and M1 continues to explain. In turn 6, the teacher adds a term and asks a question about one ingredient, which is then explained after a validation of a child's contribution. In turn 9, M2 concludes his explanation and the teacher invites to taste.

- 01 M2 are you going to take task one, and then we take the third together?
 02 M1 ((Reads what he has written)) there are people who think that without sugar in various good goods, it will not be so good. But, that's not the case, okay? When people drink our smoothie, they lose their chin. They get excited and want more. Our smoothies are very nutritious on both proteins and minerals. It gives the body great impact and a happy experience
 03 Tm wow, what a seller. It was a real pitch
 04 M1 it contains bananas, frozen raspberries and eggs and yogurt
 06 Tm yogurt quark. What is quark, does anyone know what it is?
 07 F (?) I have seen many that workout, they usually eat quark yogurt
 08 Tm that's right, quark is a kind of cream cheese. And when it's yoghurt quark, you make a mixture of quark and yoghurt, so it is a protein-rich yoghurt, you could say
 09 M2 hm, our smoothie is high in protein and magnesium. Protein is the body's building block and it helps to form enzymes, hormones, and build muscle, etc. And sometimes in eggs and bananas, there is a lot of protein. And there is also Magnesium our in smoothie. It is an important mineral that helps with energy production, protein production and digestion
 10 Tm thank you so much, let's taste

EXAMPLE 2 part II, directive facilitation, Secondary School, ISCED 2, Germany

The children, the teacher and a trainee are sitting in a circle on the floor, or a few of them are sitting on a sofa. Behind the teacher is a portable white board on which she writes key words during the meeting. Together they plan one of today's projects: pumpkin soup. M2 and F6 have planned the pumpkin soup project together and today it is to be cooked in class and eaten together with everyone at the end of the learning unit. F1 has a migrant background: she was born in another country and has been in Germany for a year. She however never takes the floor in the extract (immediately before, she has proffered a short answer to a teacher's question).

In turn 1, the teacher explains what is going to happen, pointing to the whiteboard from time to time during her explanation. She uses two proverbs that are contrary to each other and asks the class about next work. In turn 2, M3 takes the floor to announce that he is going to work on his project, thus upgrading his epistemic authority as

decision-maker. However, the teacher immediately stops him to give relevance to the project of the pumpkin soup, then she announces that she will involve the children who worked on this project (turn 7). In turn 8, M2, who is involved in the project, regrets that he has not prepared the task and the teacher comments that he will have to improvise. In turns 10 and 12, M2's comments show his upgrading of epistemic authority, which is confirmed by the teacher in turn 13, although there is a sort of competition between the teacher and M2 in taking the floor (turns 10-17). The teacher collaborates to find other children involved in the project in turn 17, then she upgrades M2's authority in turn 19. In turn 21, F5 downgrades M2's epistemic authority, taking the floor instead of him, but she is immediately stopped, and not very gently, by the teacher (turns 22 and 24) who defends M2's right to produce knowledge. F5 aligns and the teacher appreciates her obedience in giving the floor to M2. M2 takes the floor to explain in turns 27 and 29, alternating with the teacher's comments. In turn 30, the teacher does not simply take it away the floor from him, but she allows him to decide for himself when handing it over to a classmate. M2 leaves the floor to F6 who gives a sort of contribution, validated by the teacher, then leaves the floor to F2. This procedure continues until turn 44, when M3 asks a question and the teacher passes the floor to M2 as "expert", greatly upgrading his epistemic authority. In turn 46, M2 expresses his view and the procedure of leaving the floor restarts. In turn 50, F2 apparently violates the rule but the teacher does not sanction it, rather she nods. In turn 52, M2 takes the floor once again to comment, evidently feeling authorised. This is confirmed by the teacher's comments in turns 53 and 55, which indirectly aligns with M2's point of view, although adding motivations. In turn 56, F2 leaves the floor to an omnipresent M2 whose comments are once again appreciated by the teacher (turns 58 and 60). In turn 61, M5 also intervenes without right of words, but the teacher once again does not sanction him, rather she exploits the opportunity to add her comment thus upgrading her own epistemic authority. In turn 63 M2 passes the floor to F7, however, after her contribution, leaves again the floor to M2, thus acknowledging his superior epistemic authority, certified several times during the conversation. In turns 72-75, M2 again takes the position of decision-maker and in turn 76 the teacher acknowledges this position, then she gives the floor to M7 and in turn 78 she validates this last contribution and closes the session.

1. Tf We'll start with the complicated stuff. We have a cooking team. (.) 'Many hands quick end'. (.) 'At the same time: many cooks spoil the broth' ((pulls shoulders up, angles arms, palms pointing up questioning position)) Here you go, what do we do now?
2. M3 well I am going to work on my project
3. Tf stop, stop, stop. We are at pumpkin soup, M3, focus. (.) Can we sort people here, structure it somehow= ((Points to the corresponding key point on the white board and then to M3))
4. F3 =um well
5. Tf that not everyone says: I make pumpkin soup - I just don't know how (.)
6. F3 um
7. Tf I'm going to take the people who worked on it, F3, because, they thought of something and organised it, more or less
8. M2 well, we stupidly hadn't organised the tasks, but=
9. Tf =then you have to improvise ((turns her arm to the white board, her gaze still fixed on M2))
10. M2 but you could just have some, so two people or three=

11. Tf =I first need (.) what to do
12. M2 for cutting we need some
13. Tf all right ((Writes 'cutting' on the white board Board))
14. M2 for the pumpkin, because the=
15. Tf =luckily, we already did this once last year. Maybe we remember for a moment. We have some people that cut,
16. M2 [then
17. Tf [what else that would be part of it'?
18. F2 F4 ((raise their hands))
19. Tf wait, M2 wants to say it
20. M2 then others who
21. F5 hollowing out ((Says it in the direction of M2 and interrupts him in this way))
22. Tf shh. If you want to you can find the door over there. I meant M2, is your name M2?
23. F5 ((shakes her head))
24. Tf then I would ask you to pay attention to him
25. F5 ((nods))
26. Tf that is nice ((nods and symbolises to M2 with a hand gesture that he can continue))
27. M2 well, she just said to hollow out, but that actually means to cut, because when you cut the pumpkin, you also have to hollow out the seeds.
28. Tf well, it's also perhaps the thought of F5 nevertheless nice, because we also have to be kept busy. If no people are bored here, it usually goes faster
29. M2 then hollow out
30. Tf will you pass the floor? ((Writes the word and then turns back to the group where some children are coming forward)).
31. M2 yes, to F6
32. F6 um, so maybe puree
33. Tf puree, super ((Writes it down))
34. C (?) yes, but not everyone can do it at the same time.
35. Tf yes, that's why we don't have an order yet. (.) Very nice, what else do we have? (.) Please pass the floor to each other.
36. F6 ((points to F2 who is sitting next to her))
37. F2 mix together. So and also take care of the pot
38. Tf ((nods)) ah, what do you call it on the cooker?
39. F2 stir, mix! (.) cook Hh:
40. Tf yes, all together, heat up
41. F2 yes, exactly
42. Tf all right, pass the floor
43. F2 ((points to M3, who is sitting outside the camera))
44. M3 um, do you have to peel the pumpkin?
45. Tf technical question for the experts
46. M2 so you could, you don't have to, I would say
47. Tf let's give the floor to M4.
48. M4 a pumpkin like this you don't have to peel
49. C(?) yes, I would say so too
50. F2 so you could also- well, you always make such faces out of pumpkins, actually, so for Halloween
51. Tf ((nods))
52. M2 yes, but then you no longer have the pulp, which we need.

53. Tf we did that last year, F2, that's right. But today our plan was: this ((points at the word pumpkin soup; Nods to F2 and then points again to the white board to make the framework transparent))
54. F2 ok
55. Tf because we have so much other stuff, we'll stick to that for now. Unfortunately we have to save the other idea for when I don't know, we'll see when we have time for it (.) F2 please hand over the word
56. F2 M2
57. M2 it would also need people who season and sometimes taste
58. Tf ah yes pretty good
59. M2 yes, because if you don't taste it you don't know if it tastes good or if it tastes like shit.
60. Tf I think a basic spice like that, not an extreme spice, is also good (.) very good
61. M5 cut and squeeze lemons
62. Tf yes ingredients, then we write there cut lemon, good (3) slip a bit, you hand over the word, all good, just a second ((wipes away something on the white board so that there is more space for the children's ideas))
63. M2 ok, F7
64. F7 set the table and=
65. Tf =very good, F7 very good, very good. I only need second-
66. M(?) push tables together or build a big table
67. Tf tables, very good thank you (.) what else?
68. M2 F7 who do you pass on to?
69. F7 M2
70. M2 ok, so it would also need someone to check all the time whether everything is going right, because if, like the other day=
71. Tf =(?) a manager (?)
72. M2 because then it gets a bit complicated
73. Tf I turn to those who have planned it in the first place
74. M2 I'll take M6 now, because he's been raising his hand for a while, so I'll pass to him.
75. M6 when cutting lemons (.) ((clearing the throat; Refers to the topics written on the white board)) isn't that more part of the job um of the first topic?
76. Tf cutting? Yes, when we have several jobs (?) we just spread it out like that. But of course you're right (.) M7?
77. M7 cutting onions
78. Tf cutting onions, great. Wonderful. So people, I think if we then realise we still have something that's missing

EXAMPLE 3 part II, participated teaching, secondary school, ISCED 2, Poland

The extract shows that the teacher is proposing images of Poland and Chechnya, thus enhancing a comparison. The activity is based on the use of media and images. Children's participation is limited, despite their attempts. The teacher does not pay systematic attention to promotion of their participation, although he also uses their private photographs to describe everyday life in Chechnya. During the interaction, the teacher is navigating on google, looking for images of Poland, which he describes with great passion, then of Chechnya. In turn 1, he is looking for pictures of Chechnya. In turn 2 F2 takes the floor to say that she was in Chechnya. The teacher, however, ignores the opportunity to invite F2 to tell and only comments on the images, adding a reflection on the way of

showing Chechnya. F2 again takes the floor to praise the geography of Chechnya, but the teacher once again focuses on the images, praising the mountains, but also adding that Krakow has mountains. In turn 6, F2 tries again to take the floor, but the teacher follows his line of thought. Finally, in turn 8 F2 insists and is able to attract the teacher's attention and she can say that she was born in Chechnya. The teacher shows some curiosity, while he continues to proffer enthusiastic praises of what they are seeing. At the end of turn 13, he goes back to F2 to ask a new question. Unfortunately, the following piece of conversation is not clearly audible, including the involvement of F1. In turns 19 and 21, the teacher seems to invite the girls to talk in Chechen, but then he continues to look at the pictures and in turn 23 he returns to the geography of Poland.

- 01 Tm this is actually Czechia, but further on there is Chechnya perhaps, because I've entered it here (?) oh, Chechnya. Chechnya. (?) pictures of Chechnya
- 02 F2 I was there once
- 03 Tm in the mountain of Chechnya. Yes, let's see them without graphics, but using names perhaps, to get the name. Tusheti, Chechnya
- 04 F2 right, most beautiful water in Chechnya
- 05 Tm Yes. (?) there is the Armalynsky gorge, the largest lake in Chechnya, the Armalynsky gorge and the Khunzakh gorge. (?) how gorgeous those mountains are. There, south of Cracow, we, too, have mountains
- 06 F2 I was-
- 07 Tm but they are not as high as the Caucasus Mountains
- 08 F2 I (?) I have been to the mountains, too
- 09 Tm aha. It's just somewhere nearby (?)
- 10 F2 I was born there
- 11 Tm you were (?) born?
- 12 F2 yes
- 13 Tm you, well, it needs to be seen, how it looks there, super. (?) were born. But you didn't live there before leaving?
- 14 ? (?)
- 15 Tm (?), yes, (?)?
- 16 F1 no
- 17 Tm no, not either?
- 18 ? (?)
- 19 Tm well and (?) In the Chechen language (?) In the Chechen language
- 20 F1 how this-
- 21 Tm there is no excuse, oh, (?) a museum, just there, we will go to the downtown. Well, such (?), how many people live there (?)? 50,000 (?). Well, you see you to us (..) and the mountains are so close in your country, right?
- 22 F1 I would (?)
- 23 Tm and here in our country (..) from our place, you have to travel half of Poland to get to our mountains. Our mountains are called the Tatras, the highest ones. And (?) those mountains. (?) have a look (?)

EXAMPLE 4 part II, facilitation, nursery school, ISCED 0, Italy

Recorded during a type of activity which is based on the Methodology of Narration and Reflection (MNR), in Italy, consisting in proposing a written narrative about one child or more children's behaviours, then enhancing reflections in the classroom on these narratives. The extract shows a phase of reflection on the ways of meeting other children. Questions are much more frequent than in extract 1, above all open questions (turns 4, 6, 8, 30, 36, 42), less frequently focused questions to understand better what the children are saying (turns 4, 16). Sometimes, these questions are combined with formulations which make children's contribution explicit (turns 4, 36) and one repetition (turn 6). Other repetitions confirming children's contribution are provided in turns 25, 27, 40). Some formulations which develop children's contributions are also provided in turns 18, 27 and 32. Finally, warm appreciation is also a relevant and frequent type of action (turns 14, 15, 16, 34, 36).

- 01 FACf [...] How do you get to know a child you see for the first time?
- 02 F8 hi (.) [(what's your name)?
- 03 F6 [(let's become friends)
- 04 FACf eh how do you become friends? F8 has a suggestion if I understand correctly F8 says hi, what's your name? True? And do you agree with her or do you have another way?
- 05 F4 (m1) another way
- 06 FACf another way but she has another way how do you do it?
- 07 F4 (m1) give him a present
- 08 FACf immediately? (.) do you give him a present immediately?
- 09 F4 (m1) No
- 10 F8 No
- 11 F4 (m1) when we become acquainted
- 12 FACf ah when did you -
- 13 T2 she is this way really she gives (colors) to everyone, praises everyone,
- 14 FACf how beautiful!
- 15 T1f she is of immense generosity
- 16 FACf but how nice but sorry did you hear what F4 said?
- 17 ? Yes
- 18 FACf then F4 uses a different system when she meets a boy or a girl, after having met him, she gives him something what do you usually give?
- 19 T1f give us a little peace o[f mind M8
- 20 F4 (m1) [(?)

- 21 FACf some food
- 22 F4 (m1) like candies
- 23 FACf ah: ah: she donates candies
- 24 F4 (m1) or or the toys
- 25 FACf or the toys
- 26 F1 and and then they hold hands ((takes partner's hand))
- 27 FACf ah here is F1? F1 says I give my hand to a new friend to do- but just like grown-ups so goodness [congratulations!]
- 28 T1f [make contact good]
- 29 F7 ((raise her hand))
- 30 FACf and you F7 how do you do?
- 31 F7 I give him a kiss
- 32 FACf even you - but if you've never seen a boy or girl, do you go immediately to give him a kiss?
- 33 F7 ((nods))
- 34 FACf oh::! Fine
- 35 F6 I (?) play and and then and: we go together (and we hold hands)
- 36 FACf but listen a bit, I understand and what you said is beautiful, donating a candy, donating a flower, giving a kiss, but in your opinion there is a way to make friends with a child
- 37 F8 I see!
- 38 FACf without giving him anything of something of ((gesticulates)) of
- 39 F8 that's enough that's enough that that's enough that's enough that you say that's enough I have a I have I've seen a friend I didn't know
- 40 FACf eh a chil[d that you did not know
- 41 F8 [then I told him your name please?
- 42 FACf but how did you tell him? The little face what was your little face like?
- 43 F8 Happy

EXAMPLE 5, part II, facilitation, nursery school, ISCED 0, Germany

Activity on media. The aim of the activity was to produce small movies along the line of the movies “Cars” and “Frozen”. Extract 3 regards a phase in which the children are supposed to build some sceneries. Two female teachers and 11 children participate in this activity.

All children sit around a big table and almost all of them have some Kapla-building blocks in front and work on their ideas. Despite the bricks, a Carrera-circuit is on the

table, which is used as scenery by four children, who start to build some audience galleries. Two of the girls do not actively participate in the building activity. They both sit on the table and do not pay attention to what the other children do. Teachers facilitate the production of children's contributions through appreciations in turns 1, 17, 26, 37 and 39 and, above all, in turns 28-34, in which an unexpected outcome is appreciated in a dyadic sequence between the two teachers. Turn 35 is also an indirect and joking form of appreciation recognizing children's work. One teacher also facilitates the work of two girls, who seem to be marginalized during the activity. In turns 5, 7 and 9, the teacher asks F3 and F4 if they need building blocks, receiving their confirmation, and in turn 13 she encourages them to work. Despite some distractions, the teacher pursues a collaborative positioning (turn 26). In this case, facilitation is based on appreciations and discrete support.

- 01 Tf1 you're doing a great job. Great ((towards all children sitting on a table using Kapla building blocks to build their ideas/ scenes))
- 02 Tf1 what are you building now, you two? (.) What are you building, F1? ((asking F1 and F2; both girls work together and their construction is actually in a very basic stadium))
- 03 F1 a garage ((without interrupting her play and without looking up for Tf1))
- 04 Tf1 a garage, ok ((Tf1 slowly walks around the table, is now in the back of F3 and F4, who currently not participate in the activity, observing the scene))
- 05 Tf1 F3 do you need some building blocks? Shall I give you some building blocks? ((touching F3's shoulder with her hand))
- 06 F3 ((nods))
- 07 Tf1 F4 yes?
- 08 F4 ((nods))
- 09 Tf1 would you like to have some building blocks? ((just leaving the scene to grab some building blocks; Tf1 goes around the table towards the box containing the bricks; children's gameplay continues, while F3 and F4 still passively share the scene))
- 10 M1 Tf1
- 11 Tf1 [jo
- 12 M1 [take a look
- 13 Tf1 it's best to get started you have a really good plan already PAUSA?
- 14 Tf1 °look.° (???) Here, F4
- 15 M1 Look, Tf1
- 16 M3 ≥Tf1< ((calling Tf1 for attention pointing on his building while teacher 1 crosses him in his back))
- 17 Tf1 super (.) With a roof, even (.) Cool

- 18 F1 (? we could use that ((F1 grabs some of the building blocks that Tf1 putted on the table for F3 and F4 to use it for her own building, talking to Tf1))
- 19 Tf1 yeah, I'll put some more for you
- 20 M3 you can give us some too
- 21 Tf1 of course
- 22 M1 and for me::
- 23 Tf1 look at this girls
- 24 F1 EY:YH, I had that ((talking to M1, who is taking a brick from the place, where F1 and F2 are building))
- 25 Tf1 well, you can build something together
- 26 Tf1 F1, it's supposed to be a work by all of you, you know (.) It looks really good already
- 27 Tf2 (?) the grandstand ((Tf2 stands behind F3 and F4, looking at the opposite side of the table, where F5, M6 and M7 built an audience gallery around the Carrera-circuit, seemingly impressed by the work of the children))
- 28 Tf1 great, isn't it? ((replies towards Tf2, underlining the impressive character of children's work))
- 29 Tf2 Yes
- 30 M1 look here ((request for teachers attention, no further reaction of the teachers))
- 31 Tf1 quite different (turned out) than expected, nor, hh ((looking at the table and talking to Tf2))
- 32 Tf2 but, that's the way it is ((replies also looking at children's play))
- 33 Tf1 that's right
- 34 Tf2 I like it ((regarding the growing scenery built by the children on the table))
- 35 Tf1 so, we need a truck to bring all the building blocks to you, hey ((towards the children while bringing more bricks and putting them on the table between M5 and F5. Both continue working on their buildings without any reaction))
- 36 M3 Tf1, look (?) ((asking for Tf1's attention, who is standing on the other side of the table))
- 37 Tf1 cool It's like a tower with a view (0.3) Awesome great ((replies to M3, who left his place to grab more bricks out of the box))
- 38 M1 Look, tf1
- 39 Tf1 nice great ((answering M1, standing beside of the table))
- 40 M3 I built a tower with a view M2 ((talking to M2, who works on his own building, when coming back to the table with a handful of more building blocks))

LINK TO MEDIA, MODULE 5

EXAMPLE 2 <https://movio.child-up.eu/downloadMedia.php?id=215>

EXAMPLE 5 <https://movio.child-up.eu/downloadMedia.php?id=251>

EXAMPLE 6 <https://movio.child-up.eu/downloadMedia.php?id=209>

LINK TO MEDIA, MODULE 5 Part II

EXAMPLE 2 THREE PARTS

PART I: <https://movio.child-up.eu/admin/downloadMedia.php?id=233>

PART II: <https://movio.child-up.eu/admin/downloadMedia.php?id=234>

PART III: <https://movio.child-up.eu/admin/downloadMedia.php?id=236>

EXAMPLE 3 <https://movio.child-up.eu/downloadMedia.php?id=221>

EXAMPLE 4 <https://movio.child-up.eu/downloadMedia.php?id=205>

Evaluation of the Module

Trainee/Trainer space to reflect upon each module to consider possible impact; any new knowledge or concepts learnt, reactions, learning evaluation, feedback, ideas and examples to discuss the philosophy of facilitation in comparison to the philosophy and intent of teaching.

What has been seen, observed, learnt, heard or experienced about how children share, feel, interact, lead, listen and engage during facilitation?

<p>Training notes and summary to develop practical ideas and plans for future/current use of facilitation within practice</p>	
<p>Possible changes within practice might be to: (share and critique ideas and plans to use facilitation)</p>	
<p>Critique facilitation to consider strengths of possible use or challenges</p>	
<p>Ideas or change in facilitation practice or approach might be:</p>	
<p>Ideas or changes regarding language, interaction, time, pedagogy, agenda and listening skills might be:</p>	

Module 6: Promoting engagement – invitations to talk; questions

Focus and aim of the module	Content will explore, reflect & discuss	Material, resources & activities
<p>Module 6: Promoting engagement – invitations to talk; questions</p> <p>Aim. The aim of Module 6 is to discuss simpler facilitative actions that can be used to promote engagement with children, to sustain participation over time, to propose topics of discussion, to secure mutual understanding. These actions are invitation to talk, to add and to expand as well as focused and open questions</p> <p>Learning Outcomes. By the end of Module 6, you will:</p> <ul style="list-style-type: none"> ➤ (Based on the discussion of data from CHILD-UP research) Understand the importance of simple facilitative actions and their combination ➤ Develop critical observation skills regarding the 	<p>What is activation</p> <p>What do invitations to contribute look like</p> <p>Focused questions</p> <p>Open questions</p> <p>Combined questions</p>	<p>MOOC: power point slides video examples facilitator explanation via video on slides</p> <p>The MOOC is available at https://www.child-up.eu/training/mooc-massive-open-online-course/)</p> <p>Transcripts</p> <p>SWOT analysis</p> <p>Development Plan</p> <p>Evaluation Tool</p> <p>Reflective Model (relating to model 4)</p> <ul style="list-style-type: none"> • Reflective Theory Model • Simple Reflection Model • Reflective Practice Cycle • Model for Structured Reflection

potential, but also to the risk of using invitations and questions for the promotion of genuine agency, not just participation

Further discussion or questions to reflect on

- What are the actions to engage children in conversation that you normally use/have you observed in others' practice?
- Can you reflect on your use of different formats of questions, and can you relate their outcomes to CHILD-UP data shown in the module?
- Can you relate experiences of children's (more or less) engagement in conversation relating to the format of question used?

After completion of Module 6...further reflections.

- Do you know the possible implication of the use of invitation to talk/add with a specific theme?
- Do you know what the possible implications are when **focused** questions are used to enhance children's participation?
- Do you know what are the possible implications of the use of **open** question for the nature of children's participation?

MODULE 6

FEEDBACK NOTES FOR TRAINER/TRAINEE RELATING TO POWER POINT SLIDES

(Notes to lead, open discussion, reflect and compare)

*All the transcripts of the examples are available in the following section of this module.

Slide 3: Aims and Learning Outcomes

Slide 5: Activation.

Activation often signals to all participants the nature of the interaction that follows, how they are perceived which influences how their choices are promoted and understood. Activation can be an opportunity to signal a message to children that the adult is not controlling a hierarchical interaction. Activation is thus a moment that can open expectations of personal expression and the positioning of all participants as authors of valid knowledge.

Slide 6: Invitations to contribute

Invitation to contribute can promote both the beginning of the process of communication and its continuation (inviting to add details and to ask questions to the presenter). There is a variety of types of possible invitations. Invitations are important in the key-moment of activation. Activation often signals to all participants the nature of the interaction that follows, how they are perceived which influences how their choices are promoted and understood. Activation can be an opportunity to signal a message to children that the adult is not controlling a hierarchical interaction. Activation is thus a moment that can open expectations of personal expression and the positioning of all participants as authors of valid knowledge.

Slide 7: Invitations to ask questions.

The facilitator's invitation can be made in several ways: for instance, through prefacing, interlocutory and verbal forms. Inviting to ask is a way of favouring further expansion of an ongoing contribution by inviting other participants to ask questions. Inviting to add and expand may be addressed to position other participants as possible authors of knowledge by commenting on ongoing contribution, adding more contents or personal comments. Invitations to add and expand are pivotal for the development of interlaced stories therefore they play an important role in creating conditions for the negotiation of hybrid identities.

Slide 8: Open and focused questions.

Invitations to talk, ask, add are often based on open or focused questions. Invitations may be based on questions that invite to answer "yes", however also offering the possibility of answering "no" (focused yes-no questions). Secondly, it may also be based on open questions, i.e., questions that aim to enhance unpredictable and more complex answers.

Slides 9-14: Examples**Slide 15: Invitations used as key activities.**

In the reality of facilitation, invitation to contribute are mixed, with invitation to talk to task and to add that follows each other. Risk: when the invitations are too generic, expansions are not sufficiently oriented. When the invitation is too narrowly thematised, the topic of the expansion maybe not be valued as interesting by other participants. Another risk of using invitation is related to the prioritization of participation against agency: invitations can put pressure on children who may participate but not as a choice, that is, without agency.

Slides 16-17: Example**Slide 18: Questions are a key facilitative action to support children's agency as authors of knowledge.**

Questions can be used to initiate a conversation, for instance to introduce a topic, but also to sustain participation over time.

The two main types of question, each with different implications for the promotion of agency, are focused questions and open questions.

Focused questions aim to enhance a short answer, such as a yes or no, or a choice between two alternatives. This does not imply that the answer is short, but certainly invites a short answer.

Open questions suggest expanded answers, as they do not provide any suggestion about possible answers (such as a yes/no, or possible alternatives). Given that they do not provide any suggestion, when they work well, open questions can enhance expanded contributions. Open questions are also useful as invitation to talk, to start to develop children's narratives.

Slides 19-20: Examples

Slide 21: Combined questions.

In the reality of practice, open and focused questions are often combined. Data from CHILD-UP show that open questions can be followed by series of focused questions, to check and clarify meanings of contributions. This combination allows to check and clarify whilst enhancing expansions to sustain agency as authorship of knowledge over time.

FQ enable clarification and checking that can then be expanded through the creation of OQs. When and how both types of questions should/could be used is difficult to say. The facilitator might use FQ to check understanding and facts – and to hypothesis which can then be used as a pivot by the child to expand. Sometimes FQ might now elicit further expansion or might close participation. This might be because the child wants to stop the narrative, might be thinking, or the FQ was not in tune to the context. OQs when connected might offer opportunity to open narratives back up 'add fuel to the fire' so the child can choose or not to enhance their story. A combination of FQs and OQs cannot be a guarantee to expand narratives – it will very much depend on

- The child
- connections between the facilitator, context, topic of conversation and child
- reaction from peers who want to interact with the narrative or share their own!

Slides 22-25: Examples.

Slide 26: Reflective questions

What are the actions to engage children in conversation that you normally use/have you observed in others' practice?

Can you reflect on your use of different formats of questions that can relate to CHILD-UP data or examples shown in the module?

Can you relate experiences of children's (more or less) engagement in conversation that connect to the question type used?

Slide 27: Self-assessment & recap.

Do you know the possible implication of the use of invitation to talk when added with a specific theme?

Do you know what the possible implications are when a **focused question** is used to promote children's participation?

Do you know what the possible implications are when an **open question** is used to promote children's participation?

If you answer 'No' to any of the three questions above, simply revisit the relevant module sections. If you have answered 'Yes' to all three questions, you are now ready to use invitation and questions to engage children in conversation coherently with the aims and ethos of facilitation

EXAMPLE 1, invitations to contribute, Primary School, ISCED 1, Italy

Recorded in a primary school in Genoa (Italy) is based on the Methodology of Narration and Reflection (MNR). The extract concerns a narrative on parents' expectations about children's school experience. A migrant child (M6) is involved in this sequence. In turn 1, the facilitator refers to a protagonist of the narrative presented to the class, asking about the children's opinions. The children start to express their opinions while the facilitator is giving minimal feedback of confirmation (turns 3 and 5). After a series of contributions in turns 6, 7 and 8, in turn 9 the facilitator provides a formulation making the content of these turns explicit. In the next turns, the facilitator asks some questions that enhance further participation (turns 11, 13), an interrogative formulation (turn 15), invitations to talk (turns 17, 19), effective in turn 20 and other questions (turns 22 and 24) effective in turn 23. It is interesting to observe that the migrant child who participates in this sequence is very active in participating (turns 4, 6, 10, 18), without encouragement.

- 01 FACf and the difference instead with Mrs. Piera? (0.2) what is it in your opinion?
- 02 M7 eh::m the difference i::s that (.) Mrs. Piera ehm hopes tha::t the teachers ehm eh arouse some interest a:::nd mh: (.) In order to build solid foundations for schoo::ls later
- 03 FACf yes
- 04 M6m ehm according to me it is tha::t the:: lady (.) Piera for (?) all the students we say eh:: (.) that mh we say:: (0.2) ehm:: they arouse some interest and thus manage to build some basics to: go:: to high school- to high school
- 05 FACf fine
- 06 M6m to be able to:: take a step forward
- 07 M1(?) difference between Mr. Andrea right? And Mrs. (.) Piera is that then Mr. Andrea hopes that his son will become autonomous so that he knows how to do things by himself that he knows how to do his (?) study maybe to proceed in the future mh: (.) in high school the work and instead mh:: Mrs. Piera hopes that (.) the teachers let's say will raise mh::: solid foundations fo::r mh like: - how do you say? To go:: yes to go to high school to:: reinforce it (.) eh:: for- for the future
- 08 F4 for me the difference between what Mr. Andrea thinks and what Mrs. Piera thinks (.) is mainly that Mr. Andrea hopes that his son will become autonomous mby himself I mea:n tha:t (.) he must- I mean that he must understand how to become autonomous while Ms. Piera hopes that the teachers will help them build solid foundations
- 09 FACf then I think to have understood something (but I don't know if) I understood well (you catch) a difference between the two people that is you tell me that Mr. Andrea eh :: (.) tends more to think that he wants his son to become autonomous mh? while instead Mrs. Piera hopes more on a construction of solid foundations mh?
- 10 M6m but for me here it is not written tha::t the teache::rs in my opinion there is a similarity in the sense that Mr. Andrea talks about his son (that he can become) autonomous instead Mrs. mh:: Piera hopes that all students manage to become autonomous let's say by themselves and that they manage (to arouse interest) mh:: (.) (let's say) to build solid foundations so (to) go to high school
- 11 FACf did you understand what your friend said?

- 12 M? yes
- 13 FACf and do you agree?
- 14 Some ((nodding)): mh mh
- 15 FACf but eh: they have two different ideas can they integrate or are they really different in the sense that they will never meet in your opinion?
- 16 M6m yes they can meet
- 17 FACf you mean? Tell me more
- 18 M6 (m): tha::t
(0.2)
- 19 FACf well in the meantime let's speak your mates and you think about it
- 20 F4 I think they can meet because eh:: in any case become- become autonomous (which is what Mr. Andrea says) to build solid foundations for high school which is what Mrs. Piera says that it seems to me (that they can match)
- 21 FACf can they meet and match together?
- 22 F4 yes
- 23 (?) they can meet because maybe eh: mh: teachers can arouse (.) in this case in eh: mh eh:: eh:: mh the desire to be able to use:: (.) to appreciate yes eh appreciate school subjects eh:: to grow up and maybe when she goes to high school (because my mom told me that there are) various high schools artistic (and) experimental high school also maybe knowing how to use some:: some objects I think for drawing (?)
- 24 FACf so now let's move on t- to the last one which is perhaps the one that concerns you a little more? Eh?

EXAMPLE 2, invitation to contribute, Primary School, ISCED 1, UK

Discussion on personal experiences and family memories about war and war-torn areas in London. It clearly shows the oscillation between facilitation and more directive actions. However, in this interaction it is clear the relevance of a narrative produced by children with migrant background, by M1.

The excerpt begins with M1's initiative that criticise another child's comment in a rather articulated and competent way, displaying high epistemic authority regarding the war in Sierra Leone. In turn 2 the teacher produces a change-of-stake token that express surprise and interest towards M1's narrative, using an interrogative form that works as an invitation to expand as well. The child briefly expands his narrative, then the teacher provides a formulation that develops the meaning of his reference to the war in Sierra Leone. This formulation is based on the teacher's knowledge of the civil war therefore it could be interpreted as a way to embed educational contents in the conversation. However, the final question invites M1 to co-construct knowledge within this topic. M1 does not provide an answer but continues the previous narrative. In the following long turn, the teacher first acknowledges M1's high epistemic authority, then he positions himself as an expert, expanding the narrative to add educational contents related to aspects that were not included in M1's narrative. The expansion of the narrative is closed with a question. In turn 4, the teacher again acknowledges M1's high epistemic authority, as he does in turn 6. Thus, M1 can continue to upgrade his own epistemic authority in narrating and the teacher acknowledges again his authority by repeating the information provided by the child (turn 8). A similar dyad of turns, 8-9, however, is followed, at the end of turn 10, by teacher's invitation to the children to complete his statement, and after the children's completion, he repeats to fix what the teacher

considers to be valid knowledge. This is followed by an expansion to add more educational content and an invitation to participate in form of question (turn 14). This question and the following one (turn 16) do not enhance participation much, so in turn 18, after a comment, the teacher produces a new question.

However, M3 takes the initiative to share a personal story, based on family memories in Afghanistan, introducing an unpredictable development of the interaction (turn 19). The teacher accepts M3's initiative, but embeds it in his own theme 'fighting to access resources', in this way upgrading his epistemic authority and control of the interaction. M3 aligns with the expectations displayed by the teacher's question. However, he links his narrative to personal/family knowledge, independent from school learning. The teacher develops this theme towards an educational direction, within which however M3 positions himself as author of new knowledge by thematising the drive for money (turn 21). The teacher does not provide a direct feedback on M3's knowledge; rather, he appreciates children's participation and produces a series of interrelated questions to promote children's reflection on the experience of a previous group activity, an open question to promote participation (turn 28). After some children's contributions, the teacher provides a development (*fighting*), repeated three times. In turn 34, M1 intervenes upgrading his epistemic authority to complete the sentence initiated by the teacher at the cost of overlapping with his current turn at talk. M5's completion is confirmed in its validity by the teacher. This confirmation enhances M1's production of new knowledge based on his family's experience (turn 36). In turn 37, the teacher introduces a new theme. Rather than interlace the new theme to M1's narrative, the teacher suggest that his epistemic authority is based on learning from the older brother of M6. In turn 38, M6 contextualises the knowledge shared by the teacher. In the final part of the excerpt, the teacher asks questions that invite completion from children, closing the interaction.

- 1 M1 My statement is, so you know how we were doing the group economics thing? From M2 point of view, you know how England is a very first world country? Sometimes they want more than they have, so they take from poor countries which have good resources. No offence, but England is like a first world country but it isn't well resourced in like food and other stuff, so they take from different countries, so people started to think that they didn't want to do that but I don't know what country they were doing it with, but that country didn't like it like in my country, in my family's country, Sierra Leone, so that's how war broke out so that's how war broke out
- 2 Tm What, in Sierra Leone? So Sierra Leone said we shouldn't be giving all our resources to these rich countries, and others said we have to. And some people are trying to keep it to themselves, and that's how the war break loose? or were they asking for a higher price?
- 3 M1 Families were torn apart. I think there was almost 2 million people that died in that war
- 4 Tm ((to children)) Did you hear that? Because of one resource, one natural resource, almost 2 million people died in Sierra Leone. Even going back to the diamonds, the blood diamonds is probably one of the most famous well-known single type of resource. I mean, there's still people that mine the diamonds and gold, and they have illegal mines, and people die I would say if not weekly then certainly monthly. Because they work in terrible conditions and they get stuck underground and no one saves them, and I've just watched a

- documentary on this actually, people go and attack their mines, and these miners are unarmed and work for like a penny a day, a penny a day. But are they armed, these miners?
- 5 F1 No
- 6 Tm They're armed with like a shovel. But is their shovel any good against a gun? So it's still going on today. That war was probably, I don't know, do you know?
- 7 M1 It was 1997 because that's what my family was telling me about
- 8 Tm end of 1997 ((to children)) do you know how long it spanned for?
- 9 M1 My mum said it was something like 7-5 years
- 10 Tm 7-5 years. To lose 2 million people in 7-5 years is an awful lot of people in the country, and all over a natural resource which, think about the apocalypse we are reading about in that book, all of us agreed that a diamond necklace became absolutely (.) absolutely
- 11 Children Useless
- 12 Tm Useless, but 2 million people died just because someone with a lot of money in another country wanted it. Is that right?
- 13 F1 No
- 14 Tm But again, during that war, if it's going on for 5-7 years, is anyone supporting them to finish it from the rich countries?
- 15 M1 No
- 16 Tm The UN might have tried to get involved. Was it the UN?
- 17 Children The United Nations ((many voices overlapping, unclear))
- 18 Tm Again, we will have to look that up as well. Interesting.
- 19 M3 Mister? In my Afghanistan they tried to get, I think, resources or something, they said no but then it was a war a long time ago before this one. I think it was for less than 20 years and 1.5 million people died
- 20 Tm but again, it's a war about natural resources by the sounds of things, and money. So what's driving this?
- 21 M3 Money
- 22 Tm Wanting more. Wanting more. Wanting more. What's that?
- 23 Children Greedy
- 24 Tm Greed can lead to war. If we all sort of shared, and found better systems, then would this happen? We say that, but then I give it all to a really nice year six class bunch, if you got it all and another group nothing, any of you would feel naughty? Nasty?
- 25 F1 No
- 26 Tm No. What did you simply try and do the best by yourself?
- 27 Children ((many voices overlapping, unclear))
- 28 Tm But if, what did I have in M1 group?
- 29 M3 Anger
- 30 F2 Frustration
- 31 Tm Anger, frustration and fighting. Fighting, interestingly, in a poor country, [civil
- 32 F3 [war
- 33 Tm Can you see how it plays out? Are any of you sitting there going 'Oh my goodness'? I had rich countries getting richer, poor countries getting poorer, and one poor country kept getting poorer and poorer and poorer to breaking point, and they couldn't agree on what to do

- next and the best thing to do for their resources, they started to argue, but really upset, which is basically the same as having a [civil [war
- 34 M5
- 35 Tm Exactly the same as Sierra Leone
- 36 M1 But they didn't have their independence taken . My mum told me that they got their independence in like 1970 something
- 37 Tm Often, fledging countries, young countries...it happened in Kosovo, didn't it? So when parts of different countries...your brother taught me so much about that, by the way. Your brother, I'm an expert now. But when countries breakoff into smaller countries, they can then often be fighting over resources, land...it's happened all over the world, but sort of, Israel and Palestine...
- 38 M6 yeah, they had a war
- 39 Tm They have been at war for ages over who owns which bit of the country. Kosovo and Serbia...There was a big war there. We are talking millions of people dying a resources, land and money, aren't we? When you get land you get more...
- 40 F5 Money
- 41 Tm And?
- 42 Children Resources
- 43 Tm Exactly. Yep.

EXAMPLE 3, invitations to contribute, Middle School, ISCED 2, Italy

In a school in Genova (Italy) based on the methodology of narration and reflection (MNR). The narrative which is produced in this extract concerns school performances and parents' control, a typical narrative in lower secondary schools in Italy. Three children with migrant background participate actively. This extract shows a typical case of successful facilitation of children's agency as epistemic authority based on MNR. The extract is opened by M1's long contribution about the contradiction between studying hard to get sufficient grades and staying with classmates and making friends. In turn 2, the facilitator gives the floor to M4, who suggests that it is not necessary to do well at school. M1 comments that going well pays, but the facilitator stops him to allow M4's conclusion. After the facilitator's acknowledgment of M4's explanation, F4, a migrant child, takes the floor to talk about her mother's desire for better education for her. In turn 11, M3 relates to M4's previous turn to agree with him. However, the facilitator focuses on F4's turn, formulating its content and asking a question about possible improvement because of parents' encouragement. M3 rather stresses that his father is not rigid since he left school early, but he encourages him since he would like to have better education for him. The facilitator comments that M3's narrative is similar to F4's narrative, thus promoting interlacement between narratives. In turns 15-24, F3, another migrant child, talks about the importance of parents' desires with the facilitator's supporting actions, i.e. an acknowledgment followed by a question for clarification (turn 18), an interrogative formulation (turn 20) and an invitation to comment classmates' point of view (turn 22). In turn 25, M3 adds to his previous intervention about her mother's pressures, claiming the importance of autonomous judgment. In turns 26-32, a third migrant girl tries to intervene with some difficulties, so that the facilitator helps her with a formulation (turn 31) which she confirms in turn 32, and which is completed in turn 33. In turn 34, M1 also claims about the negative

effects of parents' pressures and in turn 35 the facilitator acknowledges the usefulness of the conversation and asks if someone else wants to intervene.

- 01 M1 yes in my opinion eh::m as M2 said (that's right) because in any case (to get as sufficient grades) as possible is something that (?) they tell you and maybe:: eh:: they also give you a punishment if you do not get them, then it is more an order, a command compared to being comfortable with the other mates which is more a desire because eh (?) more and then ehm eh you can eh to be with the classmates (?) and you are not only at home you make friends and then go out in the afternoon
- 02 FACf ok what do you want to say?
- 03 M4 one can do badly in school not necessarily must do well (.) I mean-
- 04 M1 it pays to go well
- 05 FACf wait let him explain
- 06 M4 well (?) for grade four it is not that you t- you take a punishment (?) if you- if you ta::ke ten thousand yes (?) many a punishment of (?) yes, otherwise no
- 07 FACf fine, please
- 08 F4m I meant that
- 09 FACf louder
- 10 F4m I meant that my mother's desire was a little different, well, my mother wanted tha::t I: I had had a better education than hers let's say
- 11 M3 in my opinion what M4 says is right because in any case you can't always have excellent results every now and then it happens to get a bad grade well parents have to do- well you take a four I put you in punishment in my opinion parents should help children to improve it is a bit what she said (.) I mean that her mother wishes for her (the best of what she experienced for herself) (.) Right? This (.) is this improving in your opinion?
- 12 FACf it is a bit what she said (.) I mean that her mother wishes for her (the best of what she experienced for herself) (.) Right? This (.) is this improving in your opinion?
- 13 M3 eh in my op- my father stopped doing school at fifteen he is- he is not rigid on the:: on- well, on the school for me (but he tells me) to go well when I take a bad grade he doesn't get angry he tells me oh well then you recover it eh::: I mean I try to recover it and he doesn- he doesn't scold me so much (.) because in the end he just wants us to have a:: a better job a better education than theirs
- 14 FACf fine then it is very similar to her thought right? And you who had your hand raised?
- 15 F3m no, it's a bit like M3 tha::t-
- 16 FACf no- no- I don't hear you sorry
- 17 F3m I agree with M2 that it is more a desire (.) to do well
- 18 FACf ok (.) here - but compared to what they said?
- 19 F3m I mean
- 20 FACf also for them also for the parents they were talking about is it a desire to improve eh?
- 21 F3m ((nods))
- 22 FACf and your mate says the command is not good
- 23 F3m well in my opinion it is a command (and it is not good) (?) it is in Aurora's speech (?) because I don't know her mother wa::s well how to say (?)
- 24 FACf mh

- 25 M3 I have the last thing to say that is because I took a four now I go home and my mother scolds me you have to say I took a four and I have to find a new study method that helps me a::nd recover it I mean because if you think of your mother who scolds you then eh you are a little conditioned let's say by- by the rules they put you (.) instead you have to think for yourself at school
- 26 F5m (?)
- 27 FACf and then?
- 28 F5m ((signs to give up))
- 29 FACf no no no it's okay I just haven't heard
- 30 F5m (?)
- 31 FACf let's see if I understand that you are telling me that fear does not help you eh? W- which is a little bit what he said
- 32 F5m ((nods))
- 33 FACf you have to accept the bad grade to improve yourself and not be afraid
- 34 M1 for example in an oral test eh::: if you know that if you get a ba- a bad grade your father scolds you and punishes you, you get more anxious and you can't say things (and you only have that in mind) and you don't think about the topics of the questions and therefore you are more likely to get a ba- a bad grade
- 35 FACf fine (.) someone else who has something to say?

EXAMPLE 4, invitations to contribute to put pressure on, Nursery School, ISCED 0, Germany

The teacher asks some children whether they want to come with her and film another scene. They want to move to another room and film a short scene with the Anna-and-Elsa-dolls. Directive facilitation is based on repeated invitations to join (turn 1, 3, 5, 10, 18), frequently mixed with invitations to collect their things and move on (turn 5, 7, 10, 12, 14, 15, 17, 18, 20). The children are not really involved, they give minimal feedback to invitations.

- 01 Tf1 would you like to come over? (.) We'll take a few things with us and then we'll shoot another film? (.) with your puppets (.) and all your characters
- 02 F1 ye:s
- 03 Tf1 F1, do you want to join?
- 04 F1 ja (??) ((F1 gets up and gets ready to leave the room))
- 05 Tf1 come on, then, take everything you need with you. Do you need anything ((??)) here? (..) Do we want to take this with us? ((touches the cloths, which have been used as a backdrop)) (..) do we want to take some scenery with us? F2? Do we want to take anything with us? Do you want to take something from here?
- 06 F2 [can we both come (again)
- 07 Tf1 [you can come along again if you want (.) Co::me on!
- 08 Tf2 nu: ((dialect, agreeing))
- 09 F2 (??) ((cheers))
- 10 Tf1 F2, we'll take something here (.) (??wait) (.) what else do you need. F2, do you want to join us?
- 11 F3 ((nods her head, agrees to join the activity))

- 12 Tf1 well, take also something with you what you need
13 F2 (??)
14 Tf2 [well, then, you have to take it in your hand
15 Tf1 [take it in your hand and then you take it over there
16 F2 yes (..) (??)
17 Tf1 (??) do you also want to join (??) ((turns to a girl and ask her whether she wants to come with her))
18 Tf2 who takes it? (??) grab it down here (??) hold it ((Hands over the paper dolls to one girl)) (.) so, what else?
19 F4 ((takes the dolls))
20 Tf2 all right, you'll go together with Tf1

EXAMPLE 5, focused questions, Primary School, ISCED 1, UK

Based on the reading of a poem in London. Children are invited to reflect on adults' feelings and position. This extract shows a successful form of facilitation, based on a complex series of turns supporting and appreciating children's agency.

In turn 1, the teacher introduces the theme of busy adults who are not able to see children's

problems. Interestingly, in turn 2, M1 adds to the term "unsuspecting" used by the teacher, the term "preoccupied". The teacher's following questions about the meaning of unsuspecting (turns 3 and 5) are responded by F2, M2 and M3, who in turn 8 says that adults cannot see children's imagination, thus attracting the teacher's attention (turn 9), so that M3 explains further his point.

In the following turn, the teacher develops implicit meaning of M3's turn, but she does not ask for M3's approval of this development; rather she provides an open question that invites expansion, enhancing M4's new initiative, which focuses on adults' work (turn 12 and 14), with the support of minimal response from the teacher. In turn 15, 'work' is not a repetition, because M4 has expanded his previous statement. Rather, 'work' is a formulation that summarises the gist of the previous sequence of turns. Then the teacher invites further expansion with an open question. In turn 17, M1's personal initiative interlaces with F3's previous turn to expand it. In the complex turn 18, the teacher provides two formulations about adults' behaviours, first making explicit contents, then summarising the gist of the whole sequence of turns 1-17 and developing the link between preoccupation and inability to see children's imagination. Finally, she asks a question about children.

This action contributes to the positioning of children as authors of knowledge. In the following turns 20 and 23, other formulations contribute to support children's participation as manifestation of agency about adults' styles of life. In turn 23, two formulations, developing and making content explicit, respectively, are followed by appreciation and a new question about children's point of view. In turn 25, the teacher asks a series of focused questions, followed by a displacing comment (or do you see adults as these fun things that run around with their imaginations?) enhancing children's amusement, but also a further comment by M5. After validating his point of view, the teacher provides a personal comment, positioning himself as a person rather than a role, bringing his own personal and family life, displaying trust in children and a participation based on expectations of equality, empathy and personal expression. In turn 32 the teacher continues to tell about his personal experience, which is appreciated by F5, who thus upgrades her epistemic authority as an expert that can evaluate the teacher's action, and the other children.



- 1 Tm busy. So what does that mean, then? We are so busy with our grown-up needs that we I say we, are completely unsuspecting of the perils and mischief that surrounds them, the children
- 2 M1 unsuspecting and preoccupied
- 3 Tm so, if you know what preoccupied means, don't worry about writing it down. But do you know what unsuspecting means?
- 4 F1 that means you can't see it.
- 5 Tm what can't they see?
- 6 M2 you being silly or
- 7 F2 you doing a crime. They can't see
- 8 M3 they can't see your imagination
- 9 Tm fascinating. What do you mean?
- 10 M3 they can't see what you're thinking
- 11 Tm they are so busy with their adult lives, and why are adults busy? What are we busy with?
- 12 M4 because they are busy with work
- 13 Tm work
- 14 M4 teaching or something
- 15 Tm work. What else might we be stressed about or busy with?
- 16 F3 children
- 17 M1 if they don't earn the right money, they don't have enough food for their children
- 18 Tm money and food, that's a worry, isn't it? So, adults are so preoccupied sometimes with their own life, that maybe they don't engage in the imagination side of things. What about children, you tell me?
- 19 F1 they can't say their true emotions sometimes
- 20 Tm what so you think an adult sometimes can't see a child's emotions all the time
- 21 F1 sometimes
- 22 F3 I think they are never happy because they never go into their imagination anymore. They are preoccupied
- 23 Tm because they are preoccupied, they cannot go into the adult, not adult sorry, the child's memory. They almost forget how it is to be a child and to have fun maybe? That's interesting. Do you think that's a fair comment about adults?
- 24 F3 yeah
- 25 Tm how do you see adults? Do you see adults like that? Or do you see adults as these fun things that run around with their imaginations?
- 26 Chld ((laugh))
- 27 M5 they are preoccupied for a lot of the time.
- 28 Tm right. Do you as children wish the adults sometimes had more time to , like, have that imagination?
- 29 M5 yeah. Like your parents, if one of them works, you don't really get to see them as long
- 30 Tm I agree. I only see my girls for half an hour when I get home, but I always try And like, if she wants to play a shop game, then I can pretend we are in a shop. Are we in a shop?
- 31 Chld no
- 32 Tm no, but she is imagining it. So I try and get into that imagination with her.
- 33 F5 that's a nice thing to do
- 34 Tm that's a nice thing to do, isn't it?

35 Chd yeah

EXAMPLE 6, questions mixed, Secondary School, ISCED 3, Italy

Adolescents are asked to bring an object or a photo of an object they want to tell about. They are then called one by one to tell their stories to the class. The extract presents a narrative about an adolescent's tattoo, a rose that represents a phase of his life in which he has built his own educational and relational condition. This long extract is particularly interesting for two reasons. First, the facilitator and the teacher equally contribute to the dialogic negotiation of meanings related to the child's personal narrative. Second, the child's transgressive narrative on his tattoo is supported by both the facilitator and the teacher, who position in a collaborative way. Both the facilitator and the teacher support the adolescent's narrative in an effective way through a complex series of turns.

In turn 4, M1 shows his tattoo and in turn 9 he starts to tell the story of the tattoo, continuing in turns 11, 13, 15, supported by the facilitator's non-verbal confirmations of listening and an appreciation (in turn 12). In turn 16, the teacher completes M1's previous turn. This completion is a way of supporting rather than an attempt to upgrade her epistemic authority, as it is shown by M1's confirmation followed by an expansion in turn 17. In turn 19, the teacher's comment positions M1 as competent, increasing his epistemic authority, and in turn 20 the facilitator supports the continuation of his narrative, which is then enhanced through two questions (turns 22 and 24), followed by minimal responses that confirm listening and interest (turns 26 and 30). In turn 31, the teacher offers an appreciation and a comment upgrading the positioning of M1 as competent and in turn 32 the facilitator tells a personal story, followed by another, shorter personal story of the teacher (turn 34), both focused on tattoo as art. These personal stories contextualise the adolescent's experience as positive and important. In turn 36, M1's joke collaborates in this construction of tattoo as art and in turn 38 the facilitator continues her story of tattoo as art, supported again by the teacher in turns 39 and 42. This sequence of turns (32-42) has a very strong impact on the high epistemic status of the adolescent in front of the whole class. In turn 43, the facilitator apologises for her intrusive story, but legitimising it as affinity, and asks an open question, followed by further focused questions (turns 48, 50, 52) to help M1 to continue his story. After a relevant external positioning, now M1 is invited to restore his authority autonomously. M1 continues his story until turn 70, supported by both the facilitator and the teacher, through a formulation (turn 55), a minimal response confirming and acknowledging his right of telling his own experience which contradicts the teacher (turn 57), another question stressing a positive evaluation (turn 59), non-verbal minimal responses (turn 61, 64), and a marked appreciation (turn 63). The conclusion of the story is addressed with further confirmation and applause. This combination of verbal and nonverbal confirmations of listening, appreciations, open questions, focused questions, personal narratives and formulations is probably the best example of complex facilitation which upgrades the epistemic authority of an adolescent or child, thus enhancing and supporting agency. The teacher and the facilitator collaborate creating a space for M1 to narrate his personal experience, including aspirations, challenges and affective experiences.

01 FACf and:: M1 are you coming?

02 M1 me?

03 FACf (?) we do::



- 04 M1 ((approaches the desk)) I have this instead, a tattoo ((shows it))
05 FACf listen and show it to them
06 M1 ah well they have already seen this one
07 FACf (no she hasn't seen it yet)
08 Tf ((comes up to look at the tattoo))
09 M1 I did it when I was sixteen by myself,
10 Some hhh
11 M1 my parents have: ((makes a hand gesture)) have: scolded me and:
nothing it represents my adolescence what I went through a little bit it
represents the paths I built for myself,
12 FACf ((nods)) beautiful
13 M1 because I have done: tattoo
14 FACf ((nods))
15 M1 I did tattoo I always went to: province of Reggio Emilia and came back
every weekend, and nothing I tattooed it because it was a nice memory
so
16 Tf (you did it)
17 M1 eh yes but I had an anxiety hh
18 Some hhh
19 Tf you make me one too
20 FACf no wait wait wait I wanted to go deeper
21 M1 yes
22 FACf but: this thing of tattoos, is it going to be part of your future? I mean will
it have anything to do with you or was it just an experience like that?
23 M1 e: I hope so
24 FACf that is would you like to be a tattoo artist?
25 M1 yes I hope so that is my: one of my ideas
26 FACf ah
27 M1 also because: I spent a lot of money on it hh
28 Some hhh
29 M1 so if I say no my ((makes a gesture with hand)) no all kidding aside e:
yes yes I like it I like it yes
30 FACf ok
31 Tf he is an artist eh facilitator
32 FACf no I say that because the son of a very good friend of mine is fifteen
years old and well she had all her dreams you know every mom has
ideas for her kids, "mom I found out what I want to be when I grow up
(..) a tattoo artist"
33 Some hhh
34 Tf my son told me two years ago
35 FACf and anyway (??) they flunked him three times, huh:
36 M1 oh but that's me! ((he's older than his classmates too, he flunked out
and changed schools))
37 Some HHH
38 FACf: now he is doing a school in Milan, it's called: I don't remember how it's
called, where he could do anything but he told his mother "yes mom I'll
finish it but then I'm going to be a tattoo artist"
39 Tf which is a beautiful thing
40 M1 (?)
41 FACf sure
42 Tf it is wonderful and also difficult to do

- 43 FACf here tell us just a little bit- sorry for the parenthesis but I felt affinity, e: your us something why a flower to represent your path? Maybe they already know, but if you just tell us a few words about your path
- 44 M1 eh:
- 45 FACf (?)
- 46 (?)
- 47 M1 huh?
- 48 Tf is that a rose?
- 49 M1 y:es
- 50 Tf with thorns?
- 51 M1 ((looks at the tattoo))
- 52 Tf or without?
- 53 Some HHH
- 54 M1: three
- 55 Tf has thorns
- 56 M1: but they have nothing to do with it
- 57 Tf ah ok
- 58 Some hhh
- 59 FACf tell us something about this symbol
- 60 M1 but no it's just that it's like: my first serious relationship: that I had,
- 61 FACf ((nods))
- 62 M1 no references to the relationship like that, because now (??) however nothing he gave me like: black roses like that, and I was like: w[ow!
[wow!
- 63 Tf
- 64 FACf ((nods))
- 65 Some hhh
- 66 Tf (?)
- 67 FACf ((claps))
- 68 M1 but nothing to do with the relationship
- 69 FACf all right
- 70 M1 just: the memory here
- 71 FACf sure it's fine ((applauds))
- 72 All ((applauds))

EXAMPLE 7, questions mixed, Primary School, ISCED 1, UK

An activity with 10 and 11 years old children. The activity is dedicated to discuss the experiences during lockdown on return to school. In particular, the excerpt illustrate a conversation centred around the difference between online and in-presence schooling. It is again an example of a mixed form of facilitation, in this case rather than the evolution from an more marked educational form to facilitation, it is possible to notice a more stable form of interaction, where the facilitative framework is intertwined with educational actions which are rarer but scattered across the whole interaction. Nevertheless, the final part of the excerpt does divert towards a stronger form of teacher-led communication, notwithstanding the successful display of agency of a child (M5). In turn 3, the repetition acknowledges M1's responses to the initial question that invited participation. The repetition is followed by a development and an open question immediately doubled by a focused question that projects a specific theme for the following discussion ('changes during lockdown'). In turn 5, the first unit of the turn is an acknowledgement of M2's contribution in turn 4 and the second

unit is a follow-up question with M2 as the recipient; however, the question is followed in the final unit of the turn by an invitation to talk addressed to the whole cohort and taken up by M3 (turn 6). Turn 7 is a two-units turn: the first unit is an acknowledgement of M3's previous turn at talk, and the second unit is an invitation to talk. The chain of children's contributions and teacher's two-units turns of the type 'acknowledgement, followed by an invitation to talk' characterise the first part of the excerpt: this is the case for the pairs of turns 4-5, 6-7 and 8-9. A slight change occurs in turn 9, however: the invitation to talk develops a theme introduced by F1, that is, anger. Anger is at the centre of the child-teacher exchanges until the pivotal turn 15. Turn 15 is a much more complex turn, inaugurated by an acknowledgement token but followed by the sharing of a personal story, thus role-modelling and making relevant expectations of personal expression. The interaction begins as teacher-centred, as the teacher controls the trajectory of the interaction through the acknowledgement and invitation to talk bipartite turns. The interaction then shifts towards a more dialogical form, with the promotion of children's agency as the teacher thematises a contribution from F1 (anger). In turn 15, another step towards a dialogical form based on expectations of personal expression is made as the teacher shares a personal story. The shifts towards a dialogical form where children are acknowledged as agents and authors of knowledge is displayed by turn 16, where M4 takes the initiative to self-select as speaker to share a personal narrative, where his feeling of anger are contextualised in the experience of a missed family trip to Kenya. Turn 18 is another personal initiative from a child, F2, who claims the role of speaker to introduce a new theme, leading the interaction to move from feelings of anger to more mundane feelings such as missing go to shopping in shops. The reaction of the teacher to children's self-positioning as authors of knowledge and agents is important to gauge the stability of facilitation. In turn 19, the teacher upgrades F2's epistemic status in the interaction in the first unit, then he shares another lengthy personal story. Beside displaying trust in the interaction, role-modelling personal expression and positioning the teacher as a person among other persons rather than a role, the personal story also systematically upgrades F2's epistemic status, because it shows that F2's turn has made a difference in the interaction. The strength of the facilitative form is clearly displayed by turn 28, where M1 takes a personal initiative to ask a question that introduces a new theme in the conversation. Interestingly, the teacher rushes to take the role of speaker, overlapping with the final part of M1's question. This overlap may indicate a degree of informality of the conversation. In turn 30 another personal initiative is taken by, who M2 introduces a new theme; the teacher validates M2's initiative, thus upgrading the child's epistemic status and agentic position. In the final unit of the turn, the invitation to complete is characteristic of neo-Vygotskyian methodologies that are popular in English teaching practices. The repetition of M3's response in turn 33 signals active listening but it is also expanded, positioning the teacher as superior epistemic authority. The epistemic positioning of the teacher is instrumental to prepare the floor for an extended turn, where the teacher combines educational contents (e.g. the role of endorphins) with a personal story and a comment on the impression that children left on him when a new lockdown was imposed. The personal story and comment inaugurate a discussion on the experience of school closure, led by the teacher until turn 43. In turn 43, M4 aligns to the action projected by the teacher's invitation to talk as he provides a response; however, M4 also shares an opinion that diverts from the one expected. It is important to observe the reaction of the teacher to M4's personal initiative in turn 42. Turn 44 is a repetition to acknowledge M4's turn, followed by a lengthy that nevertheless is 'noisy' because it indicates that M4's contribution has indeed displaced the interaction. After several opportunity to take the role of speaker

during the long silence are were waived by either the teacher, M4 or any other child, the teacher self-selects as next speaker to invite M4 to expand. In turn 46 M4 confirms his previous contribution, claiming ownership of his own feelings and perceptions regarding school. In turn 47, the teacher acknowledges M4's turn at talk in the first unit of the turn, whilst in the second part produces a question that invites expansion, provided by M4 in turn 48. Turn 47 is more complex: the first unit is an acknowledgement token as first TCU, followed by a formulation that advances an explication of M4's turns. Formulations are actions of complex feedback that displays active listening and can move the interaction forward while showing the consequentiality of the formulated turns, thus the high epistemic status of their authors. However, the teacher does not offer the formulation for M4's approval, thus limiting the child's agency, as M4 is somehow deprived of the possibility to affirm the intended meaning of his turns at talk. Notwithstanding this slip towards a teacher-centred form of communication, the structure of the interaction remains within the boundaries of facilitation that promotes dialogue. This is displayed by turn 50: the interaction is a local context where children trust the possibility of personal expression, as for the intervention of M5, which continues in turn 52. The initiative of M5 opens a dyadic interaction between the child and the teacher. In turn 53, teacher's questions invite expansion. The dyad of overlapping turns 55-56 is interesting. In turn 55 the teacher tries to divert the conversation towards his education agenda. However, M5 does not withdraw from his status of authors of knowledge, which he fights for across the very long overlap until he succeeds to complete his contribution. In turn 57 the teacher rejects M5 contribution, inviting child to reflect more. It is a marked shift towards a teacher-controlled form of interaction, which is however mitigated in the second part of the turn, when the teacher expresses appreciation for M5's participation. In turn 58 M5 reiterates his position; this time the teacher does not reject it; on the contrary, he uses it to interlace a new topic of discussion around the possible positive aspects of returning to school. Turn 60 is completed with a question with known answer, the first part of an I-R-E sequence which is completed in turn 62.

- 1 Tm Do we feel like we might have missed out on some of that? Yeah. But what you can do, or what could you do after lockdown to counteract some of that? So let's say you missed out on seeing someone, like you couldn't see an uncle, or you couldn't celebrate an anniversary or a party. What could you do as a family?
- 2 M1 We can celebrate
- 3 Tm Yeah, you could all celebrate afterwards, say you are allowed. And you can think about their lives and sort of, celebrate their lives. So that's really the astute bit, anything else about being at home for that long? Anything has changed? Because it's been a long time now since we spoke last, we last spoke in like early September
- 4 M2 I have missed my friends
- 5 Tm Yeah, I mean, and that's, what did that bring out? Missing them? Anyone else?
- 6 M3 Feeling sad
- 7 Tm Yeah. The thing is, right... Let's be honest, although a lot of these emotions of sadness, and sort of missing someone, what else might you feel about seeing someone? What emotions?
- 8 F1 Anger

- 9 Tm Anger. Has anyone else got angry?
- 10 Chd Yeah
- 11 Tm Who else has got angry?
- 12 M3 Me
- 13 Tm Tmell me why you feel angry
- 14 M3 I can't see my family
- 15 Tm Oh okay. Yeah. I mean, that would make me angry. 100% that would make me angry. Also I would be upset, and also angry at the situation, if you couldn't come to my house and see my children. It does make you angry. Very rarely do you feel sad without failing a little bit angry about it. Yeah
- 16 M4 In like July, at the end, we were supposed to go to Kenya the next day, but my parents found out there was a rule in Kenya, you have to stay in a government facility in quarantine in place for a few days. But my parents, felt we were more likely to catch Covid there than around, so, we didn't end up going. I was really angry. Then for my parents there was probably a different side to it, two months later, people who were on our flight had to stay for longer because they ((caught Covid))
- 17 Tm Yeah. I guess, I suppose it's good that you missed that, but the original point was that you were going to Kenya to see family? But the fact you've lost that, I can understand you feel angry. Yeah
- 18 F2 I miss shops
- 19 Tm I think that is a very good point. When you think about firstly what upset me, you think about, you think about the lost family moment, some special things that you missed out on, but actually, although lot of the stuff in the shop is rubbish and my daughters, I don't let them come into the shop with me because I see it as an unnecessary risk, they can't wear a mask, they shouldn't be going into the shop. But actually, shopping is one of the basic human rights. I think it is. You create, like, really nice memories of doing things like going for a meal with the family or going somewhere you weren't expecting, a lot of those things you can't do now, as well. Although I laugh, and it sounds funny, but in relation to like something serious like losing a family member, or some of us might miss a funeral, oh might not see your family, not being able to go to the shop, yes, it's quite annoying, but it makes the whole thing feel more like, what's the word? A bit flat. Going into the shop, it's like a basic right to go into a shop. People, that I can think of aren't allowed to go into the shop, what shop can't you go into and shop?
- 20 M1 Phone shop?
- 21 Tm Yeah. So if you think outside of Covid, or group of people, can't go to the shop? Are you sure over 70's aren't allowed to go to the shop?
- 22 M1 I think so
- 23 Tm So, can you think of any people?
- 24 M1 High risk
- 25 Tm So, take Covid, who will be the only people who can go into the shop?
- 26 M1 People who are not high risk
- 27 Tm So they've had ((people at risk)) that right temporarily put on hold. Do you have the right to go and, yeah?
- 28 M2 Have lunch

- Tm Do you have the right to shop? Do you have the right to clothing? Do you have a right to feel warm? But some of that liberty is temporarily taken away
- 28 M1 I've got a question. Why is, you know, how come you can have [lunch
- 29 Tm [So, a lot of places where you go to eat are closed as well, they put on a take away menu
- 30 M2 Mister, I want to say it may sound silly but the freedom of playing football has been taken away
- 31 Tm I know it sounds silly, actually it's not silly at all. Doing exercise releases a chemical inside your brain that will make you feel?
- 32 M3 Happy
- 33 Tm Happy and more upbeat. That chemical is released as part of doing exercise, being nice and warm, getting fresh air, that is going to, a lot of you, when you are indoors a lot of the time, you're obviously not going to get that. So people can get tired or sluggish
- 34 M1 You can go to a restaurant
- 35 Tm It does seem ironic to me that you can't go outside.
- 36 T2m or go to a gym
- 37 or go to a gym. But you can go to a restaurant. can see your frustration. I like doing a bit of exercise, but I like outside to get those endorphins. I have missed, you all know how I feel about football, and having that sort of liberty being taken away as well, it's angering and frustrating and it's good to talk about it, because on a day to day basis, since we've spoken about it, none of you have come in and gone 'Mr ((name removed)), I'm really not happy about this', which either means you're not that bad, you're not that sad about it. But when we went off a week ago, you know what I saw across the classroom?
- 38 F1 Sadness?
- 39 Tm I couldn't believe how you all looked. But you didn't look sad, you looked dejected. Do you know what that word means? Dejected means, it's a mixture of like, a little anger and a lot sadness. Can I ask you a question? Do you feel you appreciate school more or less than you used to?
- 40 F1 More
- 41 Chd More!
- 42 Tm Put your hand up if you kind of used to take school for granted, like you just hear sometimes. Put your hand up, whoever had times where they were like 'ughh school'? Since then, do you feel, slightly more: since you've come to school, who felt good this morning? Who feels that the way they teach at school is much different? So who feels that this hasn't really changed?
- 43 M4 Not really
- 44 Tm Not really ((long silence, about 3 seconds))
- 45 Tm Like the way you see school. Enjoying going to school come out wanting to go to school
- 46 M4 It's not really changed
- 47 Tm Okay. How come?
- 48 M4 I was home at the same time as my brother. And I kind of, I don't really like going to school that much, so it was kind of happy and then I had to come back

- 49 Tm Okay. Yeah, it does of course depend on how much you used to like, going to school. Yeah
- 50 M5 I actually felt good because I don't really like school
- 51 Chd [(laugh)]
- 52 M5 [In year 5 I still really liked lockdown because I stayed home. And also, I felt sad this morning because I had to go to school
- 53 Tm The thing is, right, I mean, you always seem pretty happy to me, so I'm surprised to hear that. What is it about school that you don't like? Is it the fact that you want to be at home, or is it something specific about school?
- 54 M5 I just like being at home
- 55 Tm I think the initial point was, a lot of you wanted to come back to school
- 56 M5 [Also, online , and we don't have that much power sometimes [inaudible] and when you finished it at like 2 o'clock and then you're done, and you don't have to wait til 3.30pm...
- 57 Tm Because we are teachers, we are not like, and are there any elements of school that you do like? And be honest about it. You seem rather happy for someone who just hates everything. Do you want to have a second to think? Hang on a minute M5 is making a point, and that's a nice argument, there's benefits and not benefits
- 58 M5 the cons
- 60 Tm There are pros and cons. There are pros in that you get a lot of support and you have a right to what?
- 61 Chd Education
- 62 Tm Yes, and we are, not taking it away from you because we were doing it online

EXAMPLE 8, questions mixed, Nursery School, ISCED 0, Italy

Recorded during a type of activity which is based on the Methodology of Narration and Reflection (MNR), in Italy, consisting in proposing a written narrative about one child or more children's behaviours, then enhancing reflections in the classroom on these narratives. The extract shows a phase of reflection on the ways of meeting other children. Questions are much more frequent than in extract 1, above all open questions (turns 4, 6, 8, 30, 36, 42), less frequently focused questions to understand better what the children are saying (turns 4, 16). Sometimes, these questions are combined with formulations which make children's contribution explicit (turns 4, 36) and one repetition (turn 6). Other repetitions confirming children's contribution are provided in turns 25, 27, 40). Some formulations which develop children's contributions are also provided in turns 18, 27 and 32. Finally, warm appreciation is also a relevant and frequent type of action (turns 14, 15, 16, 34, 36).

- 01 FACf [...] How do you get to know a child you see for the first time?
- 02 F8 hi (.) [(what's your name)?
- 03 F6 [(let's become friends)



- 04 FACf eh how do you become friends? F8 has a suggestion if I understand correctly F8 says hi, what's your name? True? And do you agree with her or do you have another way?
- 05 F4 (m1) another way
- 06 FACf another way but she has another way how do you do it?
- 07 F4 (m1) give him a present
- 08 FACf immediately? (.) do you give him a present immediately?
- 09 F4 (m1) no
- 10 F8 no
- 11 F4 (m1) when we become acquainted
- 12 FACf ah when did you -
- 13 T2 she is this way really she gives (colors) to everyone, praises everyone,
- 14 FACf how beautiful!
- 15 T1f she is of immense generosity
- 16 FACf but how nice but sorry did you hear what F4 said?
- 17 ? Yes
- 18 FACf then F4 uses a different system when she meets a boy or a girl, after having met him, she gives him something what do you usually give?
- 19 T1f give us a little peace o[f mind M8
- 20 F4 (m1) [(?)
- 21 FACf some food
- 22 F4 (m1) like candies
- 23 FACf ah: ah: she donates candies
- 24 F4 (m1) or or the toys
- 25 FACf or the toys
- 26 F1 and and then they hold hands ((takes partner's hand))
- 27 FACf ah here is F1? F1 says I give my hand to a new friend to do- but just like grown-ups so goodness [congratulations!
- 28 T1f [make contact good
- 29 F7 ((raise her hand))
- 30 FACf and you F7 how do you do?
- 31 F7 I give him a kiss



- 32 FACf even you - but if you've never seen a boy or girl, do you go immediately to give him a kiss?
- 33 F7 ((nods))
- 34 FACf oh::! Fine
- 35 F6 I (?) play and and then and: we go together (and we hold hands)
- 36 FACf but listen a bit, I understand and what you said is beautiful, donating a candy, donating a flower, giving a kiss, but in your opinion there is a way to make friends with a child
- 37 F8 I see!
- 38 FACf without giving him anything of something of ((gesticulates)) of
- 39 F8 that's enough that's enough that that's enough that's enough that you say that's enough I have a I have I've seen a friend I didn't know
- 40 FACf eh a chil[d that you did not know
- 41 F8 [then I told him your name please?
- 42 FACf but how did you tell him? The little face what was your little face like?
- 43 F8 happy

LINK TO MEDIA, MODULE 6

You can access video or audio recording of some of the examples via the CHILD-UP Archive. Here's the direct link to the media files. Free registration at **movio.child-up.eu** and log-in to the same Archive are required for the links to function.

EXAMPLE 2 <https://movio.child-up.eu/downloadMedia.php?id=254>

EXAMPLE 5 <https://movio.child-up.eu/downloadMedia.php?id=251>

EXAMPLE 6 <https://movio.child-up.eu/downloadMedia.php?id=217>

EXAMPLE 7 <https://movio.child-up.eu/downloadMedia.php?id=253>

EXAMPLE 8 <https://movio.child-up.eu/downloadMedia.php?id=205>

Please refer to the CHILD-UP Guidelines as well as to Module 13 of this training for more details on the Archive.

Evaluation of the Module

Trainee/Trainer space to reflect upon each module to consider possible impact; any new knowledge or concepts learnt, reactions, learning evaluation, feedback, ideas and examples to discuss the philosophy of facilitation in comparison to the philosophy and intent of teaching.

What has been seen, observed, learnt, heard or experienced about how children share, feel, interact, lead, listen and engage during facilitation?

Training notes and summary to develop practical ideas and plans for future/current use of facilitation within practice	
Possible changes within practice might be to: (share and critique ideas and plans to use facilitation)	
Critique facilitation to consider strengths of possible use or challenges	
Ideas or change in facilitation practice or approach might be:	
Ideas or changes regarding language, interaction, time, pedagogy, agenda and listening skills might be:	

Module 7: Minimal feedback – continuers, acknowledgement tokens

Focus and aim of the module	Content will explore, reflect & discuss	Material, resources & activities
<p>Module 7: Minimal feedback – continuers, acknowledgement tokens</p> <p>Aim. The aim of Module 7 is to discuss the use of actions of minimal feedback. Whilst invitations, particularly in form of questions, activate participation, minimal actions of feedback are specialised in sustaining agentic participation over time.</p> <p>Learning Outcomes. By the end of Module 7, you will (based on the discussion of data from the CHILD-UP research):</p> <ul style="list-style-type: none"> ➤ Understand the use of actions of minimal feedback to sustain children’s agentic participation ➤ Understand the different functions of continuers/repetitions and acknowledgement tokens 	<p>Minimal responses</p> <p>Turns of talk</p> <p>Continuers</p> <p>Repetitions</p> <p>Active listening</p> <p>Acknowledgement tokens</p> <p>Minimal feedback</p>	<p>MOOC: power point slides video examples facilitator explanation via video on slides</p> <p>The MOOC is available at https://www.child-up.eu/training/mooc-massive-open-online-course/)</p> <p>Transcripts</p> <p>SWOT analysis</p> <p>Development Plan</p> <p>Evaluation Tool</p> <p>Reflective Model (relating to model 4)</p> <ul style="list-style-type: none"> • Reflective Theory Model • Simple Reflection Model • Reflective Practice Cycle • Model for Structured Reflection
<p>Further discussion or questions to reflect on</p>		

- What are the actions of minimal feedback that you normally use/have you observed in others' practice?
- Can you reflect on your use of actions of minimal feedback, and can you relate their outcomes to CHILD-UP data shown in the module?

After completion of Module 7...further reflections.

- Are you familiar with the function of continuers and repetitions?
- Are you familiar with the function of acknowledgement tokens?
- Do you know why active listening is important to support children's agency?

MODULE 7

FEEDBACK NOTES FOR TRAINER/TRAINEE RELATING TO POWER POINT SLIDES

(Notes to lead, open discussion, reflect and compare)

*All the transcripts of the examples are available (see below) in the following section of this module.

SLIDE 3: Aims and Learning Outcomes

SLIDE 5: Minimal responses and turns of talk

Facilitative actions of minimal feedback

Minimal responses are a very frequent way of giving feedback to interlocutors' actions in conversations. They are small turns of talk that nevertheless have a great importance for facilitation. In CHILD-UP data, minimal responses

- Function 1: support children's active participation.
- Function 2: recognise the importance of children's authored knowledge

Supporting participation means supporting children's trust in a safe and meaningful participation. This can be favoured by continuers, that is, very short signals of attention as well as another type of minimal response, repetitions of previously uttered words or parts of sentences. Continuers and repetitions are both used to support children in speaking and narrate, because they display "active listening" by showing sensitivity for the contents expressed by children.

SLIDE 6: Continuers and Repetitions

Continuers are very short feedback that invite the speaker to continue telling. They include interrogative confirmation, short confirmations and other para-verbal signals

However, repetitions of words or parts of sentences show listening more clearly than simple continuers. Repetitions reproduce, sometimes with small variations, the previous turn or part of it, to show listening and to encourage further talk. Very often, repetition is understood as invitation to continue. It is considered as a form of active listening. Repetition can be combined with other minimal responses, such as acknowledgement tokens.

Continuers and repetitions can be used independently from social and cultural contexts. They display "active listening", that is, sensitivity for personal expression. Repetitions of words or parts

of sentences show listening more explicitly than continuers. This however does not mean that they are more effective in sustaining children's agency over time.

SLIDES 7-12: Examples 1,2,3

SLIDE 13: Acknowledge Tokens (minimal responses)

The second function of minimal responses, the function of recognising, can be accomplished by acknowledgement tokens, signalling receipt of the previous turns, stressing interest, surprise, or affective involvement. Acknowledgement tokens are more specialised in adding a positive note to the signal of attention than continuers and repetitions. For this reason, they represent a simple but powerful tool for facilitation.

Acknowledgement tokens are a type of short feedback with the function of showing appreciation of the value of a contribution. Acknowledgement tokens are used to display interest, or possibly concern, in all cases attention towards a contribution. They are not necessarily used to invite continuation, therefore are different from continuers.

Acknowledgement tokens can show positive feedback more clearly than continuers and repetitions. They have the function of showing recognition of the interlocutor's right of talk. This type of feedback is not merely effective in supporting continuation of talk, because it also displays appreciation and the consequentiality of children's agency.

SLIDES 14-17: Examples 4&5

SLIDE 18: Minimal Feedback (minimal responses)

Minimal responses are effective when the conversation develops fluidly, without the need of more incisive support and signals the intention from the facilitator to avoid interruptions through questions or more substantial comments. Support and recognition are effective and useful in some specific circumstances, while they cannot be generalised.

SLIDE 19: Reflective questions

What are the actions of minimal feedback that you normally use/have you observed in others' practice?

Can you reflect on your use of actions of minimal feedback, and can you relate their outcomes to CHILD-UP data shown in the module?

SLIDE 20: Self-assessment

And finally, now that you have completed Module 7...

Are you familiar with the function of continuers and repetitions?

Are you familiar with the function of acknowledgement tokens?

Do you know why active listening is important to support children's agency?

If you answer 'No' to any of the three questions above, simply revisit the relevant module sections.

If you have answered 'Yes' to all three questions, you are now ready to use actions of minimal feedback to sustain children's agency as authorship of knowledge, coherently with the aims and ethos of facilitation

EXAMPLE 1, minimal feedback continuer, secondary school, ISCED 2, Germany

Three girls are participating in this lesson, because one usually participating boy left the school after regular lessons. All girls have a migrant background, but they are speaking German without any idiom. The three girls sit side by side, the teacher directly in front of them, starting into the lesson talking about a book, which is one topic of the lesson. The point of departure is thus a material mode. The teacher talks of a book concerning a wish of an Arabic girl called Wadjda. In turn 1, the teacher, after referring to Wadjda's wish, introduces the classroom context mode by asking a question if bicycles as participating children's biggest wish, and receiving a negative answer from F2 and F3. This answer creates the conditions for the teacher's new questions about the wish of bicycles, with an implicit reference to the conditions shown in the book (turns 4 and 6). In turn 8 the teacher confirms her understanding with minimal feedback and in turn 10, she repeats F2's answer and asks a more specific question about the content of the book, thus being more explicit in the passage to a materials mode and revealing that her last questions intended to check children's.

- 1 Tf Well (.) and (.), it should not necessarily be about Wadjda's bicycle ((stands up and leaves the scene toward the chalkboard)) and because of this I said at the beginning (.) A bicycle, my biggest wish. (.) ((teacher comes back and takes her place)) You all have a bicycle yet. You probably need a new one. Is a bicycle your biggest wish? ((referring to the biggest wish of the protagonist figure of the book))
- 2 F2 No
- 3 F3 No
- 4 Tf Why could be a bicycle a biggest wish?
- 5 F2 Because, in some countries it is not so easy to get a bicycle?
- 6 Tf Because there aren't bicycles or why?
- 7 F2 N::o. (?) it is too expensive, isn't it-
- 8 Tf mhm
- 9 F2 There is no money for that
- 10 Tf Ok, there is no money (..) Well, you know something from the book, right? What is her problem?
- 11 F3 Well, first she was not allowed, so girls in her country were not allowed to have a bicycle ((teacher nods frequently))
- 12 Tf Mhm
- 13 F3 However, she did not care. She also had less money. (.) She had to- well, work for that. For the bicycle
- 14 Tf It still was her biggest wish, wasn't it. She managed to get it in a way. ((Stands up from her chair)) Ok

EXAMPLE 2, minimal feedback repetition, nursery school, ISCED 0, Italy

Recorded during a type of activity which is based on the Methodology of Narration and Reflection (MNR), in Italy, consisting in proposing a written narrative about one child or more children's behaviours, then enhancing reflections in the classroom on these narratives. The extract shows a phase of reflection on the ways of meeting other children. Questions are much more frequent than in extract 1, above all open questions (turns 4, 6, 8, 30, 36, 42), less frequently focused questions to understand better what the children are saying (turns 4, 16). Sometimes, these questions are

combined with formulations which make children's contribution explicit (turns 4, 36) and one repetition (turn 6). Other repetitions confirming children's contribution are provided in turns 25, 27, 40). Some formulations which develop children's contributions are also provided in turns 18, 27 and 32. Finally, warm appreciation is also a relevant and frequent type of action (turns 14, 15, 16, 34, 36).

- 01 FACf [...] How do you get to know a child you see for the first time?
- 02 F8 hi (.) [(what's your name)?
- 03 F6 [(let's become friends)
- 04 FACf eh how do you become friends? F8 has a suggestion if I understand correctly F8 says hi, what's your name? True? And do you agree with her or do you have another way?
- 05 F4 (m1) another way
- 06 FACf another way but she has another way how do you do it?
- 07 F4 (m1) give him a present
- 08 FACf immediately? (.) do you give him a present immediately?
- 09 F4 (m1) no
- 10 F8 no
- 11 F4 (m1) when we become acquainted
- 12 FACf ah when did you -
- 13 T2 she is this way really she gives (colors) to everyone, praises everyone,
- 14 FACf how beautiful!
- 15 T1f she is of immense generosity
- 16 FACf but how nice but sorry did you hear what F4 said?
- 17 ? Yes
- 18 FACf then F4 uses a different system when she meets a boy or a girl, after having met him, she gives him something what do you usually give?
- 19 T1f give us a little peace o[f mind M8
- 20 F4 (m1) [(?)
- 21 FACf some food
- 22 F4 (m1) like candies
- 23 FACf ah: ah: she donates candies
- 24 F4 (m1) or or the toys
- 25 FACf or the toys

- 26 F1 and and then they hold hands ((takes partner's hand))
- 27 FACf ah here is F1? F1 says I give my hand to a new friend to do- but just like grown-ups so goodness [congratulations!]
- 28 T1f [make contact good]
- 29 F7 ((raise her hand))
- 30 FACf and you F7 how do you do?
- 31 F7 I give him a kiss
- 32 FACf even you - but if you've never seen a boy or girl, do you go immediately to give him a kiss?
- 33 F7 ((nods))
- 34 FACf oh::! Fine
- 35 F6 I (?) play and and then and: we go together (and we hold hands)
- 36 FACf but listen a bit, I understand and what you said is beautiful, donating a candy, donating a flower, giving a kiss, but in your opinion there is a way to make friends with a child
- 37 F8 I see!
- 38 FACf without giving him anything of something of ((gesticulates)) of
- 39 F8 that's enough that's enough that that's enough that's enough that you say that's enough I have a I have I've seen a friend I didn't know
- 40 FACf eh a chil[d that you did not know
- 41 F8 [then I told him your name please?
- 42 FACf but how did you tell him? The little face what was your little face like?
- 43 F8 happy

EXAMPLE 3, minimal feedback repetition, secondary school, ISCED 2, Sweden

Recorded in Sweden during a lesson in sixth grade. The lesson builds on a book, *SMS från Soppero* (SMS from Soppero), a youth book about Agnes, a 13-year-old girl with Sami background living in Stockholm. One day she receives a sms in Sami. While they do not speak Sami at home, fortunately she has secretly learned some Sami, and with some effort she manages to answer to the sms and continue the conversation. The book starts from here. The teacher introduces the lesson and the book that it builds on, both orally and with a handout. The students are to listen to the beginning of the book and then work with three questions. They are to do what is referred to as an *EPA* exercise. The *E* (Enskilt) stands for *individually* and means that the students shall reflect upon the questions individually, the *P* (Par) for *pairs* and means that they shall discuss the questions in pairs or small groups, and the *A* (Alla) for *all* and means that they shall report back their discussion to the whole class. The exercise is concluded with a comment on how they liked the exercise and if they would like to listen/read more in the book. The children were grouped into two groups with three persons each. They discuss the questions and report to the whole class. During this report, the

teacher asks a short question to invite the children to explain how they worked (turns 3), then he asks about the children's use of social media (turns 5 and 7). In the following phase, the teacher repeats the children's list of media (turns 9, 11, 13). In turn 13, she adds a formulation which makes explicit what the children listed. In turn 16, she acknowledges the children's explanation of their point of view and in turn 18 she adds another question to clarify F3's conclusion. After a new repetition (turn 21), in turn 24 she acknowledges the children's new conclusion and asks a question for clarification. In turn 28, the teacher gives a new minimal feedback of acknowledgement and in turn 31 she appreciates the children's report.

- 1 Tf are you ready
2 F1 yeah
3 Tf yeah, and how did you talk about the last one, can recap a bit
4 F3 we said that we think that it is bad and that there are many negative aspects, do we think there are positive aspects?
5 Tf which channels do you foremost use
6 F3 social media
7 Tf yes, and which are these
8 F2 Insta
9 Tf Insta
10 F2 Snapchat
11 Tf Snapchat
12 F3 TikTok
13 Tf TikTok. That is, you communicate with each other via these
14 F3 yes, and we think that it is mostly bad, since someone can like hack into your phone or can=
15 F2 =someone can take the keywork and then enter and see what you have written
16 Tf ok, yes
17 F3 and positive aspects (..) do we think there are any positive aspects
18 Tf yes, what are the positive aspects
19 F3 like mostly that is is faster
20 F1 easy
21 Tf it is faster, easier
22 F1 yes
23 F3 but we think there are more negative aspects
24 Tf ok. Would you think that it is better with sms or to phone instead
25 F1 yes
26 F3 yes, i think it is better to phone or to meet or so
27 F2 yes
28 Tf or meet, yes
29 F3 that is, one could for instance
30 F1 well yes (..) if one is in the situation that Agnes and Henrik are in, I think it is better to talk on the phone
31 Tf yes, very well

EXAMPLE 5, acknowledgement token + other, Secondary School, ISCED 3, Italy

The activity, which was done and recorded remotely, consisted in producing narratives on relations, conflicts and inclusion in the classroom, in this case starting from the production of drawings, then showing them on the screen and talking about them. Extract 1 shows a conversation involving the two female facilitators and a male adolescent with migrant background in which a positive narrative of inclusion is produced. In turn 1, the facilitator asks an open question about the meaning of an inclusive class. M12 provides a rather extended answer stressing the importance of respect and mutual help, providing the example of lack of language understanding. The turn is appreciated by both facilitators (turns 3 and 4) and one of them asks for the adolescent's personal condition as a migrant. The child says that he did not arrive recently without further specification and the facilitators acknowledge this, then one of them asks if he felt helped. The adolescent answers positively adding that he also felt respected. In turn 13, FACf1 proffers a short but complex turn of facilitation, including a combination of repetition and acknowledgement (also respected ok), appreciation (good I am pleased), formulation (so mutual help, and respect also) a new appreciation (very good) and a thank.

- 01 FACf1 Tell us what an inclusive class group is for you?
 02 M12m ah: in my opinion it is like: respect and help others like no help like someone you know Italian well and like: new student, who no: he/she doesn't sp- you don't know how to speak Italian well, help him (.) like he doesn't understand something well or doesn't do the homework the problem of (.) understanding something (.)
- 03 FACF2 [very well very clear
 04 FACf1 [ok I understand you were very clear (.) so for you it is - an inclusive class is a class that helps you like whe- [are you a new classmate? Did you arrive now? This year?
- 05 M12m [yes no no no no
- 06 FACf1 ah ok
 07 M12m before
 08 FACf2 [ok
 09 FACf1 [ok did you feel helped?
 10 M12m ah: yes
 11 FACf1 from your class?
 12 M12m and respected
 13 FACf1 also respected ok (.) good I am pleased so mutual help, ((writes)) and respect also ((writes)) very good thank you M12

LINK TO MEDIA, MODULE 7

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EXAMPLE 2 <https://movio.child-up.eu/downloadMedia.php?id=205>

EXAMPLE 3 <https://movio.child-up.eu/downloadMedia.php?id=227>

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Evaluation of the Module

Trainee/Trainer space to reflect upon each module to consider possible impact; any new knowledge or concepts learnt, reactions, learning evaluation, feedback, ideas and examples to discuss the philosophy of facilitation in comparison to the philosophy and intent of teaching.

What has been seen, observed, learnt, heard or experienced about how children share, feel, interact, lead, listen and engage during facilitation?

Training notes and summary to develop practical ideas and plans for future/current use of facilitation within practice	
Possible changes within practice might be to: (share and critique ideas and plans to use facilitation)	
Critique facilitation to consider strengths of possible use or challenges	
Ideas or change in facilitation practice or approach might be:	
Ideas or changes regarding language, interaction, time, pedagogy, agenda and listening skills might be:	

Module 8: Complex feedback. Formulations

Focus and aim of the module	Content will explore, reflect & discuss	Material, resources & activities
<p>Module 8: Complex feedback. Formulations</p> <p>Aim: Module 8 will introduce the use of formulations, a more far reaching and complex action of feedback</p> <p>Learning Outcomes. By the end of Module 8, you will:</p> <ul style="list-style-type: none"> ➤ Understand the use of actions of formulations to sustain children’s agentic participation and strengthen their status of authors of knowledge, based on the discussion of data from CHILD-UP research ➤ Understand the different types of formulations and the benefits, but also the risks, entailed in the use of formulations for children’s agency 	<p>Feedback</p> <p>Functions of feedback</p> <p>Formulations as actions of feedback</p> <p>Two types of formulations.</p> <ul style="list-style-type: none"> • Explications • Developments 	<p>MOOC: power point slides video examples facilitator explanation via video on slides</p> <p>The MOOC is available at https://www.child-up.eu/training/mooc-massive-open-online-course/)</p> <p>Transcripts</p> <p>SWOT analysis</p> <p>Development Plan</p> <p>Evaluation Tool</p> <p>Reflective Model (relating to model 4)</p> <ul style="list-style-type: none"> • Reflective Theory Model • Simple Reflection Model • Reflective Practice Cycle • Model for Structured Reflection

Further discussion or questions to reflect on

- What types of formulations have you used in practice?
- What are the types of formulations you have observed in practice?
- How do formulations and explications impact on children's participation
- Can you reflect on your use of formulations, both explications and development and can you relate their outcomes to CHILD-UP data shown in the module?

After completion of Module 8...further reflections.

- Are you familiar with the function of formulations?
- Do you know what is the added value of formulations if compared with actions of minimal feedback?
- Do you know why formulation may be detrimental to children's agency, notwithstanding their power in promoting it?

If you answer 'No' to any of the three questions above, simply revisit the relevant module sections. If you have answered 'Yes' to all three questions, you are now ready to use personal comments to secure the transformation of the interaction toward a dialogical, person-centred, form, achieving the ambition of facilitation and creating conditions for hybrid integration as negotiation of small cultures.

MODULE 8

FEEDBACK NOTES FOR TRAINER/TRAINEE RELATING TO POWER POINT SLIDES

(Notes to lead, open discussion, reflect and compare)

*All the transcripts of the examples are available in the relevant sections of each module.

Slide 3: Aims and Learning Outcomes

Slide 5: Formulations, functions of feedback

The function of formulations. In some circumstances, minimal responses are not sufficient to support participation. The action of feedback needs to take more elaborated forms. This is the case of formulations. Formulation is a type of utterance that elaborates the gist of previous utterances. In facilitation, formulations can be used to give feedback to previous utterances. For instance, to give feedback to children's stories and comments. Formulations are a powerful type of support for children's agency as authorship of knowledge.

Formulations are a more powerful tool to display interest in the conversation than active listening based on actions of minimal feedback, while offering something more: while capturing the gist of previous turns, formulation can be used to advance interpretation that add further potential meanings.

Slide 6: Two types of formulations (i) Explications (ii) Developments

CHILD-UP data capture two types of formulations that prove effective in giving feedback to the children's contributions in a way to reinforce their epistemic authority:

- explications of children's utterances, which clarify their contents; (b) developments of children's utterances, which add information to their content while preserving a clear reference to it.
- Developments are more risky interpretations because whilst they take the gist of previous utterances, they use it as foundation for expansions.

Slide 7: Developments

Developments can propose implications for previous turns that are not recognised by the utterer of such turns. However, this should not invite to refrain from using formulation as development, because failure provides the opportunity of children's active participation in form of rejection and correction of the formulation. However, a development, which is very far from the gist, can be considered as an "upshot", i.e., an indicator of the facilitator's authority of guiding or closing the conversation.

When formulations are seen as correct from the perspective of the teller, they are usually followed by short confirmations. Allowing children to confirm is important because they show that facilitators paid attention to children's participation and telling from the perspective of the children.

Slide 8-17: Examples

Slide 18: Formulations

Formulations frequently follow question-answer sequences: facilitators start with a question, then they formulate the children's answers. Formulations can be introduced by acknowledgements and followed by questions in more complex turns at talk.

The use of questions after formulations uses the power of questions to enhance recipients' immediate reactions. Data suggests that adding questions after formulations does not seem particularly effective in enhancing children's contributions when questions are focused. It seems more effective if questions are open. It is important to observe that combining formulations and focused questions is often a way to speed the interaction up, rather than to give more space to children's contributions.

Slide 19-22: Examples

Slide 23: Formulations as actions of feedback

Formulations are actions of feedback, but their scope goes well beyond showing attention: they can also favour the generation, or the expansion, of children's contributions, as demonstrated by CHILD-UP data. As an empirical indicator of the success of complex forms of feedback such as formulation in promoting children's agency by showing attention to their contributions consists in children's expansions; children's willingness to use the formulation as the platform for further authorship of knowledge signal that formulations are successful in enhancing agency.

Nevertheless, when formulations are followed by very short confirmations, this is not necessarily evidence of failure. When formulating a turn at talk or several turns at talk, the facilitator necessarily accesses the role of (co)author of knowledge: this can temporarily reposition adults as the teachers and children as recipients of adults-owned knowledge. However, such repositioning which is a side-effect of the use of formulations can be reverted through facilitation.

Minimal reactions to formulation can be followed by facilitators' attempts to invite further participation using invitation to talk or to add to the formulated gist. Data from CHILD-UP indicate the important role of facilitative actions following minimal reaction to formulations.

Slide 24: Reflective questions

What types of formulations have you engaged with?

What types of formulations have you observed peers engaging with?

Can you reflect on your use of formulations, both explications and development and can you relate their outcomes to CHILD-UP data shown in the module?

How can engagement with formulations enhance children's participation?

Slide 25: Self-Assessment

Are you familiar with the function of formulations?

Do you know what is the added value of formulations if compared with actions of minimal feedback?

Do you know why formulation may be detrimental to children's agency, notwithstanding their power in promoting it?

If you answer 'No' to any of the three questions above, simply revisit the relevant module sections. If you have answered 'Yes' to all three questions, you are now ready to use personal comments to secure the transformation of the interaction toward a dialogical, person-centred, form, achieving the ambition of facilitation and creating conditions for hybrid integration as negotiation of small cultures.

EXAMPLE 1, Formulation as explication, Primary School, ISCED 1, Italy

Recorded in a primary school in Genoa (Italy) is based on the Methodology of Narration and Reflection (MNR). The extract concerns a narrative on parents' expectations about children's school experience. A migrant child (M6) is involved in this sequence. In turn 1, the facilitator refers to a protagonist of the narrative presented to the class, asking about the children's opinions. The children start to express their opinions while the facilitator is giving minimal feedback of confirmation (turns 3 and 5). After a series of contributions in turns 6, 7 and 8, in turn 9 the facilitator provides a formulation making the content of these turns explicit. In the next turns, the facilitator asks some questions that enhance further participation (turns 11, 13), an interrogative formulation (turn 15), invitations to talk (turns 17, 19), effective in turn 20 and other questions (turns 22 and 24) effective in turn 23. It is interesting to observe that the migrant child who participates in this sequence is very active in participating (turns 4, 6, 10, 18), without encouragement.

01 FACf and the difference instead with Mrs. Piera? (0.2) what is it in your opinion?

02 M7 eh::m the difference i::s that (.) Mrs. Piera ehm hopes tha::t the teachers ehm eh arouse some interest a:::nd mh: (.) In order to build solid foundations for schoo::ls later

03 FACf yes

- 04 M6m ehm according to me it is tha::t the:: lady (.) Piera for (?) all the students we say eh:: (.) that mh we say:: (0.2) ehm:: they arouse some interest and thus manage to build some basics to: go:: to high school- to high school
- 05 FACf fine
- 06 M6m to be able to:: take a step forward
- 07 M1(?) difference between Mr. Andrea right? And Mrs. (.) Piera is that then Mr. Andrea hopes that his son will become autonomous so that he knows how to do things by himself that he knows how to do his (?) study maybe to proceed in the future mh: (.) in high school the work and instead mh:: Mrs. Piera hopes that (.) the teachers let's say will raise mh::: solid foundations fo::r mh like: - how do you say? To go:: yes to go to high school to:: reinforce it (.) eh:: for- for the future
- 08 F4 for me the difference between what Mr. Andrea thinks and what Mrs. Piera thinks (.) is mainly that Mr. Andrea hopes that his son will become autonomous by himself I mea:n tha:t (.) he must- I mean that he must understand how to become autonomous while Ms. Piera hopes that the teachers will help them build solid foundations
- 09 FACf then I think to have understood something (but I don't know if) I understood well (you catch) a difference between the two people that is you tell me that Mr. Andrea eh :: (.) tends more to think that he wants his son to become autonomous mh? while instead Mrs. Piera hopes more on a construction of solid foundations mh?
- 10 M6m but for me here it is not written tha::t the teache::rs in my opinion there is a similarity in the sense that Mr. Andrea talks about his son (that he can become) autonomous instead Mrs. mh:: Piera hopes that all students manage to become autonomous let's say by themselves and that they manage (to arouse interest) mh:: (.) (let's say) to build solid foundations so (to) go to high school
- 11 FACf did you understand what your friend said?
- 12 M? yes
- 13 FACf and do you agree?
- 14 Some ((nodding)): mh mh
- 15 FACf but eh: they have two different ideas can they integrate or are they really different in the sense that they will never meet in your opinion?
- 16 M6m yes they can meet
- 17 FACf you mean? Tell me more
- 18 M6 (m): tha::t (0.2)
- 19 FACf well in the meantime let's speak your mates and you think about it
- 20 F4 I think they can meet because eh:: in any case become- become autonomous (which is what Mr. Andrea says) to build solid foundations for high school which is what Mrs. Piera says that it seems to me (that they can match)
- 21 FACf can they meet and match together?
- 22 F4 yes
- 23 (?) they can meet because maybe eh: mh: teachers can arouse (.) in this case in eh: mh eh:: eh:: mh the desire to be able to use:: (.) to appreciate yes eh appreciate school subjects eh:: to grow up and maybe when she goes to high school (because my mom told me that there are) various high schools artistic (and) experimental high school

- also maybe knowing how to use some:: some objects I think for drawing (?)
- 24 FACf so now let's move on t- to the last one which is perhaps the one that concerns you a little more? Eh?

EXAMPLE 2, formulation as explication, Secondary School, ISCED 2, Germany

The teacher invites the children to connect their experiences with what they are learning from the book. Thus, the teacher adopts a classroom context mode. In turn 1, the teacher opens the discussion, giving the girls a suggestion of a kind of real situation according to the topic of the particular lesson, and inviting F3 to respond. In turn 3, the teacher suggests a scenario in which the bike is stolen. In turn 4, F3's answer includes a joke, which is accepted by the teacher who laughs with the children (turn 6), however pursuing the previous trajectory about the stolen bike. In turn 8, F1 responds and the teacher asks for confirmation, implicitly inviting to go on. F1 jokes about her possible detective activity but this time the teacher simply confirms reception and asks a new question. F3 proposes a suggestion, which is validated by the teacher who invites the third girl to take the floor (turn 13). In turn 14, rather than following the teacher's trajectory, F2 tells a personal story, which continues in turn 16, while the teacher confirms interest through nonverbal expressions. In turn 17, the teacher formulates the content of the previous turns then starts with a new objective: describing the bike to help to find it, which according to the teacher is difficult. However, F3 suggests an alternative strategy, which is based on having a picture of the bike, which is acknowledged by the teacher with interest (turn 22). Then, the teacher acknowledges F3's clarifying answer.

- 1 Tf Ok, now you're riding your bike to school F3 and now imagine it's gone. It's happened many times. That's why we always lock the bikes
- 2 F1 Yes
- 3 Tf Stolen bike. What do you do then?
- 4 F3 Then my mother drives me to school
- 5 F1 hh
- 6 Tf(?) But what about your bike? hhh
- 7 F3 Hhh
- 8 F1 I would look for it
- 9 Tf You would look for it?
- 10 F1 No. Playing detective and then ((makes some gestures with her hands))
- 11 Tf Ok. What else can you do?
- 12 F3 Call the police or something?
- 13 Tf ((emphasised nod)) °Ok, (F2)°
- 14 F2 My father, my brother, has had three bicycles stolen before. Last year, they found a bicycle in the city. One of his three. ((Teacher nods empathically))
And they have
- 15 Tf And who are "they found it"?
- 16 F2 Police. (.) Yes. (.) In town. ((Teacher nods empathically))
- 17 Tf Ok. So, search or play detective, if you know the detective agency or - If it's gone, you have to describe it then, no. Otherwise, ehm -
- 18 F3 Yes. [Or you have a picture ready
- 19 F2 [Yes
- 20 Tf [It's quite difficult to describe- So to know which one it is

- 21 F3 I have a picture of my bike
 22 Tf Aha, you got a picture?
 23 F3 Yes
 24 Tf mhm

EXAMPLE 3, formulation as development, Primary School, ISCED 1, UK

Discussion on personal experiences and family memories about war and war-torn areas in London. It clearly shows the oscillation between facilitation and more directive actions. However, in this interaction it is clear the relevance of a narrative produced by children with migrant background, by M1.

The excerpt begins with M1's initiative that criticise another child's comment in a rather articulated and competent way, displaying high epistemic authority regarding the war in Sierra Leone. In turn 2 the teacher produces a change-of-stake token that express surprise and interest towards M1's narrative, using an interrogative form that works as an invitation to expand as well. The child briefly expands his narrative, then the teacher provides a formulation that develops the meaning of his reference to the war in Sierra Leone. This formulation is based on the teacher's knowledge of the civil war therefore it could be interpreted as a way to embed educational contents in the conversation. However, the final question invites M1 to co-construct knowledge within this topic. M1 does not provide an answer but continues the previous narrative. In the following long turn, the teacher first acknowledges M1's high epistemic authority, then he positions himself as an expert, expanding the narrative to add educational contents related to aspects that were not included in M1's narrative. The expansion of the narrative is closed with a question. In turn 4, the teacher again acknowledges M1's high epistemic authority, as he does in turn 6. Thus, M1 can continue to upgrade his own epistemic authority in narrating and the teacher acknowledges again his authority by repeating the information provided by the child (turn 8). A similar dyad of turns, 8-9, however, is followed, at the end of turn 10, by teacher's invitation to the children to complete his statement, and after the children's completion, he repeats to fix what the teacher considers to be valid knowledge. This is followed by an expansion to add more educational content and an invitation to participate in form of question (turn 14). This question and the following one (turn 16) do not enhance participation much, so in turn 18, after a comment, the teacher produces a new question.

However, M3 takes the initiative to share a personal story, based on family memories in Afghanistan, introducing an unpredictable development of the interaction (turn 19). The teacher accepts M3's initiative, but embeds it in his own theme 'fighting to access resources', in this way upgrading his epistemic authority and control of the interaction. M3 aligns with the expectations displayed by the teacher's question. However, he links his narrative to personal/family knowledge, independent from school learning. The teacher develops this theme towards an educational direction, within which however M3 positions himself as author of new knowledge by thematising the drive for money (turn 21). The teacher does not provide a direct feedback on M3's knowledge; rather, he appreciates children's participation and produces a series of interrelated questions to promote children's reflection on the experience of a previous group activity, an open question to promote participation (turn 28). After some children's contributions, the teacher provides a development (*fighting*), repeated three times. In turn 34, M1 intervenes upgrading his epistemic authority to complete the sentence initiated by the teacher at the cost of overlapping with his current turn at talk. M5's completion is confirmed in its validity by the teacher. This confirmation enhances M1's production of new knowledge based on his family's experience (turn

36). In turn 37, the teacher introduces a new theme. Rather than interlace the new theme to M1's narrative, the teacher suggest that his epistemic authority is based on learning from the older brother of M6. In turn 38, M6 contextualises the knowledge shared by the teacher. In the final part of the excerpt, the teacher asks questions that invite completion from children, closing the interaction.

- 1 M1 My statement is, so you know how we were doing the group economics thing? From M2 point of view, you know how England is a very first world country? Sometimes they want more than they have, so they take from poor countries which have good resources. No offence, but England is like a first world country but it isn't well resourced in like food and other stuff, so they take from different countries, so people started to think that they didn't want to do that but I don't know what country they were doing it with, but that country didn't like it like in my country, in my family's country, Sierra Leone, so that's how war broke out so that's how war broke out
- 2 Tm What, in Sierra Leone? So Sierra Leone said we shouldn't be giving all our resources to these rich countries, and others said we have to. And some people are trying to keep it to themselves, and that's how the war break loose? or were they asking for a higher price?
- 3 M1 Families were torn apart. I think there was almost 2 million people that died in that war
- 4 Tm ((to children)) Did you hear that? Because of one resource, one natural resource, almost 2 million people died in Sierra Leone. Even going back to the diamonds, the blood diamonds is probably one of the most famous well-known single type of resource. I mean, there's still people that mine the diamonds and gold, and they have illegal mines, and people die I would say if not weekly then certainly monthly. Because they work in terrible conditions and they get stuck underground and no one saves them, and I've just watched a documentary on this actually, people go and attack their mines, and these miners are unarmed and work for like a penny a day, a penny a day. But are they armed, these miners?
- 5 F1 No
- 6 Tm They're armed with like a shovel. But is their shovel any good against a gun? So it's still going on today. That war was probably, I don't know, do you know?
- 7 M1 It was 1997 because that's what my family was telling me about
- 8 Tm end of 1997 ((to children)) do you know how long it spanned for?
- 9 M1 My mum said it was something like 7-5 years
- 10 Tm 7-5 years. To lose 2 million people in 7-5 years is an awful lot of people in the country, and all over a natural resource which, think about the apocalypse we are reading about in that book, all of us agreed that a diamond necklace became absolutely (.) absolutely
- 11 Children Useless
- 12 Tm Useless, but 2 million people died just because someone with a lot of money in another country wanted it. Is that right?
- 13 F1 No
- 14 Tm But again, during that war, if it's going on for 5-7 years, is anyone supporting them to finish it from the rich countries?
- 15 M1 No



- 16 Tm The UN might have tried to get involved. Was it the UN?
- 17 Children The Unite Nations ((many voices overlapping, unclear))
- 18 Tm Again, we will have to look that up as well. Interesting.
- 19 M3 Mister? In my Afghanistan they tried to get, I think, resources or something, they said no but then it was a war a long time ago before this one. I think it was for less than 20 years and 1.5 million people died
- 20 Tm but again, it's a war about natural resources by the sounds of things, and money. So what's driving this?
- 21 M3 Money
- 22 Tm Wanting more. Wanting more. Wanting more. What's that?
- 23 Children Greedy
- 24 Tm Greed can lead to war. If we all sort of shared, and found better systems, then would this happen? We say that, but then I give it all to a really nice year six class bunch, if you got it all and another group nothing, any of you would feel naughty? Nasty?
- 25 F1 No
- 26 Tm No. What did you simply try and do the best by yourself?
- 27 Children ((many voices overlapping, unclear))
- 28 Tm But if, what did I have in M1 group?
- 29 M3 Anger
- 30 F2 Frustration
- 31 Tm Anger, frustration and fighting. Fighting, interestingly, in a poor country, [civil
- 32 F3 [war
- 33 Tm Can you see how it plays out? Are any of you sitting there going 'Oh my goodness'? I had rich countries getting richer, poor countries getting poorer, and one poor country kept getting poorer and poorer and poorer to breaking point, and they couldn't agree on what to do next and the best thing to do for their resources, they started to argue, but really upset, which is basically the same as having a [civil
- 34 M5 [war
- 35 Tm Exactly the same as Sierra Leone
- 36 M1 But they didn't have their independence taken . My mum told me that they got their independence in like 1970 something
- 37 Tm Often, fledging countries, young countries...it happened in Kosovo, didn't it? So when parts of different countries...your brother taught me so much about that, by the way. Your brother, I'm an expert now. But when countries breakoff into smaller countries, they can then often be fighting over resources, land...it's happened all over the world, but sort of, Israel and Palestine...
- 38 M6 yeah, they had a war
- 39 Tm They have been at war for ages over who owns which bit of the country. Kosovo and Serbia...There was a big war there. We are talking millions of people dying a resources, land and money, aren't we? When you get land you get more...
- 40 F5 Money
- 41 Tm And?
- 42 Children Resources
- 43 Tm Exactly. Yep.

EXAMPLE 4, Formulation as development, Secondary, ISCED 2, Sweden

In this activity a method was used to give the children the possibility to practice their ability to express opinions and to develop a conscious consumer culture related to food. The method is to work with senses such as sight, taste, hearing, touch, and smell. In the groups they are instructed to search for information about the nutrients included in their smoothies. In turns 1, 2, 3 and 5, F1 and F2 explain collaboratively the vitamin C smoothie the group has produced, reading what the group has written. In turns 4 and 10, the teacher appreciates the work. In turns 6 and 8 he confirms and briefly formulates (develops) what F2 is saying, receiving the girl's confirmation. In turn 10, the teacher makes a comment, which is taken by F1 who upgrades her own epistemic authority by adding to the teacher's comment. The teacher validates her knowledge, thus collaborating in assigning her the authority, although he adds a question that is a way of claiming back this authority, confirming the answer and inviting the children to taste the smoothie, then moving to the next group.

- 01 F1 ok, we have made a vitamin C smoothie and it contains raspberries, blueberries, vanilla sugar, honey, and ginger and milk. ((Reading)) raspberries protect eyesight and have (?). Raspberries contain minerals and vitamins that are good for the body. Honey is good for
- 02 F2 yes, for health products
- 03 F1 ginger is good for the digestive process, and milk contains proteins, minerals and vitamins
- 04 Tm nice work
- 05 F2 ((Reading)) Vitamin C contributes to a better immune system, it normalizes the function
- 06 Tm yes, so you get less sick
- 07 F2 exactly, it also contributes to not being so tired and exhausted
- 08 Tm hm, makes one more alert
- 09 F2 exactly
- 10 Tm great, thank you very much. Eh, this thing with ginger. You may have heard of it, that you usually use it when you have a cold, and sometimes you have it in your tea, it softens up the throat
- 11 F1 so, one can have ginger and lemon
- 12 Tm yes, exactly, and in lemon, what vitamin do we have there?
- 13 C(?) C-vitamin
- 14 Tm yes, vitamin C. Turns to the whole group: Please taste (their smoothie)
- 15 C(?) it tastes strange, I didn't think it would taste like that
- 16 Tm ha ha, and now, let's go to the next group (the spinach group)

EXAMPLE 5, formulations with children's confirmation, Secondary/Middle School, ISCED 2, Italy

The specific narrative concerns the problem of school rejection of children. In turn 1, the facilitator asks about the meaning of being rejected and in turn 2 M9, a migrant child, provides an answer claiming that it is a bad thing to be considered negatively for not studying and distracting the other children. In turn 3, the facilitator's direct question clarifies that M9 is talking about his own experience and M9 starts to answer, mentioning his mother's reaction. In turn 5, the facilitator proffers an empathic comment. In turn 6 M9 adds about his feeling of being undervalued, a term which is repeated by the facilitator, and in turn 8 he explains the use of the term, taking the

repetition as an invitation to continue. In turn 9, the facilitator formulates the content of M9's turn, developing it. M9 confirms this development and adds a further element. However, in turn 11, stops his telling to ask for a different question, then she acknowledges M9's answer. M9 continues his telling in turn 14 and the facilitator continues to ask questions about his career of failures, suggesting in turn 17 that changing country and context could be a reason for failures. In turns 16 and 18, however, M9 rejects this interpretation since he claims that primary schools were not a problem. Despite the attempt of M9 to pursue his narrative of difference between being rejected and being bad, the facilitator prefers to establish her own epistemic authority in turns 19 and 21, to ask what it is possible to do to change teachers' prejudice in turn 23. M9's answer stresses personal commitment, a point shared by F2. In turn 26, the facilitator reverses M9's narrative clearly attributing responsibility to rejected children rather than to rejecting teachers, a position which is confirmed by F4 and expanded by the facilitator in turn 28.

- 01 FACf then would you like to tell us wha:t- what does it mean to be rejected?
 02 M9m it's a bad thing the teachers already see you fro::m the teachers already see you from a point of view a little (.) as if- that he will not study:: that he will only make a mess that will distract all the others who (?) in the sense that if he is questioned he will only get low grades
 03 FACf how did you feel when you were stopped? Listen to him
 04 M9m not to mention that my mom having me:::
 05 FACf I can imagine
 06 M9m(?) A::nd (.) A little::: how can I say (0.2) undervalued
 07 FACf undervalued
 08 M9m yes because in reality I have not been rejected for the votes except that I only had an insufficiency that was English ((0.8 overlaps))
 09 FACf ok so you felt an injustice
 10 M9m ye::s and because I had a suspension before because it was- I had-
 11 FACf no wait beyond that do not go into too specific what it was like, however, to have to change how many- how many classes have you changed? (.) once this time, before?
 12 M9m in primary school in fifth grade I changed school
 13 FACf fine
 14 M9m and the years before I changed two schools
 15 FACf fine so how many passages? Was it easy? Put yourself in a new place every. Yes but not so much in primary school
 17 FACf Was getting here easy for you? Change country change context
 18 M9m not so much (0.3)
 19 FACf so (.) things happen that are not so much easy so- so when we think about the rejected person (?) about differences in this class right?
 20 M9m people who fail are not always ba:d a::nd a::ll
 21 FACf but if I arrive in first class I'm: exactly (.) a little younger- a little smaller and I find myself in front of you eh I don't- I won't ask you to stand up but if I take off my heels and we are on the side you are also taller than me (.) so it can- I can have a little fear
 22 ? a little

- 23 FACf and then what you said is created a bit of a prejudice on the part of someone and how do we do it when there is a prejudice? (.) what can he do to change the teachers' minds?
- 24 M9m to commit himself
- 25 F2 must make himself known and be committed
- 26 FACf must commit (.) he must show that the failure has taught him and then
- 27 F4 well in my opinion eh::m (I meant the same thing) but he should improve even if first he said that (?) (he should) improve
- 28 FACf fine you can improve you can study he has the skills to study if he commits himself despite all the difficulties now that there is a bit of stability let's go and get ready and work (.) this is a difference other differences in the classroom (.) let's go on (.) make ourselves known

EXAMPLE 6, formulations with questions, Primary School, ISCED 1, UK

Based on the reading of a poem in London. Children are invited to reflect on adults' feelings and position. This extract shows a successful form of facilitation, based on a complex series of turns supporting and appreciating children's agency.

In turn 1, the teacher introduces the theme of busy adults who are not able to see children's

problems. Interestingly, in turn 2, M1 adds to the term "unsuspecting" used by the teacher, the term "preoccupied". The teacher's following questions about the meaning of unsuspecting (turns 3 and 5) are responded by F2, M2 and M3, who in turn 8 says that adults cannot see children's imagination, thus attracting the teacher's attention (turn 9), so that M3 explains further his point.

In the following turn, the teacher develops implicit meaning of M3's turn, but she does not ask for M3's approval of this development; rather she provides an open question that invites expansion, enhancing M4's new initiative, which focuses on adults' work (turn 12 and 14), with the support of minimal response from the teacher. In turn 15, 'work' is not a repetition, because M4 has expanded his previous statement. Rather, 'work' is a formulation that summarises the gist of the previous sequence of turns. Then the teacher invites further expansion with an open question. In turn 17, M1's personal initiative interlaces with F3's previous turn to expand it. In the complex turn 18, the teacher provides two formulations about adults' behaviours, first making explicit contents, then summarising the gist of the whole sequence of turns 1-17 and developing the link between preoccupation and inability to see children's imagination. Finally, she asks a question about children.

This action contributes to the positioning of children as authors of knowledge. In the following turns 20 and 23, other formulations contribute to support children's participation as manifestation of agency about adults' styles of life. In turn 23, two formulations, developing and making content explicit, respectively, are followed by appreciation and a new question about children's point of view. In turn 25, the teacher asks a series of focused questions, followed by a displacing comment (or do you see adults as these fun things that run around with their imaginations?) enhancing children's amusement, but also a further comment by M5. After validating his point of view, the teacher provides a personal comment, positioning himself as a person rather than a role, bringing his own personal and family life, displaying trust in children and a participation based on expectations of equality, empathy and personal expression. In

turn 32 the teacher continues to tell about his personal experience, which is appreciated by F5, who thus upgrades her epistemic authority as an expert that can evaluate the teacher's action, and the other children.

- 1 Tm busy. So what does that mean, then? We are so busy with our grown-up needs that we I say we, are completely unsuspecting of the perils and mischief that surrounds them, the children
- 2 M1 unsuspecting and preoccupied
- 3 Tm so, if you know what preoccupied means, don't worry about writing it down. But do you know what unsuspecting means?
- 4 F1 that means you can't see it.
- 5 Tm what can't they see?
- 6 M2 you being silly or
- 7 F2 you doing a crime. They can't see
- 8 M3 they can't see your imagination
- 9 Tm fascinating. What do you mean?
- 10 M3 they can't see what you're thinking
- 11 Tm they are so busy with their adult lives, and why are adults busy? What are we busy with?
- 12 M4 because they are busy with work
- 13 Tm work
- 14 M4 teaching or something
- 15 Tm work. What else might we be stressed about or busy with?
- 16 F3 children
- 17 M1 if they don't earn the right money, they don't have enough food for their children
- 18 Tm money and food, that's a worry, isn't it? So, adults are so preoccupied sometimes with their own life, that maybe they don't engage in the imagination side of things. What about children, you tell me?
- 19 F1 they can't say their true emotions sometimes
- 20 Tm what so you think an adult sometimes can't see a child's emotions all the time
- 21 F1 sometimes
- 22 F3 I think they are never happy because they never go into their imagination anymore. They are preoccupied
- 23 Tm because they are preoccupied, they cannot go into the adult, not adult sorry, the child's memory. They almost forget how it is to be a child and to have fun maybe? That's interesting. Do you think that's a fair comment about adults?
- 24 F3 yeah
- 25 Tm how do you see adults? Do you see adults like that? Or do you see adults as these fun things that run around with their imaginations?
- 26 Chld ((laugh))
- 27 M5 they are preoccupied for a lot of the time.
- 28 Tm right. Do you as children wish the adults sometimes had more time to , like, have that imagination?
- 29 M5 yeah. Like your parents, if one of them works, you don't really get to see them as long
- 30 Tm I agree. I only see my girls for half an hour when I get home, but I always try And like, if she wants to play a shop game, then I can pretend we are in a shop. Are we in a shop?

- 31 Chld no
 32 Tm no, but she is imagining it. So I try and get into that imagination with her.
 33 F5 that's a nice thing to do
 34 Tm that's a nice thing to do, isn't it?
 35 Chd yeah

EXAMPLE 7 , formulation and questions, Secondary School, ISCED 3, Italy

A narrative on a specific interpersonal relation. F16, with migrant background, announces her intention to talk of a gift from her sister and in turn 3 she starts her story of the necklaces as symbols of a strong affective relation. In this first phase, facilitation is minimal, leaving the floor to the adolescent's narrative. The facilitator gives nonverbal and verbal minimal responses (turns 2, 4, 8, 10), a manifestation of interest combined with a question (turn 6), a laugh (turn 12) marking the adolescent's sudden change of the meaning of the story. In turn 14, the facilitator nods but also corrects a grammatical mistake in the last part of F16's turn 13, providing a grammatically correct construction but probably reversing the meaning of what F16 was saying. F16 ignores this correction and goes on in her story. In turn 16, the facilitator validates the telling and asks new questions (turns 16, 18 and 20), she provides a formulation as development (turn 26), asks another question (turn 28) and provides a new formulation (turn 30). Until this turn, the conversation is very fluid and F16 can tell her story and express her feelings showing agency. However, in turn 32, the facilitator concludes with an educational comment for the class, mitigated by a marked final thanks to F16.

- 01 F16m e: I wanted to talk about a gift my sister gave me,
 02 FACf ((nods))
 03 F16m (a heart gift) because there are two necklaces, then you put them together and form a heart, so one piece to me and one piece to her
 04 FACf ((nods))
 05 F16m so my sister, who no longer lives with me, went to ((place in another country))
 06 FACf ah in ((place in another country))! And how old is she? Is she older or younger?
 07 F16m Yes, she will soon be twenty-one,
 08 FACf yes
 09 F16m so: we've already left each other only twice because when we came to Italy, e: my sister came here to Italy before me, so I was at home for one year,
 10 FACf ((nods))
 11 F16m and afterwards - but we always fight
 12 FACf: hhh
 13 F16m always always but: every time when she is not with me I say to her I don't miss her but [(I miss her)
 14 FACf [she does not miss you ((nodding))
 15 F16m so: but when she is near me we fight every time but when she is far from me (.) I always miss her
 16 FACf sure and in ((place in another country)) did she know anyone? How:
 17 F16m yes my brother

- 18 FACf ah so you have both your brother and sister in ((place in another country))?
- 19 F16m yes
- 20 FACf okay and how do they get on there? How is life compared to here?
- 21 F16m (my sister)?
- 22 FACf yes
- 23 F16m a little bit:: it's not like now because now she does her own work she has her own money,
- 24 FACf yes
- 25 F16m her things, it's not like now that before here in Italy there was already the house and the food on the table and so on, but now she has to have her money so she has to work,
- 26 FACf: ok so maybe it was difficult at the beginning but now [she has her own life
- 27 F16m [yes but now [(it's going better)
- 28 FACf is there something you admire in your sister? (..) a quality of hers, something for which:
- 29 F16m I like my sister because she will always have: how can I say? she is always inside me
- 30 FACf that is (she understands you)
- 31 F16m (we understand each other) right away like: if there is a problem she already understands what she has to do she is already ready (to be near me)
- 32 FACf ((look at the other adolescents)) it's what we would like from the others, isn't it? that even before speaking they understand us and help us it's not easy but you understand that a sister lives with you, a friend is more difficult ((looks at F16)) thank you, thank you very much!

LINK TO MEDIA, MODULE 8

You can access video or audio recording of some of the examples via the CHILD-UP Archive. Here's the direct link to the media files. Free registration at **movio.child-up.eu** and log-in to the same Archive are required for the links to function.

EXAMPLE 3 <https://movio.child-up.eu/downloadMedia.php?id=254>

EXAMPLE 4 <https://movio.child-up.eu/downloadMedia.php?id=228>

EXAMPLE 6 <https://movio.child-up.eu/downloadMedia.php?id=251>

Please refer to the CHILD-UP Guidelines as well as to Module 13 of this training for more details on the Archive.

Evaluation of the Module

Trainee/Trainer space to reflect upon each module to consider possible impact; any new knowledge or concepts learnt, reactions, learning evaluation, feedback, ideas and examples to discuss the philosophy of facilitation in comparison to the philosophy and intent of teaching.

What has been seen, observed, learnt, heard or experienced about how children share, feel, interact, lead, listen and engage during facilitation?

<p>Training notes and summary to develop practical ideas and plans for future/current use of facilitation within practice</p>	
<p>Possible changes within practice might be to: (share and critique ideas and plans to use facilitation)</p>	
<p>Critique facilitation to consider strengths of possible use or challenges</p>	
<p>Ideas or change in facilitation practice or approach might be:</p>	
<p>Ideas or changes regarding language, interaction, time, pedagogy, agenda and listening skills might be:</p>	

Module 9: Adults' personal comments

Focus and aim of the module	Content will explore, reflect & discuss	Material, resources & activities
<p>Module 9: Adults' personal comments</p> <p>Aim. The aim of Module 9 is to discuss the possible impact of facilitators' personal contributions to interactions with children. Facilitators' personal contributions are the most power facilitative actions that effectively make relevant expectations of personal expression, equity, and empathy in a person-to-person relationship. Nevertheless, the sue of personal contributions may risk imposing facilitators' points of view, displacing children from their authority as equal authors of knowledge.</p> <p>Learning Outcomes. By the end of Module 9, you will:</p> <ul style="list-style-type: none"> ➤ Understand the potential and the risk of personal contribution for the support of children's position as authors of knowledge, based on the 	<p>Facilitators Personal Contributions</p> <p>Facilitative actions that promote participation</p> <p>Personal Comments</p> <p>Appreciations</p> <p>Personal Stories</p> <p>Personal Contributions</p>	<p>MOOC: power point slides video examples facilitator explanation via video on slides</p> <p>The MOOC is available at https://www.child-up.eu/training/mooc-massive-open-online-course/)</p> <p>Transcripts</p> <p>SWOT analysis</p> <p>Development Plan</p> <p>Evaluation Tool</p> <p>Reflective Model (relating to model 4)</p> <ul style="list-style-type: none"> • Reflective Theory Model • Simple Reflection Model • Reflective Practice Cycle • Model for Structured Reflection

<p>discussion of data from CHILD-UP research</p> <p>➤ Understand the unique power of personal contributions to change the expectations that structure adult-children's interactions</p>		
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Further discussion or questions to reflect on

- How often do you bring your person, beyond the role, into interactions with children? Why?
- Can you reflect on the importance of expectations of personal expression and person-to-person relationships for the construction of hybrid, person-centred, identities and integration?
- Why do you think facilitators' personal contributions are the most powerful facilitative action?
- What is it about hearing personal stories that promote connection or understanding with each other?
- Why is it important to feel appreciated by others or to have what you share acknowledged?
- How often do you share your own person stories with children?
- Is it OK to move in and out of your personal and professional role with children? Why?
- Can you reflect on the importance of expectations of personal expression and person-to-person relationships for the construction of hybrid, person-centred, identities and integration?

After completion of Module 9... further reflections.

- Do you know the three types of personal contributions most frequently observed in CHILD-UP data?
- Do you know the added value of personal contributions for facilitation of agency?
- Do you know the reason why personal contributions might be riskier for children's agency if not controlled?

If you answer 'No' to any of the three questions above, simply revisit the relevant module sections. If you have answered 'Yes' to all three questions, you are now ready to use personal comments to secure the transformation of the interaction toward a dialogical,

person-centred, form, achieving the ambition of facilitation and creating conditions for hybrid integration as negotiation of small cultures.

MODULE 9

FEEDBACK NOTES FOR TRAINER/TRAINEE RELATING TO POWER POINT SLIDES

(Notes to lead, open discussion, reflect and compare)

*All the transcripts of the examples are available in the relevant sections of each module.

Slide 3: Aims and Learning Outcomes

The aim of Module 9 is to discuss the possible impact of facilitators' personal contributions to interactions with children. Facilitators' personal contributions are the most powerful facilitative actions that effectively make relevant expectations of personal expression, equity and empathy in a person-to-person relationship. Nevertheless, the use of personal contributions may risk imposing facilitators' points of view, displacing children from their authority as equal authors of knowledge.

Slide 5: Facilitators Personal Contributions

Facilitators' personal contributions are facilitative actions that can promote children's active participation. They can be particularly effective because they invite expectations of personal expression and empathy which are key to the viability of dialogue. Data suggests that facilitators' personal contributions, if successful, are the most determinant in securing the sustainability of facilitation over the course of the interactions, with implications also for trust building. Because they make relevant expectations of equity, empathy and personal expressions in interactions, personal contributions are key for the construction of hybrid identities and integration that are based on agentic participation. Three main types of facilitators' personal contributions emerge from CHILD-UP data:

Slide 6: Personal Comments

Personal comments. Personal comments are "upshot" formulations, that is, formulations that, rather than elaborating the gist of children's utterances, create new meanings. Personal comments position the facilitator as author of knowledge, side by side with children. Personal comments can be an effective way of supporting children's contributions because they use them as a starting point for further expansions, showing consequentiality of children's agency. Consequentiality means that children's choices are making a difference for the facilitator, and his/her personal comments display such effect. Personal comments can also enhance children's reflection by adding reflective points. However, comments can undermine children's agency when they interrupt children's contributions or try to divert them towards the facilitator's agenda.

Slides 7-8: Examples

Slide 9: Appreciations

Appreciations. Appreciations provide affective support to children's agentic participation, targeting specific contributions. Appreciations can address children's personal attitudes channelled by the stories they share; they can also address children's participation itself. In this latter case, the object

of appreciation is children's choice to trust the possibility of agentic participation. The risk entailed in the use of appreciations is that, when not systematic, the unequal distribution of appreciation can be seen by children as a form of assessment. This can break the circle of trust and invite risk avoidance of agentic participation. A second risk entailed in the use of appreciations related to 'over-use': if utilised too often, appreciations become a routine and therefore lose power and authenticity. The excessive use of appreciations can also disrupt the flow of children's contributions. Therefore, it is important to be cautious in making use of appreciations. This is particularly true for the use of appreciations to support the production of stories that may be delicate regarding (a) their content; (b) relations that they touch upon.

Slide 10-13: Examples

Slide 14: Personal Stories

Personal stories. Personal stories are a way for facilitators of showing personal involvement in the interaction (rather than role-based involvement) as well as empathic closeness to children. By sharing personal stories, facilitators display they have a "story" to tell too, thus improving children's perception of them as committed persons, rather than as interpreters of a routine based on their role. In CHILD-UP data, when facilitation is coherently pursued, personal stories are a way of showing facilitators' closeness to children and interest in their stories. The choice of risking trust in children by sharing personal stories is a powerful way to invite children to trust the interaction. Personal stories are the most powerful form of personal contribution due to their capacity to structure the expectations towards personal expression and mutual trust. At the same time, personal stories are the riskiest facilitative action because they entail the most evident adults' access to a higher epistemic authority and the consequent repositioning of children as recipients of adults-owned knowledge.

Slides 15-17: Examples

Slide 18: Facilitator Personal Contributions

Facilitators' personal contributions are the most power facilitative actions. They can change the expectations that guide participants' actions and understanding of others' actions by making relevant expectations of personal expression, equity and empathy in a person-to-person relationship. This is key for the construction of hybrid identities and integration because they are based on the centrality of the person against standardized role performances.

Nevertheless, the use of personal contributions should be carefully measured to avoid the risk of imposing facilitators' points of view. In a more stringent way than formulations, when producing a personalised contribution, the facilitator positions him/herself as an author of knowledge: this can temporarily reposition adults as the teachers and children as recipients of adults-owned knowledge. Special attention is therefore needed in the use of personal contribution; however, this is balanced by their power in re-structuring expectations towards personal expression.

Slide 19: Reflective Questions

Why do you think facilitators' personal contributions are the most powerful facilitative action?
 What is it about hearing personal stories that promote connection or understanding with each other?

Why is it important to feel appreciated by others or to have what you share acknowledged?

How often do you share your own person stories with children?

Is it OK to move in and out of your personal and professional role with children? Why?

Can you reflect on the importance of expectations of personal expression and person-to-person relationships for the construction of hybrid, person-centred, identities and integration?

Slide 20: Self-assessment

Do you know the three types of personal contributions most frequently observed in CHILD-UP data?

Do you know the added value of personal contributions for facilitation of agency?

Do you know the reason why personal contributions might be riskier for children's agency if not controlled?

If you answer 'No' to any of the three questions above, simply revisit the relevant module sections. If you have answered 'Yes' to all three questions, you are now ready to use personal comments to secure the transformation of the interaction toward a dialogical, person-centred, form, achieving the ambition of facilitation and creating conditions for hybrid integration as negotiation of small cultures.

EXAMPLE 1, personal comments, Primary School, ISCED 1, UK

Based on the reading of a poem in London. Children are invited to reflect on adults' feelings and position. This extract shows a successful form of facilitation, based on a complex series of turns supporting and appreciating children's agency.

In turn 1, the teacher introduces the theme of busy adults who are not able to see children's problems. Interestingly, in turn 2, M1 adds to the term "unsuspecting" used by the teacher, the term "preoccupied". The teacher's following questions about the meaning of unsuspecting (turns 3 and 5) are responded by F2, M2 and M3, who in turn 8 says that adults cannot see children's imagination, thus attracting the teacher's attention (turn 9), so that M3 explains further his point.

In the following turn, the teacher develops implicit meaning of M3's turn, but she does not ask for M3's approval of this development; rather she provides an open question that invites expansion, enhancing M4's new initiative, which focuses on adults' work (turn 12 and 14), with the support of minimal response from the teacher. In turn 15, 'work' is not a repetition, because M4 has expanded his previous statement. Rather, 'work' is a formulation that summarises the gist of the previous sequence of turns. Then the teacher invites further expansion with an open question. In turn 17, M1's personal initiative interlaces with F3's previous turn to expand it. In the complex turn 18, the teacher provides two formulations about adults' behaviours, first making explicit contents, then summarising the gist of the whole sequence of turns 1-17 and developing the link between preoccupation and inability to see children's imagination. Finally, she asks a question about children.

This action contributes to the positioning of children as authors of knowledge. In the following turns 20 and 23, other formulations contribute to support children's participation as manifestation of agency about adults' styles of life. In turn 23, two formulations, developing and making content explicit, respectively, are followed by appreciation and a new question concerning children's point of view. In turn 25, the teacher asks a series of focused questions, followed by a displacing comment (or do you see adults as these fun things that run around with their imaginations?) enhancing children's amusement, but also a further comment by M5. After validating his point of view, the teacher provides a personal comment, positioning himself as a person rather than a role, bringing his own personal and family life, displaying trust in children and a

participation based on expectations of equality, empathy and personal expression. In turn 32 the teacher continues to talk about his personal experience, which is appreciated by F5, who thus upgrades her epistemic authority as an expert that can evaluate the teacher's action, and the other children.

- 1 Tm busy. So, what does that mean, then? We are so busy with our grown-up needs that we I say we, are completely unsuspecting of the perils and mischief that surrounds them, the children
- 2 M1 unsuspecting and preoccupied
- 3 Tm so, if you know what preoccupied means, don't worry about writing it down. But do you know what unsuspecting means?
- 4 F1 that means you can't see it.
- 5 Tm what can't they see?
- 6 M2 you are being silly or
- 7 F2 you are doing a crime. They can't see
- 8 M3 they can't see your imagination
- 9 Tm fascinating. What do you mean?
- 10 M3 they can't see what you're thinking
- 11 Tm they are so busy with their adult lives, and why are adults busy? What are we busy with?
- 12 M4 because they are busy with work
- 13 Tm work
- 14 M4 teaching or something
- 15 Tm work. What else might we be stressed about or busy with?
- 16 F3 children
- 17 M1 if they don't earn the right money, they don't have enough food for their children
- 18 Tm money and food, that's a worry, isn't it? So, adults are so preoccupied sometimes with their own life, that maybe they don't engage in the imagination side of things. What about children, you tell me?
- 19 F1 they can't say their true emotions sometimes
- 20 Tm what so you think an adult sometimes can't see a child's emotions all the time
- 21 F1 sometimes
- 22 F3 I think they are never happy because they never go into their imagination anymore. They are preoccupied
- 23 Tm because they are preoccupied, they cannot go into the adult, not adult sorry, the child's memory. They almost forget how it is to be a child and to have fun maybe? That's interesting. Do you think that's a fair comment about adults?
- 24 F3 yeah
- 25 Tm how do you see adults? Do you see adults like that? Or do you see adults as these fun things that run around with their imaginations?
- 26 Chld ((laugh))
- 27 M5 they are preoccupied for a lot of the time.
- 28 Tm right. Do you as children wish the adults sometimes had more time to , like, have that imagination?
- 29 M5 yeah. Like your parents, if one of them works, you don't really get to see them as long
- 30 Tm I agree. I only see my girls for half an hour when I get home, but I always try And like, if she wants to play a shop game, then I can pretend we are in a shop. Are we in a shop?

- 31 Chld no
 32 Tm no, but she is imagining it. So I try and get into that imagination with her.
 33 F5 that's a nice thing to do
 34 Tm that's a nice thing to do, isn't it?
 35 Chd yeah

EXAMPLE 2, appreciations, Nursery School, ISCED 0, Germany

The activity 6 has been recorded in Germany, with the participation of three boys and two girls (in particular, M3 with a migration background). The children are sitting on wooden stools at a table; they are allowed to sit as they like (e.g., two children kneel on the stools). The children do handicrafts, in front of them is a box with materials, on the table are pieces of paper, scissors and glue. In turn 3, the teacher seems to start directing the activity. However, in turn 5 she provides an appreciation for the children's work, which is received with joy by M1. Finally, in turn 9 she turns to support a child's autonomy, upgrading her epistemic authority and receiving a manifestation of joy for this.

- 01 F1 I want a new one, I want a new one ((she has independently fetched a piece of A4 paper from the box on the table and goes back to her seat))
 02 M1 why, why are there people on here? ((points to a photo on the A4 paper))
 03 Tf let me see. I'll put this over here. I'll carefully cut out a piece for you later (takes the sheet and carries it out of the camera frame))
 04 Some ((speaking, unclear))
 05 Tf and so that the book looks nice and tidy, you take great effort with the cutting ((takes out a sheet of A4 paper from the box and holds it in front of her so that it is clearly visible to the children, then takes the sheet from M1's hand and starts to cut it out, as promised))
 06 M1 oh ((joyfully))
 07 Tf here. You can start here
 08 F? do I have to cut that out as well? Can, can I choose which side I can do it on?
 09 Tf uhh yes
 10 F? yay (cheering)

EXAMPLES 3-4, personal stories, Secondary School, ISCED 3, Italy

Adolescents are asked to bring an object or a photo of an object they want to tell about. They are then called one by one to tell their stories to the class. The extract presents a narrative about an adolescent's tattoo, a rose that represents a phase of his life in which he has built his own educational and relational condition. This long extract is particularly interesting for two reasons. First, the facilitator and the teacher equally contribute to the dialogic negotiation of meanings related to the child's personal narrative. Second, the child's transgressive narrative on his tattoo is supported by both the facilitator and the teacher, who position in a collaborative way. Both the facilitator and the teacher support the adolescent's narrative in an effective way through a complex series of turns.

In turn 4, M1 shows his tattoo and in turn 9 he starts to tell the story of the tattoo, continuing in turns 11, 13, 15, supported by the facilitator's non-verbal confirmations of listening and an appreciation (in turn 12). In turn 16, the teacher completes M1's previous turn. This completion is a way of supporting rather than an attempt to upgrade

her epistemic authority, as it is shown by M1's confirmation followed by an expansion in turn 17. In turn 19, the teacher's comment positions M1 as competent, increasing his epistemic authority, and in turn 20 the facilitator supports the continuation of his narrative, which is then enhanced through two questions (turns 22 and 24), followed by minimal responses that confirm listening and interest (turns 26 and 30). In turn 31, the teacher offers an appreciation and a comment upgrading the positioning of and in turn 32 the facilitator tells a personal story, followed by another, shorter personal story of the teacher (turn 34), both focused on tattoo as art. These personal stories contextualise the adolescent's experience as positive and important. In turn 36, M1's joke collaborates in this construction of tattoo as art and in turn 38 the facilitator continues her story of tattoo as art, supported again by the teacher in turns 39 and 42. This sequence of turns (32-42) has a very strong impact on the high epistemic status of the adolescent in front of the whole class. In turn 43, the facilitator apologises for her intrusive story, but legitimising it as affinity, and asks an open question, followed by further focused questions (turns 48, 50, 52) to help M1 to continue his story. After a relevant external positioning, now M1 is invited to restore his authority autonomously. M1 continues his story until turn 70, supported by both the facilitator and the teacher, through a formulation (turn 55), a minimal response confirming and acknowledging his right of telling his own experience which contradicts the teacher (turn 57), another question stressing a positive evaluation (turn 59), non-verbal minimal responses (turn 61, 64), and a marked appreciation (turn 63). The conclusion of the story is addressed with further confirmation and applause. This combination of verbal and nonverbal confirmations of listening, appreciations, open questions, focused questions, personal narratives and formulations is probably the best example of complex facilitation which upgrades the epistemic authority of an adolescent or child, thus enhancing and supporting agency. The teacher and the facilitator collaborate creating a space for M1 to narrate his personal experience, including aspirations, challenges and affective experiences.

- 01 FACf and:: M1 are you coming?
 02 M1 me?
 03 FACf (?) we do::
 04 M1 ((approaches the desk)) I have this instead, a tattoo ((shows it))
 05 FACf listen and show it to them
 06 M1 ah well they have already seen this one
 07 FACf (no she hasn't seen it yet)
 08 Tf ((comes up to look at the tattoo))
 09 M1 I did it when I was sixteen by myself,
 10 Some hhh
 11 M1 my parents have: ((makes a hand gesture)) have: scolded me and:
 nothing it represents my adolescence what I went through a little bit it
 represents the
 paths I built for myself,
 12 FACf ((nods)) beautiful
 13 M1 because I have done: tattoo
 14 FACf ((nods))
 15 M1 I did tattoo I always went to: province of Reggio Emilia and came back
 every weekend, and nothing I tattooed it because it was a nice memory
 so
 16 Tf (you did it)
 17 M1 eh yes but I had an anxiety hh



- 18 Some hhh
- 19 Tf you make me one too
- 20 FACf no wait wait wait I wanted to go deeper
- 21 M1 yes
- 22 FACf but: this thing of tattoos, is it going to be part of your future? I mean will it have anything to do with you or was it just an experience like that?
- 23 M1 e: I hope so
- 24 FACf that is would you like to be a tattoo artist?
- 25 M1 yes I hope so that is my: one of my ideas
- 26 FACf ah
- 27 M1 also because: I spent a lot of money on it hh
- 28 Some hhh
- 29 M1 so if I say no my ((makes a gesture with hand)) no all kidding aside e: yes yes I like it I like it yes
- 30 FACf ok
- 31 Tf he is an artist eh facilitator
- 32 FACf no I say that because the son of a very good friend of mine is fifteen years old and well she had all her dreams you know every mom has ideas for her kids, "mom I found out what I want to be when I grow up (..) a tattoo artist"
- 33 Some hhh
- 34 Tf my son told me two years ago
- 35 FACf and anyway (??) they flunked him three times, huh:
- 36 M1 oh but that's me! ((he's older than his classmates too, he flunked out and changed schools))
- 37 Some HHH
- 38 FACf: now he is doing a school in Milan, it's called: I don't remember how it's called, where he could do anything but he told his mother "yes mom I'll finish it but then I'm going to be a tattoo artist"
- 39 Tf which is a beautiful thing
- 40 M1 (?)
- 41 FACf sure
- 42 Tf it is wonderful and also difficult to do
- 43 FACf here tell us just a little bit- sorry for the parenthesis but I felt affinity, e: your us something why a flower to represent your path? Maybe they already know, but if you just tell us a few words about your path
- 44 M1 eh:
- 45 FACf (?)
- 46 (?)
- 47 M1 huh?
- 48 Tf is that a rose?
- 49 M1 y:es
- 50 Tf with thorns?
- 51 M1 ((looks at the tattoo))
- 52 Tf or without?
- 53 Some HHH
- 54 M1: three
- 55 Tf has thorns
- 56 M1: but they have nothing to do with it
- 57 Tf ah ok

58 Some hhh
 59 FACf tell us something about this symbol
 60 M1 but no it's just that it's like: my first serious relationship: that I had,
 61 FACf ((nods))
 62 M1 no references to the relationship like that, because now (??) however
 nothing he gave me like: black roses like that, and I was like: w[ow!
 63 Tf [wow!
 64 FACf ((nods))
 65 Some hhh
 66 Tf (?)
 67 FACf ((claps))
 68 M1 but nothing to do with the relationship
 69 FACf all right
 70 M1 just: the memory here
 71 FACf sure it's fine ((applauds))
 72 All ((applauds))

EXAMPLE 5, personal story, Primary School, ISCED 1, UK

An activity with 10 and 11 years old children, centred on a discussion about the experiences during lockdown on return to school. The excerpt refers to the sharing of negative experiences during lockdown, oscillating from what children have missed and experiences of loss. The excerpt illustrates what is most common in the English settings of the research, that is, a successful form of facilitation which is however a mixed form, with the persistence of educational, teacher-centred actions. Interestingly, in some cases characteristically educational actions takes new meaning within a facilitative framework. This was the case for the feedback on a child's response in excerpt (1) as it is the case for turn 1 in this excerpt, where a question with known answer is used as an invitation to talk. The mixed nature of facilitation is illustrated by turn 3: the repetition of M1's turn is an action of minimal feedback that displays active listening; however, a closer look reveals that the repetition is expanded (from 'lockdown' to 'second lockdown') which is a way for the teacher to claim a superior epistemic authority. Like turn 3, also in turn 5 the repetition with expansion positions the teacher as superior, K+, epistemic authority who can claim control of the interaction. The initial part of the interaction leans towards a more marked influence of the educational form on facilitation. In turn 9, teacher's repetition of M3's response is followed by the production of further knowledge. The question with known answer in turn 7 is used to invite participation; however, as characteristic of questions in educational communication, the question successfully promotes participation but only in a minimal form. The final unit of turn 9 is an invitation to talk, which is picked up by F1. In turn 11, the first unit validates F1's narrative. The teacher maintains the status of speaker across several point where a change of speaker would have been possible so to be able to deliver educational contents. The final unit of turn 11 is a focused question that invites participation, which is however minimal (turn 12). The follow-up question in turn 13 successfully promotes F2's access to the role of author of knowledge (turn 14). In turn 15, the first unit validates F2's construction of knowledge, followed by a formulation that positions the teacher as the highest epistemic authority. The following unit in the turn is introduced by 'so' ('so, I heard a point...') that displays the connection of the incipient unit with the ongoing discussion. Interestingly, the teacher downgrades his epistemic authority ('correct me if I'm wrong...'), although this

can be interpreted as a rhetorical device as it is after all suggested by the observation that T ‘rushes’ through a point of possible change of speaker to maintain the status of current speaker, *de facto* preventing any the bystanders to take the floor to correct his statement which is also a point where a possible correction would be relevant. Turn 16 is a small albeit interesting instance of agency because M3 produces a rendition of teacher’s ‘trailing’ as ‘testing’, restoring the terminology used by F2 in turn 14 which was corrected by the teacher in turn 15. Turn 18 is a personal initiative from M1 who uses a point of possible change of speaker to divert from the theme of vaccines, introducing, although in a generic way, a new theme for discussion. In turn 19 the teacher supports M1’s personal initiative with a follow up question that invites expansion. The invitation opens the opportunity for another personal initiative: in turn 20, M4 self-selects as next speaker in a slot that would have been allocated to M1 as the recipient of the teacher’s question. In turn 21, M1 provide the response projected by the teacher’s question in turn 19, suggesting that M4’s personal initiative in turn 20 did not disrupt his participation. The teacher validates M1’s comment in turn 22, he appreciates it (‘that’s very important’) and, in the following unit, he ‘throws out a net’ to extend the area of participation with a series of open questions to the whole cohort. In turn 24, teacher’s repetition of the final part of F2’s turn displays active listening, which is also displayed by his reference to a previous conversation with F2, which suggests her voice made a difference for the teacher. In turn 25, F2 expands her answer to the teacher’s focused question, positioning herself as autonomous author of knowledge related to her personal experiences. It is possible to observe how the interaction has developed from the initial form, heavily influenced by educational communication, into an interaction where children take personal initiatives and are acknowledged and supported as authors of knowledge.

Turn 30 is a pivotal turn in the interaction. Where the teacher shares a personal story. The choice to share a personal story displays trust in the interaction, positions the author as a person rather than a role and role-models expectations of personal expression for the children. The two related units that follow the personal story in turn 30 invite participation (‘throwing out a net’). A key facilitative action such as sharing a personal story has made relevant expectations of personal expression, as displayed by the F3’s choice to share her personal experience in turn 31. In turn 32 the teacher shows empathy towards F3’s personal expression. The expression of empathy is continued across turn 32. The stability of expectations of personal expression is evidenced by turn 33, as M1 self-selects as next speaker, which is facilitated by the teacher’s ‘throwing out a net’ question in turn 30. In turn 34, an extended formulation as development is offered by the teacher. The formulation opens several possible developments for further discussion and is followed by an invitation to talk. M3’s personal expression is another evidence of the expectations that have been made relevant by facilitation; a second personal story is produced by the teacher in turn 36, followed by the self-selection of M5 as speaker to offer another personal story. The teacher receives M5’s personal story with an acknowledgement token, followed by a formulation as development (turn 38). Personal expressions and agency now characterise the interaction: in turn 39 M1 self-select as a speaker to share a very personal story. In turn 40 the teacher initiates a repair, probably motivated by the highly dramatic nature of M1’s experience. In turn 42, the teacher offers personal support and emphatic alignment to M1, who is supported in taking the initiative to expands his narrative. Another personal initiative is observable in turn 49, when M2 returns to the topic of losing family members. The teacher supports M2’s personal initiative in turn 50, as he follows the child’s lead discussing the implication of losing family members.



- 1 Tm We spoke about how you felt about lockup. Now what can happen sometimes is that some people can struggle to talk about how they feel or say, 'I don't want to talk about how I feel', and some won't ask about it. When I say how you feel, if there are any feelings about it, it's like, 'what are your worries?' And the reason I'm doing this now is because, obviously, we went back into what?
- 2 M1 Lockdown
- 3 Tm Second lockdown. Was it local lockdown? No, what was it?
- 4 M1 National
- 5 Tm A national lockdown. And then, recently, so, not only do I want to hear about how you are feeling or anything that's changed for you, that you are happy to say, but also, I have three interesting ideas about what are we in lockdown?
- 6 M2 Coronavirus
- 7 Tm There's a virus going on all around the world. The virus does what?
- 8 M3 It spreads
- 9 Tm It spreads. And what else can it do? It can make you quite ill. So, that's what we will have a discussion about. But also, you had some interesting ideas, things that you've heard about Covid, or your friend told you about Covid, or you heard on the news about Covid, because lots of people have different views about whatever it is. So, who wants to kick us off? It can be anything you want. But what I prefer is, if you are telling someone something anecdotally, so a story, make sure that the person that you are telling that about or talking about is happy for you to say it. Yes? I'm talking mostly about parents. Yes
- 10F1 they are trying to find, they are looking for an antidote or a vaccine. I've seen somewhere that they are testing specific vaccines
- 11Tm Yeah. So there are several vaccines all around the world. But our Covid experts, we are well clever, proper clever. But we're not experts on everything. So the vaccine tested all around the world, they've just had some very encouraging news. Have you heard about that?
- 12F2 Yeah
- 13Tm What have you heard?
- 14F2 They have been testing it
- 15Tm Okay, so they've already trialled it. So, I heard a point last time, correct me if I'm wrong, it's something about we shouldn't have a vaccine because it will put a chip into us, do you remember that? I mean, that's important because I've heard stuff around like that about how the vaccine is going to put and chip into us and the chip will track us. The vaccine is simply here to help us create immunity to us. But the vaccine is safe, they have had trials
- 16M3 Testing
- 17Tm Who do they test it on? Coronavirus. So it can work and they have actually tested it on, they've done human testing, and they've had a positive response.

- 18M1 It's changed a lot
- 19Tm What's changed a lot?
- 20M4 Everything
- 21M1 My life. Yeah, because, like, life changed a lot because lockdown is everywhere and people dying
- 22Tm Life has changed an awful, awful lot, okay? And that's very important. Put your hand up if life's changed for you? You haven't been through lockdown? How's your life changed? Do you feel like your life has changed at all? Over the last, since March?
- 23F2 I miss my family party
- 24Tm Party. The last time we spoke, you said there was someone you hadn't seen that you wanted to see. Do you remember?
- 25F2 Yeah, but that's because she lives in Bulgaria.
- 26Tm Would you go to Bulgaria and see her in the summer, if you had the opportunity? So, can you see how that correlates with this? If you mum took you
- 27F2 She did take me
- 28Tm Oh well she did. So a small, I would say that's a small change?
- 29F2 Yeah
- 30Tm I haven't been to any parties, I don't know about you? What's changed for the better? Anybody? What are the main things, then, bearing in mind your life has changed, yeah? So what are the main things that have changed? For you? Talk to your partner, tell me one thing ((Children talking)) I'll start. I had a daughter in January. And what usually happens, when you have a daughter, you kind of have everyone round, family, and they come around to see the baby, and it's a really exciting time. It's about bringing the whole family together. But this time, we saw very little, and my wife was on maternity leave and unable to take our little daughter out. Anywhere really, baby groups...so that's been really hard. It has been quite an upsetting thing. Say, think about some things that might have changed for you. It might be a positive for you, but most of you said negative. Go ahead
- 31F3 My grandfather died
- 32Tm Oh did he? Oh sorry, that must have been quite hard to process. Oh I'm sorry to hear that. I mean, there are stories all over the place, people are in a similar situation, but knowing that doesn't necessarily do you any good. I am very sorry to hear, I'm very sorry, yep?
- 33M1 I've missed my life
- 34Tm I think, that is what, I think, exactly what F2 said, when people are isolated in their life, have we missed, like, sports? Yeah? Did we get less friendship? But really, when you reflect on the last six months, is that what you think of? What do you think of the big things, that shouldn't be taken away from you, that have been? Like you say, you've lost a member of your family, yeah? These are big things and it shows you how important family are to us. It's very interesting, actually. Anyone else?
- 35M3 I lost my grandma

- 36F2 Oh, really? I can tell you as well, I lost my grandma as well. Probably two months ago. Very hard. Very hard, and we couldn't get all the family to the funeral that you wanted to. So that was very hard.
- 37M5 I was unable to see my grandparents and my family
- 38Tm Yeah. And it's always hard when you know you want to see someone the team. Fair enough. Yeah
- 39M1 I lost my friend, like when we went out this week
- 40Tm Say again?
- 41M1 I lost my friend this week
- 42Tm Really? Okay. I would imagine you won't want to talk about that in detail in the group, but maybe I'll talk to you about that in a bit? That can't have been easy. Yeah?
- 43M1 I did not go to the funeral
- 44Tm Yeah, I'm sorry to hear that. I think that's hard, not being able to go to funerals. Is there anyone else?
- 45M6 Someone died ((but we did not go to see)) last weekend
- 46Tm Okay, how did that feel? Did it feel like a missed opportunity?
- 47M6 ((it was hard))
- 48Tm Yeah, that can be a hard thing, can't it? Because sometimes there's ((unclear)) when your Mum's there, but also, you're spending, maybe a positive is that you're spending more time with your close family, yeah? You're spending more time with them. We'll get onto that, but actually, sometimes seeing someone you love, it upsets the heart, doesn't it? Ok, yeah...
- 49M2 During lockdown, it was my grandpa's 6-year anniversary since he dies
- 50Tm Yeah, I think this all comes down to what you're all talking about. When it comes to big life events, you feel like you might have missed out on. Because you're like 'oh I missed out on that party', but when something bad happens, everyone's like, come together.

LINK TO MEDIA, MODULE 9

You can access video or audio recording of some of the examples via the CHILD-UP Archive. Here's the direct link to the media files. Free registration at **movio.child-up.eu** and log-in to the same Archive are required for the links to function.

EXAMPLE 1 <https://movio.child-up.eu/downloadMedia.php?id=251>

EXAMPLE 3 and 4 <https://movio.child-up.eu/downloadMedia.php?id=217>

EXAMPLE 5 <https://movio.child-up.eu/downloadMedia.php?id=252>

Please refer to the CHILD-UP Guidelines as well as to Module 13 of this training for more details on the Archive.

Evaluation of the Module

Trainee/Trainer space to reflect upon each module to consider possible impact; any new knowledge or concepts learnt, reactions, learning evaluation, feedback, ideas and examples to discuss the philosophy of facilitation in comparison to the philosophy and intent of teaching.

What has been seen, observed, learnt, heard or experienced about how children share, feel, interact, lead, listen and engage during facilitation?

<p>Training notes and summary to develop practical ideas and plans for future/current use of facilitation within practice</p>	
<p>Possible changes within practice might be to: (share and critique ideas and plans to use facilitation)</p>	
<p>Critique facilitation to consider strengths of possible use or challenges</p>	
<p>Ideas or change in facilitation practice or approach might be:</p>	
<p>Ideas or changes regarding language, interaction, time, pedagogy, agenda and listening skills might be:</p>	

Module 10: Language fluency and linguistic mediation

Focus and aim of the module	Content will explore, reflect & discuss	Material, resources & activities
<p>Module 10: Adults' personal comments</p> <p>Aim. The aim of Module 10 is to discuss two important contextual variables for the viability of facilitation. Language fluency concerns the possibility for children who do not speak the host language to genuinely engage in facilitated interactions. Linguistic mediation refers to the role of interpreting services (when available) in securing minimal conditions of trust between professionals, migrant families and children, in situations where families are often criticised for lack of support to children.</p> <p>Learning Outcomes. By the end of Module 10, you will (based on the discussion of data from the CHILD-UP research)</p> <ul style="list-style-type: none"> ➤ Develop knowledge to reflect creatively on the impact of linguistic fluency on the viability of facilitation of 	<p>Two variables for facilitation:</p> <ul style="list-style-type: none"> ➤ Language fluency ➤ Linguistic mediation <p>The four forms of second language teaching drawn from CHILD-UP data</p> <ol style="list-style-type: none"> 1. Managerial mode 2. Materials mode 3. Skills and systems mode 4. Classroom context mode <p>Teacher participation</p> <p>The role of the Mediator and mediation skills</p> <p>Interpreters' (Mediators') participation</p> <p>Interpreting services and the role of the Translator</p> <p>Trust</p> <p>Contributions of children</p> <p>Reflective practice</p>	<p>MOOC: power point slides video examples facilitator explanation via video on slides</p> <p>The MOOC is available at https://www.child-up.eu/training/mooc-massive-open-online-course/</p> <p>Transcripts</p> <p>SWOT analysis</p> <p>Development Plan</p> <p>Evaluation Tool</p> <p>Reflective Model (relating to model 4)</p> <ul style="list-style-type: none"> • Reflective Theory Model • Simple Reflection Model • Reflective Practice Cycle • Model for Structured Reflection

<p>children’s agency</p> <p>➤ Develop knowledge to reflect creatively on the role of linguistic mediation to preserve minimal conditions of mutual understanding and trust between professionals, migrant families and children</p>		
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Further discussion or questions to reflect on

- What type of resources are available in your school for you to access and support migrant children and their families?
- Can you relate or compare your own professional practice or communication style with example transcripts (or video excerpts) presented in the training regarding (i) children’s fluency (ii) children’s participation (iii) working with Mediators
- What kind of judgments or expectations about the needs of migrant children and their families are inherited?
- What effective strategies have you developed in your context to promote trustful and respectful relationships and communication styles?
- If you have observed or experienced interactions or relationships that have not successfully built trust or encouraged participation aim to identify why that might be
- Evaluate the impact on all participants when trust or participation is missing

After completion of Module 10...further reflections.

- Do you have a clear picture of the implication of linguistic fluency for successful facilitation of children’s agency?
- Are you aware of the many roles and skills that interpreters (mediators) manage during mediated interactions?
- Do you have a clear picture of the implication of interlinguistic mediation for the viability of facilitation, about trust building?

MODULE 10

FEEDBACK NOTES FOR TRAINER/TRAINEE RELATING TO POWER POINT SLIDES

(Notes to lead, open discussion, reflect and compare)

*All the transcripts of the examples are available in the relevant sections of each module.

Slide 3: Aims and Learning Outcomes

Aim. The aim of Module 10 is to discuss two important contextual variables for the viability of facilitation. Language fluency concerns the possibility for children who do not speak the host language to genuinely engage in facilitated interactions. Linguistic mediation refers to the role of interpreting services (when available) in securing minimal conditions of trust between professionals, migrant families and children, in situations where families are often criticised for lack of support to children.

Slide 4: Facilitation is made up of many characteristics and traits. CHILD-UP data introduces (i) Language fluency and (ii) Linguistic mediation.

As discussed across training and modules, facilitation is made up of many characteristics and traits. This module focuses on just two, Language fluency and Linguistic mediation.

Let's consider Linguistic fluency and facilitation.

Child-Up data found that limited fluency in use of language can be a problem for migrant children. There are observable implications for the viability of facilitation too. For instance, when migrant children are not fluent in the host language or language of instruction, this affects their participation. Limited fluency also generates challenging conditions for teachers (and for trained facilitators) who are committed to upgrade migrant children's epistemic authority. because it makes more difficult to involve them in genuine dialogue practices as authors of valid knowledge. This is because children's linguistic fluency is a crucial variable that needs to be considered when planning and practicing facilitation.

Slides 5-8: Examples**Slide 9: Engagement with reflection in and on action (refer to model 4 model 1)**

Moving forward from the transcript analysis it is evident that reflection is a vital tool of our trade. Engagement with conscious reflection (module 4 focus) enables interactions and responses with children to be revisited. For instance, the transcripts we have just looked at offer facilitative practice and interactions to be slowed down and revisited.

Even a consistent use of facilitative actions and the consequent successful promotion of personal expression and agency may not be enough to prevent marginalisation, thus a position of limited agency of children with limited linguistic fluency. In such situations, it is advisable not to unduly put pressure on children with limited fluency in the host language to entice their participation. Putting pressure on children to participate is not compatible with agency, because agency is based on possibility of choice.

As the quote suggests - If we do not reflect on our facilitative styles, how can we be sure they are as inclusive as we think they are. We might miss opportunity for insight and change.

Slide 10: The role of facilitation to support migrant children and families

The four forms of second language teaching drawn from CHILD-UP data will now be explored

- 1. Managerial mode**
- 2. Materials mode**

3. Skills and systems mode

4. Classroom context mode

Slide 11: Managerial Mode

Nevertheless, facilitation can have a role in the support of migrant children's fluency. This is related to the observation of three forms of second language teaching:

- managerial mode. The managerial mode has the function of transmitting information, organising activities, explaining materials, managing changes among the other modes. It is based on the teacher's extended turns to explain or give instructions, while learners do not provide relevant contributions. It is the least compatible with promotion of agency of all modes

Slide 12: Materials mode

The materials mode has the function of showing linguistic practices through use of materials, promoting answers about the materials, checking and providing answers about the materials, clarifying and evaluating. This mode is based on the IRE (Initiation, Response and Evaluation) scheme, focused questions, feedback on linguistic forms and scaffolding. Thus, whilst there is more participation of learners, this is within the teacher-centred methodology of scaffolding

Slides 13-14: Examples

Slide 15: Skills and systems mode

The systems and skills mode has the function of putting children in the conditions of producing correct forms and checking their use of language, giving correcting feedback, promoting specific abilities, highlighting correct answers. This mode is based on repairs, scaffolding, focused questions, repetitions and feedback on linguistic forms. This mode further engages with learner's active participation; still, it is influenced by maieutic approach centred on teacher's knowledge and actions

Slides 16-17: Examples

Slide 18: Classroom context model

The classroom context mode is the most facilitative one. It has the function of promoting clear linguistic expressions, giving context to them, and promoting oral communicative fluidity. It is based on short turns, minimal repairs, feedback on contents, questions about themes and clarification questions, and scaffolding. Children are encouraged to produce extended turns.

Slide 19:

The classroom context mode is underpinned by the methodological idea that supporting participation in conversation is the most effective way of supporting language learning. Data from CHILD-UP suggest that the classroom context mode encourages the production of children's extended narratives, converging with the facilitation's aim to position children as authors of valid knowledge. Facilitation of dialogue lends itself as a tool for language learning in the classroom context mode because it is a methodology developed exactly to support children as author of knowledge, including in the form of narratives. The classroom context mode, on its part, makes second language teaching a more favourable context for the use of facilitation. Even when limited linguistic fluency makes it more difficult to construct active participation (example 7), the classroom context mode invites learner to participate actively and to take initiatives, challenging their own language problems. Refraining from evaluation of learners' performance is vital to support their trust in the possibility of agentic participation as key to 'learning by doing'.

Slides 20-24: Examples

Module 10 PART 2

PART 2 Slide 4: Linguistic fluency (i) Children's participation (ii) School and family relationships (iii) Trust

Interpreting as language mediation and its implications for children's agency. The issue of linguistic fluency does not affect children's participation only. It is also key in school-family relationships. Working to promote migrant children's agency can be successful only on condition that children trust the professional working with them. Children's trust is not indifferent to the quality of relationships between professionals and families.

If interpreting services are available to professionals working with children, the viability of facilitation also depends on the form of mediation construct in professionals-interpreters-parents-children's interactions. What follows is a summary of the positions taken by participants in mediated interaction. By reading such positioning through the lenses of trust building, the guidelines aim to invite reflection on the implications of the form of participation in mediated interactions.

Part 2 Slide 5: Teacher's participation and positionality

Teacher's participation to mediated interactions in primary school contexts (ISCED 1). In primary school contexts (ISCED 1), teachers take the position of evaluator of migrant children's performances and their parents' support. Mediated interactions frequently become the context of negative assessments of migrant children's performances, often related to inadequate support from parents. Mediated interactions are characterised by extended teachers' monologue, with limited engagement from parents and, when present, from children.

Long teachers' monologues that channel evaluation of performances marginalise parents, activating suspicious and feeding trust in distrust. The marginalisation of parents is signalled by the nature of their participation: parents tend to offer minimal feedback when the mediators translate teachers' negative assessments of children's performance; parents react defensively when teachers' negative assessment concerns the support that they offer to children.

Part 2 Slide 6: Contributions from children

In these situations, children's contributions (if they are present) are limited. When the children participated in mediated interactions, the teachers mainly addressed the parents talking of the children indirectly. Teachers' monologues position children as objects in their narration. Thus, these meetings are largely like those in which children did not participate. Only sometimes children are addressed directly by teachers or through mediators' initiatives.

Children are marginalised and not recognised as autonomous participants in interactions. They are 'talked about' without the possibility to voice their own views, the opposite of promoting agency, as well as not compatible with article 12 of the UNCRC. When children are addressed by mediators, who translate teachers' questions or recommendations, they are frequently silent or provide minimal feedback. Agency presupposes taking the risk of making decisions and therefore demands trust. Trust cannot be expected in situations marked by trust in distrust. It is therefore recommended to consistently promote the engagement of parents and children in mediated interaction, utilising interpreters to channel facilitative actions such as questions, appreciations, feedback and, formulations. The condition for engagement in mediated interactions, therefore for trust-building, is the transformation of monologues into dialogic communication.

Part 2 Slide 7: Interpreters' (Mediators') participation

Interpreters' (Mediators') participation. Interpreters fulfil a crucial role that goes beyond the simple translation from one language to another. In the context of work with children and families, the interpreters' role in practice extends to secure a condition of mutual understanding between the meaning of linguistic utterances, their implications and the expectations that underpin them. The work of interpreters is expected to support communication between participants, positing them as mediators of communication. Mediators' participation is conditioned by the context of their work and how participants position themselves.

Part 2 Slide 8: What is it exactly that Mediators do to manage and support communication in ISCED 1 contexts?

Data from CHILD-UP suggest that in ISCED 1 contexts, professionals working with children position themselves as evaluators of children, and parents', performances, performing such positions through long monologues. In these contexts, mediators (a) try to include the parents in the interaction by summarising the teachers' assessments and by providing support and suggestions to the parents; (b) mitigate teachers' assessments both by highlighting positive aspects in their renditions and by talking with parents in their language to explain how the system functions and what they can do with it. A data-driven review of the work of mediators in ISCED 1 contexts indicates that they exceed the role of simple 'translating devices', taking initiative to open spaces of participation for parents.

Now engage with examples from CHILD-UP data.

Part 2 Slide 9-12: Examples**Part 2 Slide 13: Teacher's participation in mediated interactions in pre-school contexts (ISCED 0) presents a different picture**

Teacher's participation in mediated interactions in the context of pre-school contexts (ISCED 0) presents a different picture. Mediated interactions are less marked by professionals' monologues. Rather, professionals use interpreters to promote parents' engagement, for instance asking them questions to gather their knowledge and experiences with their children or to suggest what to do for and with their children. In these situations, active engagement in interactions can contribute to build trust, which is a condition for agentic participation.

Part 2 Slide 14: Example**Part 2 Slide 15: The role of the Mediator is pivotal towards inclusive communication across a range of contexts.**

The role of mediators is therefore pivotal for the possibility of trust-building even in situations where such roles must be performed 'against the tide' of teachers' monologues and hierarchical positioning. Once more, with the support of data, these guidelines invite consideration of the work undertaken by mediators as a key-asset for the promotion of mutual trust working with migrant children and their families. The analysis of CHILD-UP data concerning mediated interactions invite reflection on interpreting as a way of mediating (language mediation), based on mediators' agency, as they make choices that make a difference for other participants, for instance, enhancing their agency. This is the situation when mediators support dialogue between migrant parents and professionals working with children, de facto accessing the role of facilitators of dialogue.

Part 2 Slide 16: How to engage with CHILD-UP concepts and findings to enhance opportunities for future practice, peer dialogue, peer observation and CPD.

Part 2 Reflective questions

Let us now consider how to engage with and use CHILD-UP data in our future practice or for the purpose of individual or whole school CPD. For instance, the following questions are offered to provoke self-assessment, to open dialogue with peers, to engage with parents and children or to observe practice using the concepts and provocations from observed practices across 7 countries in Europe.

It is suggested that questions are used to fit in with your practice, context and agenda for engaging with the Child-Up project and training. Plan what you want to focus on, what might need to change and consider how you can lead this for yourself and for the school in general.

Questions: Can you relate the example presented about children's fluency and their participation to your professional practice?

Upon reflection, how likely it is to take a judgemental position towards migrant families and how damaging this can be for trust building?

Part 2 Slide 17 & 18: Reflect on content covered.

Reflect how teaching roles and responsibilities can impact on parent, child and teacher communications, expectations and relationships

What type of resources are available in your school for you to access and support migrant children and their families?

Can you relate or compare your own professional practice or communication style with example transcripts (or video excerpts) presented in the training regarding (i) children's fluency (ii) children's participation (iii) working with Mediators

What kind of judgments or expectations about the needs of migrant children and their families are inherited?

What effective strategies have you developed in your context to promote trustful and respectful relationships and communication styles?

If you have observed or experienced interactions or relationships that have not successfully built trust or encourage participation aim to identify why that might be

Evaluate the impact on all participants when trust or participation is missing

Self-assessment (Slide 18)

- Do you have a clear picture of the implication of linguistic fluency for successful facilitation of children's agency?
- Are you aware of the many roles and skills that interpreters (mediators) manage during mediated interactions?
- Do you have a clear picture of the implication of interlinguistic mediation for the viability of facilitation, regarding trust building?

EXAMPLE 1, linguistic fluency and facilitation, Nursery School, ISCED 0, Italy

In extract 16, turn 4, M1 responds to FACf2's questions (in turns 1 and 3) about what he drew. However, M1 provides a statement about the facilitator rather than an answer to the question. FACf2's following question for confirmation is not pursued because FACf1 repeats the previous question, with the consequence of ignoring M1's turn. M1 insists on proposing himself as contributor, thus FACf2's question is an attempt to guide him to the "correct" type of answer. In the following sequence (turns 9-23), the two facilitators insist on getting a clear answer from M1, through a series of questions, until in turn 20 FACf1 formulates the answer and in turns 22 and 23 the facilitators acknowledge the answer although it is not clear at all. In turn 24, another migrant child takes the floor. In this case, in turns 27, 34 and 38, FACf1 provides upshot formulations, i.e., formulations which have not a direct reference to the gist of the child's narrative, rather than questions. Thus, the child is replaced in the production of narrative. In turns 40 and 42, FACf1 replaces again the child in answering although trying to assign him some epistemic authority with her questions. In turn 43, the new initiative of M4 is directly contradicted by the facilitator (turn 48) who also invites the child to remember the previous activity. However, FACf2 changes the trajectory of the interaction by inviting another child to talk (turn 49). The following sequence, which involves native children, is very fluid, thus the facilitators provide minimal responses (turn 53, 55, 58) and an appreciation (turn 60). This fluidity is interrupted when the facilitators try to involve a third migrant child (turns 60-64).

- 01 FACf2 last time we filled these two jars, remember?
 02 Many yes:
 03 FACf2 what did you draw? ((indicates the two cans on the ground))
 04 M1 (m1) you hit an ant
 05 FACf2 did I hit an ant?
 06 FACf1 ((takes the jar with the red monster)) who remembers what he/she drew? (.) something that happens at school that makes him/her a bit angry
 07 M4 (m2) me
 08 FACf1 do you remember M4? What did you draw?
 09 M4 (m2) anger
 10 FACf1 anger? And what was that situation?
 11 M4 (m2) red
 12 FACf1 were you red? And how was that? What had happened?
 13 M4 (m2) (he got he got upset everybody)
 14 FACf1 and how come you were so angry?
 15 M4 (m2) if if F2 said if (??) M5
 16 FACf1 ah:: but I want to know what you said
 17 M1 (m1) e::::
 18 FACf1 why were you angry M4 in the drawing?
 19 M4 (m2) I want to play M5
 20 FACf1 ah: you wanted to play with M5
 21 M4 (m2) (told him I said no)
 22 FACf1 ah:
 23 FACf2 ah:
 24 M1 (m1) and I::
 25 FACf1 and what did you put in here M1? ((pointing to the vase in her hand))
 26 M1 (m1) ah[::



- 27 FACf1 [I remember your little brother
28 M1 (m1) eh because little car
29 FACf1 eh
30 M1 (m1) I want to give a little car and I trust an M4
31 M4 (m2) ah M4!
32 FACf1 eh
33 M1 (m1) yes
34 FACf1 you had made many drawings M1
35 M1 (m1) your father
36? no
37 M1 yes
38 FACf1 there was a drawing M1, I remember you drew of your little brother
pushing you (.)
39 M1 (m1) yes
40 FACf1 because your little brother was in the other section, wasn't he?
41 M1 (m1) yes
42 FACf1 and that thing made you angry. Who still remembers?
43 M4 (m2) me
44 FACf1 M4, what did you draw?
45 M4 (m2) my father
46 FACf1 did you draw your father?
47 M4 (m2) ((nods))
48 FACf1 no we drew only things from school, not from home (...) they were
situations that made us angry at school, like a fight with a classmate,
(3) try to remember
49 FACf2 M6, do you remember what you drew?
(.)
50 M6 e: yes: I drew the one of the sun with baby Yoda
51 FACf2 and what about anger? A situation at school that makes you angry? Do
you remember what you drew?
52 M6 ah: (.) anger:
53 FACf2 mh
54 M6 when I get angry (.) because (he/she doesn't want to send me to the
swing) I kick everything
55 FACf1 ah::
56 FACf2 when they don't let you go on the swing you kick
57 M6 ((nods))
58 FACf2 you kick
59 M6 ((nods))
60 FACf1 very good (2) anyone else want to tell us? Do you remember?
61 F2 (m3) ((shakes head))
62 FACf1 you don't remember F2
63 F2 (m3) ((points to another jar)) there I made [drew] my friends
64 FACf1 your friends ((nodding))

EXAMPLE 2, linguistic fluency and facilitation, Nursery School, ISCED 0, Italy

In this excerpt, M1's narrative is supported, but his use of language is scarcely sustained, because the facilitators replace him in constructing the narrative (turns 5, 9, 11-13, 15-17), as the FACf1's exclamation in turn 23 (I got it) also shows.

- 01 FACf1 she told you let's build together? ((fiction))
02 M1 (m1) yes
03 FACf1 what do you answer her?
04 M1 (m1) I (hit what)
(.)
05 FACf1 you hit F2 with the Lego she told you I don't like it makes me
ma[d
06 M1 (m1) [because I (the small car mom)
07 FACf1 s: hhhh
08 M1 (m1) I have (hit what)
09 FACf1 no but now it's to pretend we're acting you didn't really hit F2
10 M1 (m1) no I hit what
11 FACf1 in your house
12 FACf2 in your house
13 FACf1 in your house
14 M1 (m1) a small car a white broken small car
15 FACf1 [you broke it
16 FACf2 [ah you broke it
17 FACf1 and so you are sad right?
18 M1 (m1) yes
19 FACf1 ok
20 M1 (m1) eh because I (told her)
21 FACf1 ah:
22 FACf2 ah:!
23 FACf1 I got it
24 M1 (m1) (?)
25 FACf1 fine

EXAMPLE 3, L2 teaching, materials mode, Primary School, ISCED 1, Sweden

Children are to listen to the beginning of the book and then work with three questions. They are to do what is referred to as an *EPA* exercise. The *E* (Enskilt) stands for *individually* and means that the students shall reflect upon the questions individually, the *P* (Par) for *pairs* and means that they shall discuss the questions in pairs or small groups, and the *A* (Alla) for *all* and means that they shall report back their discussion to the whole class. In turn 1, the teacher invites F1 to read, but she refuses to do so, thus the teacher invites M1 and M2 to read. M2 also refuses to do so. In turn 7, the teacher asks for confirmation, adding that maybe she should read replacing M2; then she checks if M1 wants to read (turn 9). In turn 10, M1 shows his compliance with the teacher's instruction to read and the teacher invites him to read. In turn 12, M1 reads one question from the handout, then he asks a question about a word. In turn 13 the teacher corrects him then in turn 15 she clarifies the meaning of the word, receiving confirmation of understanding from M1, then concluding the clarification in turn 17. In

turn 18, F1 tests her understanding receiving confirmation by the teacher. Finally, in turn 22 the teacher invites the children to reflect on the question. In this case, the material mode is participated, and the teacher accepts the children's reluctance to read, showing flexibility, probably being more focused on the following children's reflection rather than on this phase of reading.

- 1 M1 ((to F1)) shall you read it?
 2 F1 No, I don't want to
 3 Tf ((to M2)) you can read, who read the first one
 4 M1 I read the first
 5 Tf m:: but then M2 can read the second, read loud and clear
 6 M2 Don't want to
 7 Tf You don't want to? Shall I read it?
 8 M1 Eheheh
 9 Tf ((to M1)) Or do you want?
 10 M1 I love to read
 11 Tf Please!
 12 M1 Agnes is afraid that Henrik shall believe that she does not want contact with him, as she cannot reach and respond to his sms. Tell about a situation that you have experienced when an misunderstanding has created a problem. How can such problems be avoided? What is avoid?
 13 Tf To avoid
 14 F1 To ((unhearable))
 15 Tf No, to avoid, that it shall not happen, how can one do so that it does not happen
 16 M1 Aha
 17 Tf So, how to avoid misunderstandings by writing to each other
 18 F1 Between two persons
 19 Tf Yes
 20 M1 Aha
 21 F1 Eeeh
 22 Tf Think a bit ((teacher walks away to give room for individual reflection))

EXAMPLE 4, L2 teaching, skills and system mode, Secondary, ISCED 2, Poland
 Recorded in an ISCED 2 class in Poland shows a rather linear example of skills and systems mode. In this extract, the teacher systematically asks questions, in some cases evaluates, in general in positive way (turns 15, 28, 36, 38, 50, 58), she completes the content of children's turns (turns 5, 40) and corrects this content (turns 22, 50, 52). In the final turns (58 and 60) she explains the tasks, thus concluding in the managerial mode. A second part, recorded a bit later, shows the same organisation, with the teacher providing several (interrogative and affirmative) questions and giving some positive feedback, but also correcting (turns 94, 114) and completing (117, 119) the content of children's turns. This extract shows the function of checking children's use of language, giving correcting feedback or highlighting correct answers, although corrections/validations are not systematic.



up

Child-Up

- 01 Tf Can you start? Okay. Hello, good morning
02 F1 Hello, good morning
03 Tf How are you?
04 F2 I'm
05 Tf Fine
06 F2 fine
07 Tf And okay, (?), can you tell little bit about yourself, about you? What's your name?
08 F1 My name is K
09 Tf How old are you k.?
10 F1 I'm eleven years old
11 Tf Where you from?
12 F1 I'm from (?)
13 Tf Do you like Poland?
14 F2 Yes, I like Poland
15 Tf Oh, great. What about your friends? K., could ask your friend about, could ask the same question? Could you ask her about the same?
16 F2 What's your name?
17 F1 My name is S
18 F2 How old are you
19 F1 My
20 Tf I'm.
21 F1 I'm twelen.
22 Tf Twelve years, you are twelve years old.
23 F2 Where you from?
24 Tf I'm from
25 F1 I'm from (?)
26 Tf Ok. Do you like Poland?
27 F1 Yes, I like Poland
28 Tf Right. Do you like S.? Do you like K.?
29 F2 Yes
30 Tf Because you are good friend, that's right? Okay, and now we can start our lesson. What we talked about last, we talked about dates, yes. So please tell me now, what date is today? Do you remember? What date is today?
31 F2 16
32 Tf What date?
33 F2 16
34 Tf 16 of (.) What month?
35 F1 June
36 Tf June. Okay, go. Please repeat every day of the week, okay? Could you repeat every day of the week? Start. Monday (.)
37 F1 Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday.
38 Tf Okay, we've got Friday, Saturday, and Sunday. Now let's repeat all the month, ok? Are you ready? January (.)
39 F2 January, February, March, April, May, June, July (.)
40 Tf August
41 F2 August, September, October, November, December.



- 42 Tf What date is today, S.? Today is
(.)
- 43 F2 Wednesday
- 44 Tf Wednesday. What month is now, K.?
- 45 F1 June
- 46 Tf And what date is today? Say the whole date? Today is
(.)
- 47 F2 16th is June
- 48 Tf Of June, okay, right. Today (?) the 16th of June. K., what is at the
end when we write dates?
- 49 F1 Th
- 50 Tf There, exactly, but we write it down in full, so please note, we write
down a full word, we write the, try again the, the 16th of June, the
word. The 16th of June
- 51 F1 And here?
- 52 Tf The, here in the front. The (.) Not here, the, at the beginning
- 53 F1 Th here
- 54 Tf mhm. E
- 55 F2 E?
- 56 Tf mhm. Now, you know what's it about, right? The 16th of June.
Please remember that the months and the days of the week we write
in what letter?
- 57 F2 The capital letter
- 58 Tf The capital letter, right. The 16th of June. Thank you K., great job.
Thank you. Okay (?) and now please write today's topic. I'm going to
have a party. Let's write today's topic, I'm going to have a party. My
dears, today we are going to learn about such an expression, such a
structure that will express our future, what we will be doing, what we
intend to do, what we will be doing soon, in the near future. Listen,
we are just about to have summer holiday and today we will think
about what you are going to do, what your holiday plans are,
because, certainly, you have some holiday plans, don't you? Write
down 'I'm going to have a party'. The goal of our less is, so to speak,
about what I'm going to do, you don't know what is going to happen,
but you have some plans. I will say what I'm going to do in the near
future. Who is present? S. and K. are present, good, (?) but absent
there. That's right. Have you written a topic?
- 59 F2 Yes
- 60 Tf Ok. So now open your book at one hundred, page one hundred. Oh
look, we've got one hundred pages. Look, which page we've
reached. 100 page and look, let's look at these exercises. We've got
something written. What is it? Something on mobile phone, yes?
And there is a message. So we've got a message, right. In a
moment we will be listening to this message and see if you
understand what kind of message it is, who wrote this message to
whom, okay? Can you listen?
- 61 F1 Yes
- [...]
- 92 Tf Let us conjugate the verb 'to be'. I



- 93 F1 I is
94 Tf I am
95 F2 I am. Is
96 Tf You
97 F1 You are, he is, she is, it is
98 Tf We
99 F2 We are, you are. They are
100 Tf Great. Excellent. So dears, what word the verb 'be' hides?
101 F1 I'm, is, are
102 Tf Exactly. Am, is, and are. That's right. We must adjust it, depending on which person we have. Look here, there it was 'I am going to have a party'. If we talk about ourselves, then we say 'I am'. Zac is going to help me. Zac, is who?
103 F2 Zac is a person
104 Tf Or? How do you call him?
105 F1 He, it will be
106 Tf He or she?
107 F2 He
108 Tf That's right. He isn't going to sing. Great. Have a look, so we have broken down our structure. And rewrite it please, right? Please, write it into your notebooks, please. 'Be going to', where 'am', 'is', and 'are' are hidden
109 F2 This too, 'I am going to'
110 Tf Here, it's only the expression 'be going to'. That's right. We break it down. So we know that the word 'be' hides 'am, is, are', right? If we want to make some sentence, to tell about our plans. Please sentences. Have you finished? These are students, so look at this structure, because we have a certain structure. Have a look, here we will be making sentences and learn how it looks like. For that purpose, we have here the expression 'be going to', but, we must yet remember that we always have to introduce some activity there. For example, Zac is going to have a party, are going to dance, for example. What about you K.?
111 F1 I'm going the sing
112 Tf I'm going to sing. Great. What about you K.? What I'm going to do?
113 F1 I gont
114 Tf I'm going to
115 F1 I'm going to
116 Tf For example, listen to mu-
117 F2 Music
118 Tf Listen to music. I'm going to listen to music. So what is K. going to do? She-
119 F2 She is going to dance.
120 Tf A dance. Okay, (?) what is S. going to do?

EXAMPLE 5, L2 teaching, classroom context mode, Secondary School, ISCED 2, Finland

A theme is introduced in turn 2 by F2 in her answer to the teacher's more general question. The teacher's next question for clarification is followed by M1's rather expanded answer (turns 4 and 6). The teacher now asks if the children have never been to a demonstration and M1 confirms referring to his curiosity for black lives matter, while the teacher's attempt to introduce Friday for future is not successful since F2 did not participate. In turn 17, the teacher offers a sort of ironic statement about the meaning of participating in demonstration as M1 and the children admit that this is not the case and they laugh together about the irony. In the next turn the teacher asks about organising demonstrations and in the next turns the children show their attempts to give a competent answer (turns 22-33). In this phase, the teacher and the children take equal positionings. In turn 34, the teacher upgrades F2's epistemic authority although the girls reject it. In turn 36, the teacher insists that she knows since F2 reads newspapers, then a co-construction of knowledge is based on these bases. In turn 45, the teacher upgrades her own epistemic authority clarifying the meaning of the demonstration against the measures for the pandemic, clarification which is expanded as an explanation in the final turn, after a new interlocution with F3. Extract 18 shows the children's more active participation than extracts 16 and 17. It is also interesting that the theme is introduced by a child and the conversation is thus oriented to a co-construction of meanings in which, at least, under the final phase, the children and the teacher are contributing on the basis of equal positioning.

- | | | |
|----|----|--|
| 01 | Tf | well what else (0.1) what other ways are there for making an impact |
| 02 | F2 | demonstration |
| 03 | Tf | yeah. (..) what is a demonstration |
| 04 | M1 | ((raising his hand)) erm (.) well (.) you can show your stance in public |
| 05 | Tf | yeah |
| 06 | M1 | for example (.) erm (.) people can gather together to tell people what they think and they carry signs with slogans and tell people what they want and what is (unclear) |
| 07 | Tf | and important have you ever been to a demonstration |
| 08 | M1 | eeeerm me and M2 visited the- |
| 09 | M2 | ((looking at M1)) what |
| 10 | M1 | we went to check out the Black lives matter once there were quite a lot of people there |
| 11 | Tf | Black lives matter took place last summer in ((name of area)) (.) yeah (.) and then I think I remember those Fridays last year or the year before that where you could join--- |
| 12 | F2 | yeah |
| 13 | Tf | the youth protest for nature (0.1) did you go there |
| 14 | F2 | I never did I just stayed at home |
| 15 | Tf | you stayed home (.) you did go to school right |
| 16 | F2 | ((giggling)) no |
| 17 | Tf | but demonstration is just like you M1 said you go to like a marketplace and (.) show you stand for something well does it help to go there by yourself |
| 18 | F2 | no |
| 19 | M1 | usually no |

- 20 children ((joint laughter))
- 21 Tf what is a better way of organising demonstrations
- 22 M1 erm well (.) social media (?) fix it and then come together (?)
- 23 Tf well now it's and always a permission is needed
- 24 F2 ((raising her hand and turning to face M1)) it's first you get permission and then
- 25 M1 yeah (?)
- 26 Tf yeah yeah especially now during corona it is very strict have you read the news
- 27 M1 here there have been plenty
- 28 F2 oh yeah the first of May
- 29 Tf was there a demonstration on the first of May
- 30 F2 I think
- 31 M1 yeah I remember it was by the water
- 32 Tf yeah but it's likely they were celebrating the first of May
- 33 M1 yeah so it was
- 34 Tf but there has been some demonstration then where was and why (0.1) F2 knows
- 35 F2 I don't
- 36 Tf she reads the news
- 37 F2 well I just read that sixty persons were arrested
- 38 Tf yeah (.) they were arrested
- 39 F3 why
- 40 F2/Tf (?) ((overlapping))
- 41 Tf F2, you go ahead
- 42 F2 they did erm did not follow the (.) safety distance rule or the (.) corona instructions
- 43 Tf do you know what they protested against
- 44 F2 no
- 45 Tf it was against the corona restrictions (.) they had as far as I know informed the police about the protest but there were some three hundred persons present (.) so why it was now illegal and the persons were arrested
- 46 M1 (?)
- 47 Tf yeah
- 48 M2 teacher can I please go to the toilet
- 49 Tf sure, go ahead
- 50 F3 no one (?)
- 51 Tf ((approaching F3)) please go ahead
- 52 F3 there was no one (?) when I visited that area
- 53 Tf yeah (.) yeah (.) but the thing is that if there are three hundred persons in a demonstration at a time like this so that makes it illegal (.) illegal that amount of people are not allowed to gather (.) and cause they protested against corona they didn't probably wear masks and then when the police arrived did they believe them (.) so it's then that they've been arrested but basically (.) demonstration is (.) always (.) it can be a good way to make impact cause it helps to gain visibility for example in the media

EXAMPLE 6, L2 teaching, classroom context mode, Secondary School, ISCED 2, Finland

In turn 1, the teacher asks the meaning of congregations and in turns 2 and 3, the children provide possible answers. In turn 4 the teacher confirms M2's answer, although adding a definition. In turn 5, M2 corrects the teacher who recognises her incorrect use of the term church in turn 5. This exchange opens the floor to M1's comment about his attendance of the mosque (turn 7), but the teacher asks for F2's attendance at church, rather than following M1's narrative. Then however, she asks the class about the meaning of their religious commitment, but M2 gives a very vague answer, which is followed by the girls' grins. The following conversation involving F2 offers (turns 13-16) creates the context for the teacher's comment about the meaning of commitment in a congregation (turn 17). In turns 18-30, the children contribute autonomously and collaboratively to define the meaning of commitment with the Islamic congregation, while the teacher gives minimal feedback. In turn 31, the teacher asks a question which is followed by other turns from the children about the congregation (turns 32-37), while in turns 38-41, the conversation becomes more balanced but always presenting the children as owners of knowledge. In turn 42, finally, the teacher upgrades her own epistemic authority by introducing the Evangelical Lutheran church in Finland for not providing sufficient support for those who do not have money. In turns 43-44 and 46, F2 and F3 assess negatively the way of working of the Finnish church. In turn 47, the teacher, after an initial hesitation, explains the opportunities offered by the Finnish church. As in extract 16, the teacher does not contradict the children when she does not completely agree with them. In extract 19, the children's agency is evident. The children show to be much more interested in the theme of conversation since they can upgrade their epistemic authority by showing their agency.

- | | | |
|----|-------|---|
| 01 | Tf | clubs and organisations into the same group cause they're bit of the same (.) congregations (.) what does it mean |
| 02 | F2 | house |
| 03 | M2 | church |
| 04 | Tf | yeah (.) it has to do with church alright. So a congregation is the (.) well in Christianity it is like erm a place in ((name of municipality)) there's like a congregation you can join and affect things so also in your Muslim culture there are congregations so you go to church |
| 05 | M2 | Mosque |
| 06 | Tf | ah Mosque of course |
| 07 | M1 | I go there myself (.) pretty often |
| 08 | Tf | yeah (.) erm (.) F2 you go (.) to church |
| 09 | F2 | ((nods)) |
| 10 | Tf | how do you think you can affect things there |
| 11 | M2 | erm I don't know I just go there (?) and then I'm out like I don't care like going (deep) into what's going on there |
| 12 | F2/F4 | ((look at each other, grinning)) |
| 13 | Tf | but erm (.) were did you go for the period of work experience |
| 14 | F2 | I am (.) at ((name of church)) there |
| 15 | Tf | yeah (.) and erm what is it at ((name of church)) it was you were weren't you at the flea market and stuff |
| 16 | F2 | I was there (?) to pass out food |
| 17 | Tf | yeah (.) really (.) that is like the most you can do to influence so the congregation where you go it had like wonderful ways of affecting |

- society (.) in a concrete way by distributing food (.) how about Mosque
 how can you affect through Islam what kind of a channel is it for
 influencing
- 18 F3 we also sometimes (?) eat there together
- 19 M2/M1 ((introduce an Arabic term and repeat it))
- 20 F2 ((laughs))
- 21 Tf together
- 22 F2 it means the Imam
- 23 Tf yeah (.) yeah
- 24 ? ((giggling))
- 25 F3 we read something together
- 26 M2/M1 pray together
- 27 M1 we can vote who (.) should have power there
- 28 M2 we make sure (.) to vote who sees over things there
- 29 Tf yeah
- 30 M1 who helps in shopping for groceries
- 31 Tf yeah (.) do you get to vote or is there like an age limit
- 32 M1 erm
- 33 F3 adults usually
- 34 M1 adults usually (.) like all our parents so not everyone not even those who
 are like twenty or thirty
- 35 F3 well usually
- 36 M1 really old
- 37 M2 like forty plus
- 38 Tf and like (.) to these things how the congregation like works there
- 39 M1 they collect money there so everyone gets to eat (.) every week (.) my
 brother once paid for everyone
- 40 Tf for everyone (.) who were present
- 41 M1 yeah
- 42 Tf so (.) in Finland the church is Evangelical Lutheran so if you are a
 member you pay tax so in Islam you don't have like this taxation
- 43 F3 but we have it like you give (Imam) you can decide for yourself to give
 money for food
- 44 F2 this is so unfair like if you don't have money you can't come to church
 cause you don't pay tax
- 45 Tf let me hear you again I didn't quite understand that what is unfair
- 46 F2 If I don't have money and I belong to the Lutheran church so they can
 sack me if I don't pay
- 47 Tf We:::ll (.) you can for sure use church services even if you're not a
 member (.) I can go to church even if I'm not a member they don't ask to
 see your papers so there are many services that the church provides like
 family counselling in many towns it is pretty (.) like loose (.) so (.) what
 else

**EXAMPLE 7, L2 teaching, classroom context mode (even with less fluency),
 Secondary, ISCED 2, Italy**

The facilitator is talking of parking slots in Europe with the support of an image. As in extract 13, M1 takes the floor but changes theme, followed by M2, with the facilitator showing some surprise, then checking what M2 is referring to (turn 5) and M1 clarifies

that he is referring to Naples receiving the facilitator's confirmation of shared point of view. In turns 8-10 the facilitator and M2 look at the images expressing their preferences. In turn 11, M2 again takes the initiative saying that he likes Naples, once again receiving a confirmation of shared preference. However, in turn 15 M1 invites M2 to go to Naples to live and the facilitator asks M2 why he stays in Modena rather than in Naples. Rather than supporting M2's answer in turn 18 the facilitator changes the trajectory a bit, asking if M2 has been in Naples. M2's negative answer enhances M1's hilarity about his preference without visiting. The facilitator asks if M2 has seen images of Naples. However, M2 is pursuing his answer about the reason he likes Naples, proffering a rather confused statement (turn 23) and in the following turns the facilitator tries to understand what he means (turns 24-28). However, M2's answer in turn 29 shows that there is a misunderstanding and in turn 31 his dislike is directed to parking. With the help of M1, it becomes clear that the parking in Naples seems to remind them of the way of parking in Albania, while however M2 does not seem to agree with him and in turns 36-42 there is a dispute about this point. In turns 43-49, the conversation is again confused, and the facilitator tries to understand what the two adolescents are saying about the mountain. In turn 51, she suggests that mountains are in Bolzano and the migrants seem to follow her trajectory, while M2 states that he likes Bolzano. Until turn 61 they talk of cold weather in Bolzano, until in turn 62 M2 repeats that he likes Naples, receiving a new confirmation from the facilitator.

- 01 FACf the parking lots (.) Europeans are ((mimes the cars all straight))
even here sorted
- 02 M1 I saw a car like that in (tunnel) ((sideways))
- 03 FACf no?
- 04 M2 yes yes I (??)
- 05 FACf Modena maybe not
- 06 M2 yes yes I Naples like this ((points to the image))
- 07 FACf ((nods)) as a matter of fact Naples all the rows ((miming))
- 08 M2 Naples like this ((points to the image))
- 09 FACf like this one ((points to another image))
- 10 M2 like this yes
- 11 FACf well not only Naples but also [in other cities
- 12 M2 [I like Naples (..)
- 13 FACf you like Naples- [I also like Naples
- 14 M2 [yes (??)
- 15 M1 so go to Naples why you stay here
- 16 FACf why are you here?
- 17 M2 Because
- 18 FACf have you been to Naples M2?
- 19 M2 no
- 20 M1 hh (but) you like it hh you like it
- 21 FACf did you see it in the picture?
- 22 M1 he likes
- 23 M2 I like Naples because all the guys "I don't like I don't like"
- 24 M1 Hhh
- 25 M2 I don't like it
- 26 FACf no instead all the boys
- 27 M2 all the guys don't like it why don't you like it?
- 28 FACf all guys like Naples

- 29 M2 what's in Naples? Naples is fine
 30 M1 I not like
 31 M2 Parking ((mimics a crooked parking lot))
 32 FACf you don't like it?
 33 M1 [((shakes his head))
 34 M2 [you park like this
 35 FACf Why M1?
 36 M1 because it's like in Albania
 37 M2 no well (??)
 38 M1 Naples is like Albania all (??)
 39 M2 no:
 40 M1 ye:s
 41 M2 Hhh
 42 M1 in Naples all Albanians
 43 M2 so Naples ((mimes a mountain))
 44 FACf bu:t are there all the Albanians?
 45 M2 all: in Naples like this ((mimes a mountain))
 46 M1 hhh like this ((mimes the same thing))
 47 FACf what is it? ((mimes the same))
 48 M1 Mountain
 49 FACf ah mountains? No one ((gestures with his hand)) Vesuvius (0.2)
 there aren't many mountains
 50 ((speak in Albanese))
 51 FACf Bolzano?
 52 M1 Bolzano has many mountains
 53 M2 I like Bolzano
 54 M1 Mountains
 55 FACf Bolzano is cold though ((touches his shoulder))
 56 M1 yes yes sure (.) water (.) cold
 57 FACf it rains ((mimes))
 58 M1 Yes
 59 FACf snow
 60 M2 (??) mountain
 61 FACf ((nods))
 62 M2 fine I like Naples hh
 63 FACf Naples is beautiful

EXAMPLE 8, linguistic mediation, Primary School, ISCED 1, Italy

In primary schools, teachers' contributions mainly include negative assessments of migrant children's attitudes and performance. Teachers are primarily interested in reporting and evaluating students' negative performances and lack of parental support. Teachers do not show any interest in "knowledge complementarity". They do not ask parents to comment on or explain their children's attitude, behaviour, etc., nor propose any collaboration with parents. In other terms, teachers' contributions take the form of a *monologue*. Against this background, mediators may find it difficult to provide renditions of teachers' monologues, which are also frequently co-constructed by two or more teachers. Mediators react by trying to mitigate teachers' assessments both through their renditions and through dyadic sequences with parents.

Italian-Twi

In turns 9 and 11, the teacher assesses the child's great/considerable difficulties, despite the individual education plan developed for her. In turn 18, the mediator mitigates the teacher's assessment, through a reduced rendition simply translating that the child has still difficulties.

- 09 TF1 allora a:h a:h R. come se n'è ac- come ha< eh be- eh se n'è accorta signora, fa< sta facendo delle cose diverse (.) dagli altri suoi compagni
then a:h a:h R. as she no- as she has< eh well- eh she has noticed ma'am, she< is doing different things (.) from the rest of her classmates
- 10 PF Okay
- 11 TF1 allora il problema è questo che <nonostante> (.) <questo percorso> fatto in modo diverso e qui abbiamo la maestra UNA delle maestre che la sta seguendo (.) perché insieme a lei ce n'è anche un'altra almeno una volta a settimana (0.6) nonostante questo <percorso particolare>, (.) R. ancora presenta grossissime difficoltà
well the problem is this that <despite> (.) <this programme> made in a different way and here we have a teacher ONE of the teachers who is following her (.) because there is also another one with her at least once a week (0.6) despite this <particular programme>, (.) R. still has great difficulties
 [...]
- 16 MF =wa hunu se w) mo (school) fuo no try se w) mo b3 tumi a bua w) ba no (.) a ma saa
 teacher no a w) w) h) no w) no y3 one of the teacher w) mo bua no (.) but still [w) mo bua] no
=you know that the school has tried to help your daughter for example the teacher here is one of the teachers who is helping her (.) but also [helping her]
- 17 PF [o k a y]
- 18 MF =still ak)raa no w) da so w) difficult
=the girl is still in difficulty
 ((1.3)
- 19 PF Okay

EXAMPLE 9, linguistic mediation, Primary School, ISCED 1, Italy

In primary schools, teachers' contributions mainly include negative assessments of migrant children's attitudes and performance. Teachers are primarily interested in reporting and evaluating students' negative performances and lack of parental support. Teachers do not show any interest in "knowledge complementarity". They do not ask parents to comment on or explain their children's attitude, behaviour, etc., nor propose any collaboration with parents. In other terms, teachers' contributions take the form of a *monologue*. Against this background, mediators may find it difficult to provide renditions of teachers' monologues, which are also frequently co-constructed

by two or more teachers. Mediators react by trying to mitigate teachers' assessments both through their renditions and through dyadic sequences with parents.

Italian-Urdu

In turn 24, the teacher states that the child should work a lot to be able to shape sentences in the correct way. In turn 25, the mediator's rendition only reports that the child is trying to understand and learn the basic literacy issues, since she has just started to learn. In this case, the child's mother does not provide any verbal response.

- | | | |
|----|-----|--|
| 24 | TF1 | <p>okay (1.5) allora (.) partiamo (0.9) allora (0.8) in educazione civica (0.6) eh? ha raggiunto un livello base (.) M. (1.2) in italiano che dove st- dove lavora con me e anche con A. lì è ancora in via di prima acquisizione (.) perché sta lavorando ma ancora deve (.) sulla lingua lavorare tanto per riuscire a formare (0.6) le frasi e i pensieri in modo corretto</p> <p><i>okay (1.5) then (.) let's start (0.9) then (0.8) in civic education (0.6) eh? he has reached a basic level (.) M. (1.2) in Italian that is where he- where he works with me and also with A. there he is still in the process of first acquisition (.) because he is working but he still has to (.) work on the language a lot a lot a lot to be able to form (0.6) sentences and thoughts in a correct way</i></p> |
| 25 | MF | <p>theek hai civic education me is ka bunyadi leval hai or italian me is ka pehla leval hai kyu ke vo abhi bi:: (1.4) zruri cheezo(.) ko samjhne or sikhne ki koshish kar rahi hai or abhi bi shusru me hai</p> <p><i>okay in civic education he has the basic level and in Italian he has the first level because he is still trying to understand and learn the essential things (.) he is still at:: (1.4) beginning</i></p> <p>(2.2)</p> |
| 26 | TF1 | okay |

EXAMPLE 10, linguistic mediation, Primary School, ISCED 1, Italy

In primary schools, teachers' contributions mainly include negative assessments of migrant children's attitudes and performance. Teachers are primarily interested in reporting and evaluating students' negative performances and lack of parental support. Teachers do not show any interest in "knowledge complementarity". They do not ask parents to comment on or explain their children's attitude, behaviour, etc., nor propose any collaboration with parents. In other terms, teachers' contributions take the form of a *monologue*. Against this background, mediators may find it difficult to provide renditions of teachers' monologues, which are also frequently co-constructed by two or more teachers. Mediators react by trying to mitigate teachers' assessments both through their renditions and through dyadic sequences with parents.

Italian-Arabic

In turn 37, the teacher asks the mother to help his son with his maths homework as it does not raise any linguistic problems. In doing so, the teacher underestimates the mother's Italian language skills. As teachers assert in other cases, it is impossible to learn any subject if learners do not know Italian. In turn 38, the mediator's rendition mitigates the negative assessment of the child (he is doing well, he is good) but it also

adds that the mother's help is important. After a pause, the child's mother reacts to this rendition stressing her attempt to help the child (turn 39), but also that the child is autonomous (turn 41). After the mediator's rendition of the mother's response, the teacher insists on the need of help, although admitting that there may be some limitations to this help. Once again, the mediator's rendition mitigates the teacher's request by stressing that the mother is doing well (turn 46) and omitting that she could do more, thus projecting the mother's new attempt to say that she is doing her best (turn 47).

- 37 TF2 di memorizzazione (.) si deve concentrare un po' di più (0.6) magari la mamma
 comunque sulla matematica un pochino lo può aiuta:re perché alla fine (.) non è come l'italiano dove (.) c'è un problema di lingua (.) sì sono (.) delle operazioni in colonna sono le tabelline (.) potrebbe un pochino:: (.) insomma seguirlo perché so che lavorare da solo può essere un pochino più difficile (.) però lui in classe segue (.) eh:: (.) comunque:: (.) è:: bravo
of memorization (.) he has to concentrate a little bit more (0.6) maybe his mother anyway with maths she can help him a little bit because in the end (.) it is not like Italian where (.) there is a language problem (.) yes there are (.) column operations there are multiplication tables (.) she could a little bi:t (.) I mean help him because I know that working alone can be a little more difficult (.) but he follows in class (.) eh:: (.) anyway::: (.) i::s good
- 38 MF hena el ustada bitae irriyadiaat bitul lak hata hia min khilal ettamarin arfa anaho byaemal altamarin liwahdu bas da mush mushkil(.) bitul lak ashan hua kuis (1.0) bi mh mh (.) raki arf (.) alit' lik bravo (.)bas hia bitul lak enek mumkin tisadih fi lbiyt (.) alashan erriyadiaat hua eibara an 'arqam (.) yaeni mumkin tisadih (.)u mumkin hataa (1.0) y yigyb 'ahsan (.) in sha' allah
*here the maths teacher is telling you that she also knows through the exercises that he does the exercises by himself but this is not a problem (.) she is telling you why **he is doing well** (1.0) mh mh (.) you know- (.) **she told you that he is good** (.) but she is telling you that you can help him at home (.) because maths is in the fo- form of numbers (.) **it means that you can help him (.) and it is also possible that he will get better grades (.) god willing** (1.2)*
- 39 PF 'iin sha' allah (.)'ana bahawil alaa gad magdar(.) bisaraha fi riyada maeah fi lbe:at
 webizaat jadal edd:arbf (.) 'ana ma:eah (.) hua daeif fih shuaya (.) bass 'ana bahawil maeah fi lbeyt wahdah wahdah
god willing (.) I try according to my skills (.) honestly in maths with him at home and especially multiplication tables (.) in the I'm with hi:m (.) he is a bit bad but I try with him at home a a
- 40 MF okay=
- 41 PF =hu biahuluha bayahlu liwahdu bardak
= he solves it by himself (.) he solves it by himself anyway
- 42 MF okay (.) no diceva io::: (.) c'è:: (.) mmh:: (.) faccio quello che posso (.) e soprattutto per le tabelline però diceva che: (.) la maggior parte lo fa da solo

- okay (.) no she was saying::: (.) there is:: (.) mmh:: (.) I do what I can (.) and especially as for the multiplication tables however she was saying that: (.) most of them he does them by himself
- 43 TF2 eh lo so (.) [cioè (.) £lo so eh eh:£]
eh I know it (.) [I mean (.) £I know it eh:£]
- 44 MF [mhm: (.) £eh eh eh£]
- 45 TF2 eh:: eh purtroppo lì a volte fa comodo avere qualcuno che ti ascolta (.) io lo capisco che loro hanno tanti impegni (.) però:: lui comunque ci prova (.) oggi l'ho interrogato e anche se:: (.) alla verifica non aveva preso un buon voto si vede che si sta impegnando: (.) quando hanno £tempo quando possono dedicarsi (.) eh:: (0.7) insomma si potre:bbe: (.) si potrebbe migliorare (.) [però (.) va bene]
eh:: eh unfortunately in that case sometimes it is useful to have someone who listens to you (.) I understand that they are very busy (.) but:: he still tries (.) today I tested him and even if:: (.) he didn't get a good mark in the test I can see he's trying hard: (.) when they have £time when they can help (.) eh:: (0.7) in short he cou:ld: (.) he could improve (.) [but (.) it's fine]
- 46 MF [hia] bitul lak 'ayua hauli hataa t (.) tesmaei lu (.)'anek t
matalan tijlissi mae:ah lamma ykun yemel ettamarin(.) hia bitul lek ennahar dah 'ana shuftu eamil et (.) amalitlu l'iimtih:an (.) w (.) shafit bass bitul lik kwaiss kidah kwaiss (.) mumkin tikammili kidah (.) bass hawli 'enek t meh lamma yikun yaemel ittamarin 'inti tikuni maeah tismaei lu eh: u bass
[she] is telling you try also (.) to listen to him (.) that you for
example sit with him while he is doing the exercises (.) she is telling you today I saw that he did the (.) he did the tes:t (.) and (.) she saw it but **she is telling you it's okay this way it's okay (.) you can continue this way (.) but try to sit with him when he is doing the exercises you are with him you listen to him eh: and that's it**
(1.4)
- 47 PF la 'ahu bisaraha fel fi' irriyada 'ana maeah bisaraha 'ana bahibbi 'irriyada binugead maeah bisara:ha ah ah ah wahda wahda
no he honestly i- in maths I am with him honestly I love maths I sit with him hones:tly eh eh a a

EXAMPLE 11, linguistic mediation, Primary School, ISCED 1, Italy

In primary schools, teachers' contributions mainly include negative assessments of migrant children's attitudes and performance. Teachers are primarily interested in reporting and evaluating students' negative performances and lack of parental support. Teachers do not show any interest in "knowledge complementarity". They do not ask parents to comment on or explain their children's attitude, behaviour, etc., nor propose any collaboration with parents. In other terms, teachers' contributions take the form of a *monologue*. Against this background, mediators may find it difficult to provide renditions of teachers' monologues, which are also frequently co-constructed

by two or more teachers. Mediators react by trying to mitigate teachers' assessments both through their renditions and through dyadic sequences with parents.

Italian-Albanian

The teacher's monologue in turn 133 regards the school report, but it also includes the description and assessment of the child's performances and the need of parents' more effective support when their daughter does her homework. In turn 139, the mediator's rendition does not include a description of the school report, which was requested by the teacher in turns 133 and 135. Rather, it focuses on the need of parents' more effective support at home. Probably, the mediator is confused by the monologue in which the teacher has mixed several different topics, but she also seems conditioned by the generalised expectation, among teachers, of parents' collaboration at home.

- 133 TF allora qua abbiamo i livelli (.) ecco qua (0.8) il livello in cui si è posizionata nel primo quadrimestre a. è proprio il livello base (0.6) dove dice l'alunno porta a termine i compiti solo in situazioni note (.) e utilizzando le risorse fornite dal docente (.) sia in modo autonomo ma discontinuo (.) sia in modo non autonomo (.) ma con continuità (.) cioè lei (.) avre- ha avuto eh: in parte: (.) in più situazioni (.) bisogno dell'aiuto della dell'insegnante (.) con l'aiuto dell'insegnante (.) lei svolgeva benissimo il suo compito (.) perché a casa io ho notato che è molto mh: diciamo (.) eh:: è molto appoggiata nei compiti (.) il problema è che lei li esegue senza capire quello che sta facendo (.) quindi (.) chi gli sta vicino (.) è molto bravo va bene però (.) deve essere anche bravo a fargliele capire le cose (.) perché lei i compiti se li porta sempre (.) però poi quando gli dico fammi vedere (.) cosa hai scritto (.) cosa è: (.) lei mmh: faceva molta molta molta fatica a capire quello che aveva fatto (.) allora io a questo punto adesso finiamo perché io avrei un con- un consiglio da dare alla mamma (.) quindi se lei
- so here we have the levels (.) here we have (0.8) the level at which a. has been placed in the first term is the basic level (0.6) where it says the student completes the assignments only in known situations (.) and using the resources provided by the teacher (.) both autonomously but discontinuously (.) and not autonomously (.) but with continuity (.) that is she (.) wou- had eh: on the one hand: (.) in several situations (.) she needed the help of the teacher (.) with the help of the teacher (.) she carried out her assignment very well (.) because at home I noticed that she is very mh: let's say (.) eh:: she is very supported in the homework (.) the problem is that she does them without understanding what she is doing (.) so (.) who is near her (.) is very good but (.) must be also good to make her understand the things (.) because she always brings the homework (.) but then when I tell her let me see (.) what you wrote (.) what it is: (.) she mmh: it was very very very difficult for her to understand what she had done (.) then I at this point let's finish here now because I have a p- a piece of advice to give to the mother (.) so if she*
- 134 MF sì
yes

- 135 TF gli (.) gli spiega bene il livello base poi=
you (.) you will well explain the basic level to her then=
- 136 MF =sì
 =yes
- 137 TF gli voglio leggere un'altra cosa
I want to read her another thing
- 138 MF atëhere mësuesja thotë që niveli që është pozicionuar (.)
 domethënë që është (.) niveli i deftesës ajlës (.) është baze (.)
 domethënë sepse pak a shumë pam vlerësimet gjitha ishin tek
 baze dhe çfarë do të thotë që ajla (.) në qoftë se nuk ka ndihmën e
 mësues (.) nuk arrin dot që ti çon detyrat në fund (.) domethënë
 duhet të ketë gjithmonë dikë (.) ë: afër që ajo ta kryen mirë detyrën
 (.) thotë që është shumë ëm: domethënë (.) e kënaqur nga puna që
 bën ti si prind (.) se gjithmonë detyrat i bën (.) nuk shkon asnjëherë
 pa detyra në shkollë (.) po thotë akoma nuk e kupton atë çfarë ka
 shkruar atë çka bërë si detyrë (.) domethënë atë duhet ta ndihmosh
 që ti bën detyrat (.) shumë mire (.) po duhet që edhe tja shpjegosh
 pak a shumë se çfarë po bën (.) që ajo ta kupton se këtë gjë po e bëj
 si detyrë sepse po kërkohet (.) kjo gjë ose këtë detyrë duhet ta bëj
 sepse mësuesja m'ka thënë që duhet të bëj këtë gjë (.) akoma nuk e
 kupton domethënë se çfarë kërkon në realitet e: detyra që ka për ta
 kryer
*then the teacher says that the level at which she has been placed
 (.) I mean that is (.) the level of A.'s school report is the basic level I
 mean because more or less we have seen the evaluations, all of
 them were at the basic level and this means that A. (.) if she
 doesn't have the help of the teacher (.) she doesn't succeed in
 carrying out her assignments until the end (.) I mean she must
 always have someone (.) eh: close to her to carry out the
 assignment well (.) she says that she is too ehm: I mean (.) happy
 with the work you do as a parent (.) because she always does (.)
 her homework she never goes without her homework at school (.)
 but she says she still doesn't understand what she has written what
 she has done as a homework (.) I mean you have to help her to do
 her homework (.) very well (.) but it is also necessary to explain to
 her more or less what she is doing (.) that she understands that I
 am doing this thing as a homework because the assignment asks
 me (.) this thing or this task I have to do because the teacher told
 me to do this thing (.) she still doesn't understand it that is what the
 assignment she has to do asks*

EXAMPLE 12, linguistic mediation with supportive environment, Nursery School, ISCED 0, Italy

In ISCED 0 meeting with parents, the mediated interactions are less marked by professionals' monologues. Rather, professionals use interpreters to promote parents' engagement, for instance asking them questions to gather their knowledge and experiences with their children or to suggest what to do for and with their children. In these situations, active engagement in interactions can contribute to build trust, which is a condition for agentic participation. In this sequence, T(eacher) 1 talk and T2 aligns to her. The teacher stresses the positive development of the child's behaviour (turns

164-170) and the mediator's rendition includes this positive assessment rather easily and smoothly (turns 171-174).

- 164 TF1 e::h all'inizio, (.) dell'anno S. era molto vivace (.) molto agitato (0.7)
 e::h adesso è cresciuto molto anche da questo::: da questo punto
 di vista (.) ci ascolta di più (0.6) e::: (0.4) è più ca[lm]o è=
*e::h at the beginning, (.) of the year S. was very lively (.) very
 agitated (0.7) e::h now he has grown a lot also from this::: from this
 point of view (.) he listens to us more (0.6) and::: (0.4) he is
 cal[mer] he is=*
- 165 TF2 [è]
 [he is]
- 166 TF1 =più tranquillo[: :] all'inizio picchiava,
 =calmer[: :] at the beginning he beat,
- 167 MF [mh mh]
- 168 MF mh mh
- 169 TF1 =anche usava le mani per farsi capire adesso (.) ha capito che (.)
 non lo deve
 fare e in effetti (.) [non lo fa]
 = he also used to use his hands to make himself understood now
 (.) he has understood that (.) he does not have to do it and in fact
 (.) [he does not do it]
- 170 TF2 [non lo fa] più
 [he doesn't do it] anymore
- 171 MF okay (0.7) at the beginning he was very agitated very nervous (.) he
 tend to use (.) very much his hands (0.6) to show what he [wanted]
- 172 PF [mh mh]
- (0.6)
- 173 MF but no:w he go- he got calm (.) for example he doesn't use his
 hands (.) also (.) towards (.) to be aggressive anymore_ (.) he's m-
 m- more ca:lm and (.) he (.) understood where he is (0.3) so (.) it's
 ehm the transition was good
- 174 PF ah okay

LINK TO MEDIA, MODULE 10, Part ONE and TWO

You can access video or audio recording of some of the examples via the CHILD-UP Archive. Here's the direct link to the media files. Free registration at **movio.child-up.eu** and log-in to the same Archive are required for the links to function.

EXAMPLE 7 <https://movio.child-up.eu/downloadMedia.php?id=193>

EXAMPLE 8 <https://movio.child-up.eu/downloadMedia.php?id=171>

EXAMPLE 9 <https://movio.child-up.eu/downloadMedia.php?id=172>

EXAMPLE 10 <https://movio.child-up.eu/downloadMedia.php?id=167>



EXAMPLE 11 <https://movio.child-up.eu/downloadMedia.php?id=168>

EXAMPLE 12 <https://movio.child-up.eu/downloadMedia.php?id=173>

Please refer to the CHILD-UP Guidelines as well as to Module 13 of this training for more details on the Archive.

Evaluation of the Module

Trainee/Trainer space to reflect upon each module to consider possible impact; any new knowledge or concepts learnt, reactions, learning evaluation, feedback, ideas and examples to discuss the philosophy of facilitation in comparison to the philosophy and intent of teaching.

What has been seen, observed, learnt, heard or experienced about how children share, feel, interact, lead, listen and engage during facilitation?

Training notes and summary to develop practical ideas and plans for future/current use of facilitation within practice	
Possible changes within practice might be to: (share and critique ideas and plans to use facilitation)	
Critique facilitation to consider strengths of possible use or challenges	
Ideas or change in facilitation practice or approach might be:	
Ideas or changes regarding language, interaction, time, pedagogy, agenda and listening skills might be:	

Module 11: The management of children’s personal initiatives		
Focus and aim of the module	Content will explore, reflect & discuss	Material , resources & activities
<p>Module 11: The management of children’s personal initiatives</p> <p>Aim. The aim of Module 11 is to introduce the theme of children’s personal initiatives. When children trust the possibility of agentic participation, they can take unpredictable initiatives that need to be managed. The way unpredictable initiatives are managed can make a difference for the viability of facilitation.</p> <p>Learning Outcomes. By the end of Module 11, you will:</p> <p>(Based on the discussion of data from CHILD-UP research)</p> <ul style="list-style-type: none"> ➤ Understand the importance and the methods to manage children’s personal initiatives ➤ Develop observational 	<p>Unpredictable initiatives</p> <p>Children’s unpredictable initiatives</p> <p>Understanding reactions to unpredictable initiatives</p> <p>Personalised Participation</p> <p>Facilitation</p> <p>Personal initiatives</p> <p>Reflection/Reflective models</p>	<p>MOOC: power point slides video examples facilitator explanation via video on slides</p> <p>The MOOC is available at https://www.child-up.eu/training/mooc-massive-open-online-course/)</p> <p>Transcripts</p> <p>SWOT analysis</p> <p>Development Plan</p> <p>Evaluation Tool</p> <p>Reflective Model (relating to model 4)</p> <ul style="list-style-type: none"> • Reflective Theory Model • Simple Reflection Model • Reflective Practice Cycle • Model for Structured Reflection •

<p>skills to identify and support children's personal initiatives</p> <p>➤ The module includes reflection on, and discussion of, excerpts of real examples from practice. You will be invited to interact with the transcripts included in this module's materials. It is suggested to prepare them beforehand.</p>		
<p>Further discussion or questions to reflect on</p> <ul style="list-style-type: none"> ○ Can you relate the example presented to the management of children's personal initiatives? ○ Upon reflection, have you ever observed situations where children's personal initiatives have been encouraged or discouraged? ○ How might the positionality of adults influence how children's personal initiatives (agency) are (i) understood (ii) responded to (iii) expected ○ How do you know if you 'react positively' or not, to children's personal initiatives? ○ What might influence how you react to children's personal initiatives? Why? ○ Can you sum up how successful promotion of agency might look in practice? <p>After completion of Module 11...further reflections.</p> <ul style="list-style-type: none"> ○ Are you aware of the importance of children personal initiative as a cue for their agency? ○ Are you aware of the implications of not supporting children's personal initiatives? ○ Do you have a clear picture of the implication of supporting children's personal 		

initiatives for trust building?

If you answer 'No' to any of the three questions above, simply revisit the relevant module sections. If you have answered 'Yes' to all three questions, you are now ready to manage the main challenges for facilitation, either when linked to its success or to problematic shifts towards adult-centred communication which can now promptly recognise.

MODULE 11

FEEDBACK NOTES FOR TRAINER/TRAINEE RELATING TO POWER POINT SLIDES

(Notes to lead, open discussion, reflect and compare)

*All the transcripts of the examples are available in the relevant sections of each module.

Slide 3: Aims and Learning Outcomes

Aim. The aim of Module 11 is to introduce the theme of children's personal initiatives. When children trust the possibility of agentic participation, they can take unpredictable initiatives that need to be managed. The way unpredictable initiatives are managed can make a difference for the viability of facilitation.

Slide 5: Children's unpredictable initiatives and facilitation

Children's unpredictable initiatives and facilitation. CHILD-UP data suggests that it is probable that children react positively to facilitators' invitations and questions, minimal feedback, formulations, and personal contributions. 'React positively' refers to the successful promotion of children's agency as a condition of the negotiation and construction of forms of hybrid integration.

Successful promotion of agency implies that children trust the possibility of personalised participation which entails, differently from hierarchical, adult-centred, ways of working with children, scenarios where children take unpredictable initiatives. Initiatives are defined 'unpredictable' when they are not a reaction to facilitators' actions. Training in facilitation would not be complete without considering another pivotal aspect, that, is, the reaction to initiatives that are not prompted by the facilitators.

Slide 6: Possible personal initiatives

These initiatives can be responses to other children, requests of taking the floor, interruptions of conversations and stories. Children's unpredictable actions are cues for children's agency.

However, children's unpredictable actions may represent a challenge for facilitators' coordination of the interaction. Facilitators' reactions to children's personal initiatives are both a cue for the solidity of facilitation but also a powerful action of role-modelling for

children which can reinforce either hierarchical or non-hierarchical relationships in the context of the interaction.

Slides 7-14: Examples

Slide 15: Children's unpredictable initiatives

Children's unpredictable initiative can be observed also in the most difficult situation where they are usually marginalised, such as mediated encounter with teachers and parents. In this situation, children's initiative may or may not be acknowledged, thus may or may not become consequential. Nevertheless, they represent an instance of self-determination

Slides 16-17: Examples

Slide 18: Reflective questions

- Can you relate the example presented regarding the management of children's personal initiatives?
- Upon reflection, have you ever observed situations where children's personal initiatives have been encouraged or discouraged?
- How do you know if you 'react positively' or not, to children's personal initiatives?
- What might influence how you react to children's personal initiatives? Why?
- Can you sum up how successful promotion of agency might look in practice?

Slide 19: Self-assessment

- Are you aware of the importance of children's personal initiative as a cue for their agency?
- Are you aware of the implications of not supporting children's personal initiatives?
- Do you have a clear picture of the implication of supporting children's personal initiatives for trust building?

If you answer 'No' to any of the three questions above, simply revisit the relevant module sections. If you have answered 'Yes' to all three questions, you are now ready to manage the main challenges for facilitation, either when linked to its success or to problematic shifts towards adult-centred communication which can now promptly recognise

EXAMPLE 1, support of children's personal initiatives, Primary, ISCED 1, UK

Discussion on personal experiences and family memories about war and war-torn areas in London. It clearly shows the oscillation between facilitation and more directive actions. However, in this interaction it is clear the relevance of a narrative produced by children with migrant background, by M1.

The excerpt begins with M1's initiative that criticise another child's comment in a rather articulated and competent way, displaying high epistemic authority regarding the war in Sierra Leone. In turn 2 the teacher produces a change-of-stake token that express surprise and interest towards M1's narrative, using an interrogative form that works as an invitation to expand as well. The child briefly expands his narrative, then the teacher provides a formulation that develops the meaning of his reference to the war in Sierra

Leone. This formulation is based on the teacher's knowledge of the civil war therefore it could be interpreted to embed educational contents in the conversation. However, the final question invites M1 to co-construct knowledge within this topic. M1 does not provide an answer but continues the previous narrative. In the following long turn, the teacher first acknowledges M1's high epistemic authority, then he positions himself as an expert, expanding the narrative to add educational contents related to aspects that were not included in M1's narrative. The expansion of the narrative is closed with a question. In turn 4, the teacher again acknowledges M1's high epistemic authority, as he does in turn 6. Thus, M1 can continue to upgrade his own epistemic authority in narrating and the teacher acknowledges again his authority by repeating the information provided by the child (turn 8). A similar dyad of turns, 8-9, however, is followed, at the end of turn 10, by teacher's invitation to the children to complete his statement, and after the children's completion, he repeats to fix what the teacher considers to be valid knowledge. This is followed by an expansion to add more educational content and an invitation to participate in form of question (turn 14). This question and the following one (turn 16) do not enhance participation much, so in turn 18, after a comment, the teacher produces a new question.

However, M3 takes the initiative to share a personal story, based on family memories in Afghanistan, introducing an unpredictable development of the interaction (turn 19). The teacher accepts M3's initiative but embeds it in his own theme 'fighting to access resources', in this way upgrading his epistemic authority and control of the interaction. M3 aligns with the expectations displayed by the teacher's question. However, he links his narrative to personal/family knowledge, independent from school learning. The teacher develops this theme towards an educational direction, within which however M3 positions himself as author of new knowledge by thematising the drive for money (turn 21). The teacher does not provide direct feedback on M3's knowledge; rather, he appreciates children's participation and produces a series of interrelated questions to promote children's reflection on the experience of a previous group activity, an open question to promote participation (turn 28). After some children's contributions, the teacher provides a development (*fighting*), repeated three times. In turn 34, M1 intervenes upgrading his epistemic authority to complete the sentence initiated by the teacher at the cost of overlapping with his current turn at talk. M5's completion is confirmed in its validity by the teacher. This confirmation enhances M1's production of new knowledge based on his family's experience (turn 36). In turn 37, the teacher introduces a new theme. Rather than interlace the new theme to M1's narrative, the teacher suggest that his epistemic authority is based on learning from the older brother of M6. In turn 38, M6 contextualises the knowledge shared by the teacher. In the final part of the excerpt, the teacher asks questions that invite completion from children, closing the interaction.

- 1 M1 My statement is, so you know how we were doing the group economics thing? From M2 point of view, you know how England is a very first world country? Sometimes they want more than they have, so they take from poor countries which have good resources. No offence, but England is like a first world country but it isn't well resourced in like food and other stuff, so they take from different countries, so people started to think that they didn't want to do that but I don't know what country they were doing it with, but that country didn't like it like in my country, in my family's country, Sierra Leone, so that's how war broke out so that's how war broke out



- 2 Tm What, in Sierra Leone? So Sierra Leone said we shouldn't be giving all our resources to these rich countries, and others said we have to. And some people are trying to keep it to themselves, and that's how the war break loose? or were they asking for a higher price?
- 3 M1 Families were torn apart. I think there was almost 2 million people that died in that war
- 4 Tm ((to children)) Did you hear that? Because of one resource, one natural resource, almost 2 million people died in Sierra Leone. Even going back to the diamonds, the blood diamonds is probably one of the most famous well-known single type of resource. I mean, there's still people that mine the diamonds and gold, and they have illegal mines, and people die I would say if not weekly then certainly monthly. Because they work in terrible conditions and they get stuck underground and no one saves them, and I've just watched a documentary on this actually, people go and attack their mines, and these miners are unarmed and work for like a penny a day, a penny a day. But are they armed, these miners?
- 5 F1 No
- 6 Tm They're armed with like a shovel. But is their shovel any good against a gun? So it's still going on today. That war was probably, I don't know, do you know?
- 7 M1 It was 1997 because that's what my family was telling me about
- 8 Tm end of 1997 ((to children)) do you know how long it spanned for?
- 9 M1 My mum said it was something like 7-5 years
- 10 Tm 7-5 years. To lose 2 million people in 7-5 years is an awful lot of people in the country, and all over a natural resource which, think about the apocalypse we are reading about in that book, all of us agreed that a diamond necklace became absolutely (.) absolutely
- 11 Children Useless
- 12 Tm Useless, but 2 million people died just because someone with a lot of money in another country wanted it. Is that right?
- 13 F1 No
- 14 Tm But again, during that war, if it's going on for 5-7 years, is anyone supporting them to finish it from the rich countries?
- 15 M1 No
- 16 Tm The UN might have tried to get involved. Was it the UN?
- 17 Children The United Nations ((many voices overlapping, unclear))
- 18 Tm Again, we will have to look that up as well. Interesting.
- 19 M3 Mister? In my Afghanistan they tried to get, I think, resources or something, they said no but then it was a war a long time ago before this one. I think it was for less than 20 years and 1.5 million people died
- 20 Tm but again, it's a war about natural resources by the sounds of things, and money. So what's driving this?
- 21 M3 Money
- 22 Tm Wanting more. Wanting more. Wanting more. What's that?
- 23 Children Greedy
- 24 Tm Greed can lead to war. If we all sort of shared, and found better systems, then would this happen? We say that, but then I give it all to a really nice year six class bunch, if you got it all and another group nothing, any of you would feel naughty? Nasty?

- 25 F1 No
- 26 Tm No. What did you simply try and do the best by yourself?
- 27 Children ((many voices overlapping, unclear))
- 28 Tm But if, what did I have in M1 group?
- 29 M3 Anger
- 30 F2 Frustration
- 31 Tm Anger, frustration and fighting. Fighting, interestingly, in a poor country, [civil
- 32 F3 [war
- 33 Tm Can you see how it plays out? Are any of you sitting there going 'Oh my goodness'? I had rich countries getting richer, poor countries getting poorer, and one poor country kept getting poorer and poorer and poorer to breaking point, and they couldn't agree on what to do next and the best thing to do for their resources, they started to argue, but really upset, which is basically the same as having a [civil
- 34 M5 [war
- 35 Tm Exactly the same as Sierra Leone
- 36 M1 But they didn't have their independence taken. My mum told me that they got their independence in like 1970 something
- 37 Tm Often, fledging countries, young countries...it happened in Kosovo, didn't it? So when parts of different countries...your brother taught me so much about that, by the way. Your brother, I'm an expert now. But when countries breakoff into smaller countries, they can then often be fighting over resources, land...it's happened all over the world, but sort of, Israel and Palestine...
- 38 M6 yeah, they had a war
- 39 Tm They have been at war for ages over who owns which bit of the country. Kosovo and Serbia...There was a big war there. We are talking millions of people dying a resources, land and money, aren't we? When you get land you get more...
- 40 F5 Money
- 41 Tm And?
- 42 Children Resources
- 43 Tm Exactly. Yep.

EXAMPLE 2, support to children's personal initiatives, Primary, ISCED 1, UK

An activity with 10 years old and 11 years old children, centred on a discussion about the experiences during lockdown on return to school. The excerpt refers to the sharing of negative experiences during lockdown, oscillating from what children have missed and experiences of loss. The excerpt illustrates what is most common in the English settings of the research, that is, a successful form of facilitation which is however a mixed form, with the persistence of educational, teacher-centred actions. Interestingly, in some cases characteristically educational actions takes new meaning within a facilitative framework. This was the case for the feedback on a child's response in excerpt (1) as it is the case for turn 1 in this excerpt, where a question with known answer is used as an invitation to talk. The mixed nature of facilitation is illustrated by turn 3: the repetition of M1's turn is an action of minimal feedback that displays active listening; however, a closer look reveals that the repetition is expanded (from 'lockdown' to 'second lockdown') which is a way for the teacher to claim a superior

epistemic authority. Like turn 3, also in turn 5 the repetition with expansion positions the teacher as superior, K+, epistemic authority who can claim control of the interaction. The initial part of the interaction leans towards a more marked influence of the educational form on facilitation. In turn 9, teacher's repetition of M3's response is followed by the production of further knowledge. The question with known answer in turn 7 is used to invite participation; however, as characteristic of questions in educational communication, the question successfully promotes participation but only in a minimal form. The final unit of turn 9 is an invitation to talk, which is picked up by F1. In turn 11, the first unit validates F1's narrative. The teacher maintains the status of speaker across several point where a change of speaker would have been possible so to be able to deliver educational contents. The final unit of turn 11 is a focused question that invites participation, which is however minimal (turn 12). The follow-up question in turn 13 successfully promotes F2's access to the role of author of knowledge (turn 14). In turn 15, the first unit validates F2's construction of knowledge, followed by a formulation that positions the teacher as the highest epistemic authority. The following unit in the turn is introduced by 'so' ('so, I heard a point...') that displays the connection of the incipient unit with the ongoing discussion. Interestingly, the teacher downgrades his epistemic authority ('correct me if I'm wrong...'), although this can be interpreted as a rhetorical device as it is after all suggested by the observation that T 'rushes' through a point of possible change of speaker to maintain the status of current speaker, *de facto* preventing any the bystanders to take the floor to correct his statement which is also a point where a possible correction would be relevant. Turn 16 is a small albeit interesting instance of agency because M3 produces a rendition of teacher's 'trailing' as 'testing', restoring the terminology used by F2 in turn 14 which was corrected by the teacher in turn 15. Turn 18 is a personal initiative from M1 who uses a point of possible change of speaker to divert from the theme of vaccines, introducing, although in a generic way, a new theme for discussion. In turn 19 the teacher supports M1's personal initiative with a follow up question that invites expansion. The invitation opens the opportunity for another personal initiative: in turn 20, M4 self-selects as next speaker in a slot that would have been allocated to M1 as the recipient of the teacher's question. In turn 21, M1 provide the response projected by the teacher's question in turn 19, suggesting that M4's personal initiative in turn 20 did not disrupt his participation. The teacher validates M1's comment in turn 22, he appreciates it ('that's very important') and, in the following unit, he 'throws out a net' to extend the area of participation with a series of open questions to the whole cohort. In turn 24, teacher's repetition of the final part of F2's turn displays active listening, which is also displayed by his reference to a previous conversation with F2, which suggests her voice made a difference for the teacher. In turn 25, F2 expands her answer to the teacher's focused question, positioning herself as autonomous author of knowledge related to her personal experiences. It is possible to observe how the interaction has developed from the initial form, heavily influenced by educational communication, into an interaction where children take personal initiatives and are acknowledged and supported as authors of knowledge.

Turn 30 is a pivotal turn in the interaction. Where the teacher shares a personal story. The choice to share a personal story displays trust in the interaction, positions the author as a person rather than a role and role-models expectations of personal expression for the children. The two related units that follow the personal story in turn 30 invite participation ('throwing out a net'). A key facilitative action such as sharing a personal story has made relevant expectations of personal expression, as displayed by the F3's choice to share her personal experience in turn 31. In turn 32 the teacher

shows empathy towards F3's personal expression. The expression of empathy is continued across turn 32. The stability of expectations of personal expression is evidenced by turn 33, as M1 self-selects as next speaker, which is facilitated by the teacher's 'throwing out a net' question in turn 30. In turn 34, an extended formulation as development is offered by the teacher. The formulation opens several possible developments for further discussion and is followed by an invitation to talk. M3's personal expression is another evidence of the expectations that have been made relevant by facilitation; a second personal story is produced by the teacher in turn 36, followed by the self-selection of M5 as speaker to offer another personal story. The teacher receives M5's personal story with an acknowledgement token, followed by a formulation as development (turn 38). Personal expressions and agency now characterise the interaction: in turn 39 M1 self-select as a speaker to share a very personal story. In turn 40 the teacher initiates a repair, probably motivated by the highly dramatic nature of M1's experience. In turn 42, the teacher offers personal support and emphatic alignment to M1, who is supported in taking the initiative to expand his narrative. Another personal initiative is observable in turn 49, when M2 returns to the topic of losing family members. The teacher supports M2's personal initiative in turn 50, as he follows the child's lead discussing the implication of losing family members.

- 1 Tm We spoke about how you felt about lockdown. Now what can happen sometimes is that some people can struggle to talk about how they feel or say, 'I don't want to talk about how I feel', and some won't ask about it. When I say how you feel, if there are any feelings about it, it's like, 'what are your worries?' And the reason I'm doing this now is because, obviously, we went back into what?
- 2 M1 Lockdown
- 3 Tm Second lockdown. Was it local lockdown? No, what was it?
- 4 M1 National
- 5 Tm A national lockdown. And then, recently, so, not only do I want to hear about how you are feeling or anything that's changed for you, that you are happy to say, but also, I have three interesting ideas about what are we in lockdown?
- 6 M2 Coronavirus
- 7 Tm There's a virus going on all around the world. The virus does what?
- 8 M3 It spreads
- 9 Tm It spreads. And what else can it do? It can make you quite ill. So, that's what we will have a discussion about. But also, you had some interesting ideas, things that you've heard about Covid, or your friend told you about Covid, or you heard on the news about Covid, because lots of people have different views about whatever it is. So, who wants to kick us off? It can be anything you want. But what I prefer is, if you are telling someone something anecdotally, so a story, make sure that the person that you are telling that about or talking about is happy for you to say it. Yes? I'm talking mostly about parents. Yes
- 10F1 they are trying to find, they are looking for an antidote or a vaccine. I've seen somewhere that they are testing specific vaccines
- 11Tm Yeah. So there are several vaccines all around the world. But our Covid experts, we are well clever, proper clever. But we're not experts on everything. So the vaccine tested all around the world, they've just had some very encouraging news. Have you heard about that?
- 12F2 Yeah
- 13Tm What have you heard?

- 14F2 They have been testing it
- 15Tm Okay, so they've already trialled it. So, I heard a point last time, correct me if I'm wrong, it's something about we shouldn't have a vaccine because it will put a chip into us, do you remember that? I mean, that's important because I've heard stuff around like that about how the vaccine is going to put and chip into us and the chip will track us. The vaccine is simply here to help us create immunity to us. But the vaccine is safe, they have had trials
- 16M3 Testing
- 17Tm Who do they test it on? Coronavirus. So it can work and they have actually tested it on, they've done human testing, and they've had a positive response.
- 18M1 It's changed a lot
- 19Tm What's changed a lot?
- 20M4 Everything
- 21M1 My life. Yeah, because, like, life changed a lot because lockdown is everywhere and people dying
- 22Tm Life has changed an awful, awful lot, okay? And that's very important. Put your hand up if life's changed for you? You haven't been through lockdown? How's your life changed? Do you feel like your life has changed at all? Over the last, since March?
- 23F2 I miss my family party
- 24Tm Party. The last time we spoke, you said there was someone you hadn't seen that you wanted to see. Do you remember?
- 25F2 Yeah, but that's because she lives in Bulgaria.
- 26Tm Would you go to Bulgaria and see her in the summer, if you had the opportunity? So, can you see how that correlates with this? If you mum took you
- 27F2 She did take me
- 28Tm Oh well she did. So a small, I would say that's a small change?
- 29F2 Yeah
- 30Tm I haven't been to any parties, I don't know about you? What's changed for the better? Anybody? What are the main things, then, bearing in mind your life has changed, yeah? So what are the main things that have changed? For you? Talk to your partner, tell me one thing ((Children talking)) I'll start. I had a daughter in January. And what usually happens, when you have a daughter, you kind of have everyone round, family, and they come around to see the baby, and it's a really exciting time. It's about bringing the whole family together. But this time, we saw very little, and my wife was on maternity leave and unable to take our little daughter out. Anywhere really, baby groups...so that's been really hard. It has been quite an upsetting thing. Say, think about some things that might have changed for you. It might be a positive for you, but most of you said negative. Go ahead
- 31F3 My grandfather died
- 32Tm Oh did he? Oh sorry, that must have been quite hard to process. Oh I'm sorry to hear that. I mean, there are stories all over the place, people are in a similar situation, but knowing that doesn't necessarily do you any good. I am very sorry to hear, I'm very sorry, yep?
- 33M1 I've missed my life
- 34Tm I think, that is what, I think, exactly what F2 said, when people are isolated in their life, have we missed, like, sports? Yeah? Did we get less friendship? But really, when you reflect on the last six months, is that what you think of? What do you think of the big things, that shouldn't be taken away from you, that have

- been? Like you say, you've lost a member of your family, yeah? These are big things and it shows you how important family are to us. It's very interesting, actually. Anyone else?
- 35M3 I lost my grandma
- 36F2 Oh, really? I can tell you as well, I lost my grandma as well. Probably two months ago. Very hard. Very hard, and we couldn't get all the family to the funeral that you wanted to. So that was very hard.
- 37M5 I was unable to see my grandparents and my family
- 38Tm Yeah. And it's always hard when you know you want to see someone the team. Fair enough. Yeah
- 39M1 I lost my friend, like when we went out this week
- 40Tm Say again?
- 41M1 I lost my friend this week
- 42Tm Really? Okay. I would imagine you won't want to talk about that in detail in the group, but maybe I'll talk to you about that in a bit? That can't have been easy. Yeah?
- 43M1 I did not go to the funeral
- 44Tm Yeah, I'm sorry to hear that. I think that's hard, not being able to go to funerals. is there anyone else?
- 45M6 Someone died ((but we did not go to see)) last weekend
- 46Tm Okay, how did that feel? Did it feel like a missed opportunity?
- 47M6 ((it was hard))
- 48Tm Yeah, that can be a hard thing, can't it? Because sometimes there's ((unclear)) when your Mum's there, but also, you're spending, maybe a positive is that you're spending more time with your close family, yeah? You're spending more time with them. We'll get onto that, but actually, sometimes seeing someone you love, it upsets the heart, doesn't it? Ok, yeah...
- 49M2 During lockdown, it was my grandpa's 6-year anniversary since he dies
- 50Tm Yeah, I think this all comes down to what you're all talking about. When it comes to big life events, you feel like you might have missed out on. Because you're like 'oh I missed out on that party', but when something bad happens, everyone's like, come together.

EXAMPLE 3, rejection of children's personal initiatives, Primary, ISCED 1, UK

Recorded in London, concerns a narrative on religion. In particular, the aim of the activity is to promote reflection on similarities between two religious leaders such as Jesus and Mohamed.

In turn 1, the teacher, after the introduction of the general theme, asks a question with known

answer to test children's knowledge and attention. After the child's answer in turn 2 (Jesus), the teacher confirms with a repetition but also adding further extended information about Mohammed, suspending the statement to invite M1 to continue. M1 produces the sought knowledge and Tf rephrases his turn at talk claiming her epistemic status, in a way downgrading the level of knowledge shown by M1 (turn 5). This organisation is furtherly followed in the following sequence, in which Tf systematically calls children to add to her telling of the story about Jesus and Mohammed (turns 7, 9, 11, 13), combining these calls with questions (turns 7, 11), appreciations (turns 9, 11, 13) and additional comments upgrading her epistemic

authority (turns 9, 11, 13). In turn 15, Tf utilises the child's contribution as a platform to interlace educational contents strongly claiming her epistemic authority. In turn 16, F3 proposes an initiative about Jesus's story, which is however corrected by Tf in turn 17. Interestingly, F3 insists, showing her agency through a rejection of teacher's correction, and thus opening a communicative conflict. At this point, M3 intervenes replacing Tf in conflicting with F3, thus showing his performance, rather than his agency, even if his personal initiative produces new knowledge autonomously. Tf does not acknowledge M3's personal initiative but still uses it to reinforce her position against F3. F3 is invited to 'remember', indicating that her contribution could be based on incomplete knowledge. Another child, M2 takes the initiative inviting expansion of M3's turn by formulating a possible gist in an interrogative form. Tf rejects M2's formulation with a simple statement, then producing a very extended turn that diverts the interaction towards other themes which may be of her interest but not necessarily important for children, who were demonstrating active participation when discussing the resurrection. At the end of this long turn, Tf not only ignores but explicitly rejects children's request to participate in the discussion, directing the interaction towards her educational objectives.

- 01 Tf so, in the past few days we have had our elections and spoken about inspirational leaders, isn't it? Inspirational people, inspirational leaders. We also individually looked at who is this?
- 02 Children Jesus
- 03 Tf Jesus and this one is (.) this is a writing that represents Mohammed, ok. The prophet Mohammed, peace be upon him. The reason we don't have a picture of Mohammed because (.) Go on M1
- 04 M1 it is because in Islam we can hear him but cannot see him
- 05 Tf Islam teaches the Muslims to not draw or act out or make models of Mohammed's life, but to actually hear his stories, and to hear his teachings and live your life from it. Ok? That is why I don't have a picture of Mohammed, but I have that writing that which depicts Mohammed's life or teachings. So, erm, what do we remember about Jesus? Why is he important to the Christians? Talk partners
- 06 Children ((cross class chattering))
- 07 Tf anyone want to share about how or what they remember about Jesus and why he is important to the Christians? Yes F1
- 08 F1 Jesus is very kind to other people
- 09 Tf yes, he is very kind to other people. He never made bad decisions. M3
- 10 M3 he was born in a stable
- 11 Tf he was, wasn't he! He was born in a stable actually and we will be celebrating his birthday very soon. But, what else do you remember about Jesus M2?
- 12 M2 he likes sheep!
- 13 Tf yeah, he likes lambs doesn't he! The sheep, the baby sheep isn't it. Yeah you are right. F2
- 14 F2 some people say he was able to walk on water
- 15 Tf yeah, some people say he could walk on water and what do we say about this? He had divine? Do you remember the word divine? What was that? Having almost God like personality because he performed quite a few miracles in his time, but he was also a teacher and he

- taught the good things. So, I have made some notes; so, he was the son of God (.) I should have done a capital G there. He rose from the dead, so he died. Remember he was killed, and he was crucified on a cross
- 16 F3 actually, he survived
- 17 Tf but after three days (.) no he actually died, he didn't survive, he actually died
- 18 F3 he survived
- 19 M3 he didn't survive, he died but three days later he rose from the dead
- 20 Tf remember I said he was the son of God
- 21 M2 a ghost?
- 22 Tf not a ghost (.) his body; he had his whole body. Remember we said Christians believe he is the son of God and he obviously had power and that helped him to rise from the dead. He appeared to his disciples, who are his followers and he also want his followers to know that there was an eternal life, so another life. The human life is not everything, there is an eternal life after that, so that is what Christians believe ok? Eternal means God like life, ok. A life that is after you have lived your human life. Its all to do with God like life, ok? He was a Messiah promised in the Old Testament, so Christians read. Christians have a holy book called the Bible and the Bible is split into two parts; the Old Testament and the New Testament. The New Testament has stories of Jesus told by different people. The New Testament has stories about good and bad but they are told by many different prophets (.) like how Mohammed. Christianity also has quite a few prophets and they told their story; they prophesised, they said that there will be a son of God, the Messiah will be born and Christians believe that Jesus was that son of God ok. Hands down (.) hands down, hands down. God sent his son, so, Christians believe that God sent his son to earth to save humanity

EXAMPLE 4, missed support to children's initiatives, Nursery, ISCED 0, Italy

In extract 16, turn 4, M1 responds to FACf2's questions (in turns 1 and 3) about what he drew. However, M1 provides a statement about the facilitator rather than an answer to the question. FACf2's following question for confirmation is not pursued because FACf1 repeats the previous question, with the consequence of ignoring M1's turn. M1 insists on proposing himself as contributor, thus FACf2's question is an attempt to guide him to the "correct" type of answer. In the following sequence (turns 9-23), the two facilitators insist on getting a clear answer from M1, through a series of questions, until in turn 20 FACf1 formulates the answer and in turns 22 and 23 the facilitators acknowledge the answer although it is not clear at all. In turn 24, another migrant child takes the floor. In this case, in turns 27, 34 and 38, FACf1 provides upshot formulations, i.e., formulations which have not a direct reference to the gist of the child's narrative, rather than questions. Thus, the child is replaced in the production of narrative. In turns 40 and 42, FACf1 replaces again the child in answering although trying to assign him some epistemic authority with her questions. In turn 43, the new initiative of M4 is directly contradicted by the facilitator (turn 48) who also invites the child to remember the previous activity. However, FACf2 changes the trajectory of the interaction by inviting another child to talk (turn 49). The following sequence, which involves native children, is very fluid, thus the facilitators provide minimal responses

(turn 53, 55, 58) and an appreciation (turn 60). This fluidity is interrupted when the facilitators try to involve a third migrant child (turns 60-64).

- 01 FACf2 last time we filled these two jars, remember?
02 Many yes:
03 FACf2 what did you draw? ((indicates the two cans on the ground))
04 M1 (m1) you hit an ant
05 FACf2 did I hit an ant?
06 FACf1 ((takes the jar with the red monster)) who remembers what he/she drew? (.) something that happens at school that makes him/her a bit angry
07 M4 (m2) me
08 FACf1 do you remember M4? What did you draw?
09 M4 (m2) anger
10 FACf1 anger? And what was that situation?
11 M4 (m2) red
12 FACf1 were you red? And how was that? What had happened?
13 M4 (m2) (he got he got upset everybody)
14 FACf1 and how come you were so angry?
15 M4 (m2) if if F2 said if (??) M5
16 FACf1 ah:: but I want to know what you said
17 M1 (m1) e::::
18 FACf1 why were you angry M4 in the drawing?
19 M4 (m2) I want to play M5
20 FACf1 ah: you wanted to play with M5
21 M4 (m2) (told him I said no)
22 FACf1 ah:
23 FACf2 ah:
24 M1 (m1) and I::
25 FACf1 and what did you put in here M1? ((pointing to the vase in her hand))
26 M1 (m1) ah[::
27 FACf1 [I remember your little brother
28 M1 (m1) eh because little car
29 FACf1 eh
30 M1 (m1) I want to give a little car and I trust an M4
31 M4 (m2) ah M4!
32 FACf1 eh
33 M1 (m1) yes
34 FACf1 you had made many drawings M1
35 M1 (m1) your father
36? no
37 M1 yes
38 FACf1 there was a drawing M1, I remember you drew of your little brother pushing you
(.)
39 M1 (m1) yes
40 FACf1 because your little brother was in the other section, wasn't he?
41 M1 (m1) yes
42 FACf1 and that thing made you angry. Who still remembers?
43 M4 (m2) me
44 FACf1 M4, what did you draw?

- 45 M4 (m2) my father
 46 FACf1 did you draw your father?
 47 M4 (m2) ((nods))
 48 FACf1 no we drew only things from school, not from home (...) they were situations that made us angry at school, like a fight with a classmate, (3) try to remember
 49 FACf2 M6, do you remember what you drew (.)
 50 M6 e: yes: I drew the one of the sun with baby Yoda
 51 FACf2 and what about anger? A situation at school that makes you angry? Do you remember what you drew?
 52 M6 ah: (.) anger:
 53 FACf2 mh
 54 M6 when I get angry (.) because (he/she doesn't want to send me to the swing) I kick everything
 55 FACf1 ah::
 56 FACf2 when they don't let you go on the swing you kick
 57 M6 ((nods))
 58 FACf2 you kick
 59 M6 ((nods))
 60 FACf1 very good (2) anyone else want to tell us? Do you remember?
 61 F2 (m3) ((shakes head))
 62 FACf1 you don't remember F2
 63 F2 (m3) ((points to another jar)) there I made [drew] my friends
 64 FACf1 your friends ((nodding))

EXAMPLE 5, children's self-determination not supported to sustain agency, Primary, ISCED 1, Italy

A previously silent Moroccan child suddenly takes the floor. Two teachers and the mediator are talking about the mediator's education and training (turns 239-243), when the child asks for information in Arabic about a test (turn 244). The teachers' monologue makes it difficult to understand the meaning of the child's initiative, despite the mediator's efforts (turns 245, 247, 249). In turn 250, T(eacher)7 interrupts the dyadic sequence of clarification, inviting the mediator to produce an untimely rendition. In this way, the child's initiative, an instance of self-determination, is stopped short of becoming consequential. In the following turns, the teachers produce a monologue, making the mediator's tentative mediation difficult, as the rendition in turn 258 and the confused dyadic sequence with the child (turns 263, 267-271) show, while T7 is already showing the test to the child (turn 272).

- 239 MF *però sono partita da casa mia che parlavo già francese e inglese*
however I left my house that I already spoke French and English
 240 TF5 *eh vedi (che)*
eh you see (that)
 241 MF *perciò [ci ho messo così [poco*
so [it took me so [little
 242 ChiM [eee
 243 TF7 [complimenti
 [congratulations



- 244 ChiM [lemtihanet eli derna
[*the tests that we had done*
- 245 MF cemen emtihanet?
which tests?
- 246 ChiM heduk lemtihanet konna derna hedek enhar heya arfehom losteda
those tests we had done that day the teacher knows them
- 247 MF mh
- 248 ChiM mtee el matematica
maths
- 249 MF [em melhom?
em what about them?
- 250 TF7 [cos'ha detto?
what did he say?
- 251 ChiM [ghadi taatehom lina?
should she give it back to us?
- 252 MF per: i: e:: le:m le verifichè che avete fatt[o
for t: e.. the:m the tests you have don[e
- 253 TF6 [oh beh prima era preoccupato per (le)
verifiche
[*oh well before he was worried about*
(the) tests
- 254 TF7 [oggi? oggi non l'abbiamo corretta
ancora
[*today? today we haven't corrected it*
yet
- 255 MF no non di oggi le altre ha detto quelle che avevamo fatto di [matematica
ma: le dovette dare?
no not today the other he said those we had done for [maths but: do you
have to return them?
- 256 TF6 [(??) era
preoccupatissimo
[(??) he was very
worried
- 257 TF7 no e::
- 258 MF voleva [sapere
he wanted [to know
- 259 TF7 [gliela faccio vedere
[*I'll show him*
- 260 MF voleva sapere un po' com'è andata
he wanted to know a bit how it went
- 261 TF6 ma l'hai vista questa [Cm!
but you've seen [this
- 262 TF7 [lui l'ha vista l'ha anche corretta lui da solo
[*he saw it and he corrected it himself*
- 263 MF maci:: cioftiha enta?
no:: have you seen them?
- 264 TF7 non puoi fare questo
you can't do this
- 265 MF aah?
- 266 ChiM eh

267	MF	yes w makhassekce tsahah bwahdek <i>and you didn't have to correct yourself</i>
268	ChiM	eh yes
269	MF	liana he[ya lighadi tsahah <i>because her who had to correct</i>
270	ChiM	eh yes
271	MF	wa alken raki sahahti ci haja bwahdek enta lkayti ci haja meci edika he:: <i>but you corrected something yourself you found something that is not that and ::</i>
272	TF6	la maestra l'aveva già corretta <i>the teacher had already corrected it</i>

LINK TO MEDIA, MODULE 11

You can access video or audio recording of some of the examples via the CHILD-UP Archive. Here's the direct link to the media files. Free registration at **movio.child-up.eu** and log-in to the same Archive are required for the links to function.

EXAMPLE 1 <https://movio.child-up.eu/downloadMedia.php?id=254>

EXAMPLE 2 <https://movio.child-up.eu/downloadMedia.php?id=252>

EXAMPLE 5 <https://movio.child-up.eu/downloadMedia.php?id=177>

Please refer to the CHILD-UP Guidelines as well as to Module 13 of this training for more details on the Archive.

Evaluation of the Module

Trainee/Trainer space to reflect upon each module to consider possible impact; any new knowledge or concepts learnt, reactions, learning evaluation, feedback, ideas and examples to discuss the philosophy of facilitation in comparison to the philosophy and intent of teaching.

What has been seen, observed, learnt, heard or experienced about how children share, feel, interact, lead, listen and engage during facilitation?

Training notes and summary to develop practical ideas and plans for future/current use of facilitation within practice	
Possible changes within practice might be to: (share and critique ideas and plans to use facilitation)	
Critique facilitation to consider strengths of possible use or challenges	
Ideas or change in facilitation practice or approach might be:	
Ideas or changes regarding language, interaction, time, pedagogy, agenda and listening skills might be:	

Module 12: Reflection on facilitation and narratives for hybrid integration

Focus and aim of the module	Content will explore, reflect & discuss	Material, resources & activities
<p>Module 12: Reflection on facilitation and narratives for hybrid integration</p> <p>Aim. The aim of Module 12 is to invite reflection on the complexity of facilitation and its power to create the condition for the exchange of personal narratives which is key to hybrid integrations</p> <p>Learning Outcomes. By the end of Module 12, you will:</p> <ul style="list-style-type: none"> ➤ Understand the complexity of facilitation where several actions are combined in often unpredictable ways, based on reflection on the examples provided from CHILD-UP research ➤ Understand facilitation potential to support the 	<p>Facilitative actions</p> <p>Combined facilitative actions in practice (what common features to look for and how to unpick them)</p> <p>Interlacements</p> <p>Production of narratives</p> <p>Narrative exchange and transitions</p> <p>Hybrid Identities</p>	<p>MOOC: power point slides video examples facilitator explanation via video on slides</p> <p>The MOOC is available at https://www.child-up.eu/training/mooc-massive-open-online-course/)</p> <p>Transcripts</p> <p>SWOT analysis</p> <p>Development Plan</p> <p>Evaluation Tool</p> <p>Reflective Model (relating to model 4)</p> <ul style="list-style-type: none"> • Reflective Theory Model • Simple Reflection Model • Reflective Practice Cycle • Model for Structured Reflection

interlacement of personal narratives		
<p>Further discussion or questions to reflect on</p> <ul style="list-style-type: none"> ○ Reflective on your experience, can you think of situations where you used a combination of facilitative actions? Why? What prompted you to do so? ○ Can you think of situations where children were exchanging personal narratives? If so, think about how or why they began to share at that precise moment? Identify contributing factors. Who led the exchange? Where or how did it start? Who was involved? Did you interact? Why? How? ○ What was the outcome of (i) the exchange (ii) your involvement? ○ Why have those specific exchanges stayed in your mind? <p>After completion of Module 12...further reflections.</p> <ul style="list-style-type: none"> - Are you aware of the reality of facilitation and the need to combine different actions in real practice? - Are you aware of the importance of narratives for the construction of hybrid integration? <p>If you answer 'No' to any of the two questions above, simply revisit the relevant module sections. If you have answered 'Yes' to both questions, you are now ready to appreciate the complexity of facilitation and the potential of personal narratives for the construction of hybrid integration</p>		

MODULE 12

FEEDBACK NOTES FOR TRAINER/TRAINEE RELATING TO POWER POINT SLIDES
(Notes to lead, open discussion, reflect and compare)

*All the transcripts of the examples are available in the relevant sections of each module.

Slide 3: Aims and Learning Outcomes
The aim of Module 12 is to invite reflection on the complexity of facilitation and its power to create the condition for the exchange of personal narratives which is key to hybrid integrations.

Slide 4: Most common features and characteristics of facilitation to look for

We have seen the most important actions through which facilitation can be achieved. We have seen that different actions of facilitation are intertwined in the same interaction. This is certainly not strange and unexpected. However, it is difficult to show this complexity in a way that can be easily understood. Throughout the modules, you have been presented with many interesting examples where different types of actions are combined.

The idea is not to artificially break down the examples to separate them into single facilitative actions discussed in each module. However, to enable facilitation to be explored and understood the actions have indeed bring broken down. This is motivated by the intention to provide some ideas relating to the complexity of facilitation.

Looking at CHILD-UP facilitation, the first interesting is that a series of rather recurrent actions (invitations, questions, minimal feedback, formulations, personal stories, personal comments, appreciations) can be combined in an unpredictable variety of ways. These combinations constitute the fascinating and difficult challenge of facilitation; nevertheless, they are what supports participation.

Slide 5: Interlacements

The second interesting aspect is that children's contributions are also unpredictable, and this is particularly evident through interlacements, i.e., the connection between different narratives in the same conversation. Interlacements may be enhanced through the facilitator's invitation to expand (module 6), through facilitators' formulations (module 8), through facilitators' personal contributions (module 9).

Slide 6: Productions of Narratives & Hybrid Identities

The production of narratives is an opportunity for children's agency. Facilitation can be applied to support children's access to the status of authors of knowledge in forms of narratives. Exchange of narratives is an important context for the negotiation and co-construction of hybrid identities. It is possible to observe a positive correlation between the use of facilitation and children's production of narratives. When facilitation promotes children's agency:

Slides 7-9: Examples

More narratives are produced of a broader variety. In particular, the production of narratives that concern personal experiences is related to the promotion of children's agency via facilitative actions. It is not surprising that the production of narratives related to personal, first-hand experiences or emotions is more common in ISCED 1 and ISCED 3 contexts where a full form of facilitation was more common

Children access the role of tellers more frequently. Contribution to narrative production can be related to different positions in the interaction. It is possible to contribute to the production of narratives as tellers, elicitors, co-tellers or listeners. In CHILD-UP data, the upgrade of children's epistemic authority via facilitation is related to more frequent contributions from the position of tellers.

Transitions and interlacement between narratives are more common and smoother in full form of facilitation. Interlacement of narratives is very important for the construction of hybrid forms of integration. Interlacement of narratives is a situation where integration is combined with personal expression.

Slide 10: Narratives of memories

Narratives of migration focused on experiences, memories, reflections on diversity and integration were more common when trained facilitators, external to the ordinary teaching staff are used, making the case for the importance of training and for the possible benefit of working with children outside of established relationships. Facilitation can be embedded in everyday

interactions in work with children, with positive effects. However, these guidelines also invite reflection on the possible added value of ad-hoc activities of facilitation, to be undertaken with children outside of the usual class cohort, for instance swapping roles with other teachers. This is very important if facilitation aims to promote the production of personal narratives with a higher potential impact on hybrid integration

Slide 11: Reflective Questions

- Reflective on your experience, can you think of situations where you used a combination of facilitative actions? Why? What prompted you to do so?
- Can you think of situations where children were exchanging personal narratives? If so, think about how or why they began to share at that precise moment? Identify contributing factors. Who led the exchange? Where or how did it start? Who was involved? Did you interact? Why? How?
- What was the outcome of (i) the exchange (ii) of your involvement?
- Why have those specific exchanges stayed in your mind?

Slide 12: Self-assessment

- Are you aware of the reality of facilitation and the need to combine different actions in real practice? How?
- Are you aware of the importance of narratives for the construction of hybrid integration? Why?

If you answer 'No' to any of the two questions above, simply revisit the relevant module sections. If you have answered 'Yes' to both questions, you are now ready to appreciate the complexity of facilitation and the potential of personal narratives for the construction of hybrid integration

Evaluation of the Module

Trainee/Trainer space to reflect upon each module to consider possible impact; any new knowledge or concepts learnt, reactions, learning evaluation, feedback, ideas and examples to discuss the philosophy of facilitation in comparison to the philosophy and intent of teaching.

What has been seen, observed, learnt, heard or experienced about how children share, feel, interact, lead, listen and engage during facilitation?

<p>Training notes and summary to develop practical ideas and plans for future/current use of facilitation within practice</p>	
<p>Possible changes within practice might be to: (share and critique ideas and plans to use facilitation)</p>	
<p>Critique facilitation to consider strengths of possible use or challenges</p>	
<p>Ideas or change in facilitation practice or approach might be:</p>	
<p>Ideas or changes regarding language, interaction, time, pedagogy, agenda and listening skills might be:</p>	

Module 13: THE CHILD-UP ARCHIVE		
Focus and aim of the module	Content will explore, reflect & discuss	Material , resources & activities
<p>Module 13: CHILD-UP ARCHIVE</p> <p>Aim. The aim of Module 13 is to introduce and support navigation around the CHILD-UP Archive. To learn how to access, navigate and engage with data and project material can support change for future practice or research</p> <p>Learning Outcomes. By the end of Module 13, you will be informed how to:</p> <ul style="list-style-type: none"> ➤ Access, register and log into the Archive ➤ Navigate around the Archive to engage with data from interviews, questionnaires, audio, videos, and transcripts ➤ To reflect how to engage and compare data ➤ To self-assess own practice with similar or different age ranges (ii) counties (iii) curricula ➤ To plan to undertake and/or 	<p>Explain ARCHIVE purpose</p> <p>Online engagement</p> <p>Data base search</p> <p>To access, examine and engage with quantitative and qualitative research and data</p> <p>How theory relates to practice (and vice-versa); to compare facilitative types in practice</p> <p>Think about planning future classroom facilitation and research</p>	<p>MOOC: power point slides video examples facilitator explanation via video on slides</p> <p>The MOOC is available at https://www.child-up.eu/training/mooc-massive-open-online-course/)</p> <p>SWOT Analysis</p> <p>Development Plan</p> <p>Reflective questions</p>

lead future research		
<p>Further discussion or questions to reflect on</p> <ul style="list-style-type: none"> ○ Reflect how research criteria and key words can be refined in view of accessing CHILD-UP data ○ Discuss methods of data gathering and data representation - what does it mean for you? ○ Discuss facilitation styles and types 'how to use or engage with what has been observed' ○ Identify shifts or influencing factors during facilitation that change outcomes. Explore why <p>After completion of Module 13...further reflections.</p> <ul style="list-style-type: none"> ○ Reflect and plan how to engage with CHILD-UP and training module concepts to use within your own practice. ○ How will facilitation; Mixed forms of facilitation; Directive forms of facilitation and Participated teaching be understood and engaged with in future practice? Why? ○ How do you plan to lead practice and research with and for others? ○ How do you plan to co-research with children? 		

MODULE 13

FEEDBACK NOTES FOR TRAINER/TRAINEE RELATING TO POWER POINT SLIDES

(Notes to lead, open discussion, reflect and compare)

SLIDE 1: Aims and Learning Outcomes

This module Introduces you to the online archive. The main feature of this module focuses on how to engage with CHILD-UP data and how to plan for classroom research. This is because CPD never ends, it is an ongoing process of thinking, testing out, doing, reflecting, and discussing. A main philosophy of CHILD-UP training is to be sustainable to impact on classroom dialogue. This means that once the modules, MOOC and archive have been engaged with, the act of facilitation and engagement with your interests that have evolved during the training should be stimulated to continue (i) facilitations (ii) researching and reflecting. This module supports those pioneers who want to lead practice-based research.

SLIDE 2:

The aim of the ARCHIVE is to enable access to materials from CHILD-UP data that promote and offer examples from practice that capture expectations, trust, and active participation in education. The CHILD-UP partners are committed to encourage engagement with migrant children to support them to become independent thinkers and successful individuals and to enable teachers and school heads to increase their knowledge of:

1. Living conditions, perceptions and expectations of migrant children and their parents/caretakers and teachers.
2. Competences, expectations, and practices of children's integration in schools.
3. Conditions of discrimination and marginalisation of migrant children.

This ARCHIVE includes inspiring practice of second language learning, intercultural education, and facilitation of dialogue / mediation in educational contexts.

SLIDE 3: ARCHIVE overview and philosophy.

The module provokes engagement with the CHILD-UP ARCHIVE to offer opportunity to access material provided across all age ranges, data, and practice examples across 7 countries. The module builds on the VAK philosophy used to underpin CHILD-UP training so that auditory, visual and hands on kinaesthetic interactions can be engaged with. This module emphasises learning by doing. You are encouraged to sign up and dig in to find out more. Once you begin to use the filters to find preferred age range, activity types, contexts, research data examples from teachers, children, or stakeholders...you will find a rich treasure trove of interactions and voices to learn from and with. The intention is to engage with this module and data in your own preferred way for your own unique professional journey – it is more about the process than a product.

SLIDE 4: Module aim.

By the end of Module 13, professionals working with and for children will

- Be informed how to access the ARCHIVE
- Be informed how to navigate around the ARCHIVE to find specific examples from quantitative or qualitative data
- Have opportunity to engage with forms of facilitation and be encouraged to plan to engage with research.

SLIDE 5:

a diagram of the three phases of the module

SLIDE 6: Introduction. Intention and philosophy of the CHILD-UP Archive.

The archive is a large multimedia repository of data taken from the CHILD-UP research. The ARCHIVE mission is to support those working with children to promote agency. Promoting agency is understood as key for the construction of hybrid, person-centred, inclusive forms of integration.

Data included in the archive offers examples of successful promotion of children's agency, but also examples of situations where children's participation is pursued through different methodology types that have been categorised throughout the CHILD-UP guidelines, throughout the training resources and in the CHILD-UP research report as the following 1) 'mixed facilitation'; 2) 'directive facilitation' and 3) 'participated teaching'.

Different formats of data are available in the archive to engage with such as transcripts of interactions; video- or audio- recordings of adults-children's interactions across national contexts and age ranges, from pre-school settings to secondary school settings.

Data from CHILD-UP offer the users of the archive opportunities to compare the contexts of their work with children from other settings in different national contexts.

You will find in the archive, that transcripts are accompanied with analytical notes. So, what are the purpose of analytical notes? They are the analysis and evaluation undertaken at the stage of data decoding. The transcripts with analysis offer support to 1) understanding of contexts and to 2) facilitative practices and other methodology types that have been engaged with to support children's participation (particularly useful to those who are new to facilitation or those who want to slow down practice and take time to digest meaning).

Engaging with materials in the archive can support further reflection by provoking the perspectives and practices of others to be considered. For example, from our own lens and practice we have a window into the views and practices of others. At this point it is vital to consider the generosity of all teachers, children, families, stakeholders, and professionals working in the 7 schools who have

shared their experiences, thoughts, and lives with us. When we critique or compare practice, we do so with the generosity offered by those in the research.

SLIDE 7: How to access and register onto the ARCHIVE.

Picture of a screen shot with arrow of what is seen when you go to <https://movio.child-up.eu/> You will see the log in on the top right hand side of the page or the register now link. Click on the register now link for your first engagement with the ARCHIVE.

When you first register you will be asked to log in and to make up a password so you can easily log directly in next time. There is opportunity to save the log in and password details on your computer. Doing so speeds up future log in to make engagement with the ARCHIVE streamlined. OK so now pause the video and take some time to register, log in and mooch around the ARCHIVE.

A reminder: The ARCHIVE aims to support reflective practice and the possibility to bring about change to and in practice. The ARCHIVE is free, and accessible to use individually or as a whole school or network cluster. Information and materials are organised (and findable) by age, important aspects of communication, culture. The ARCHIVE is organised in a way that aims to promote migrant children and all children's agency and hybrid identities. CHILD-UP promotes facilitative practices that hear, respect, and engage with children.

SLIDE 8: ARCHIVE Information.

The Archive is not about a big space full up of data, because too much data is not accessible or relatable due to time commitments, interests, and accessibility. With this in mind we have developed an organised space that enables the unique user to explore material following their practice and professional development interests. This means that the CHILD-UP archive is offered as a qualitative space to be used to support reflective practice and professional progression in many unique ways. The user of the ARCHIVE decides and leads their own unique pathway. For instance, if you want to focus more on the promotion or engagement with facilitation, or dialogic pedagogy, or the how to promote participation and agency more...then you can choose what material and exerts to engage with.

SLIDE 9: Navigating the archive, 1. Criteria and fields to search

Screen shot or list added to capture filters/categories 'how to find' 'what to look for'

Data in the CHILD-UP archive (www.movio.child-up.eu) can be readily searched using search tags such as location, participants, most relevant facilitative actions in the transcript, age of children and more.

The archive lends itself as a repository of examples as well as a repository of materials for, evidence-based innovation of work with children. Data can be utilised as a repository of examples that support understanding of training and engagement with facilitation. Data can also be utilised as a repository of materials to be used when leading the professional development of others. Data can also be used as a reflective tool via comparison with one own's experience. Finally, data can be used as an inspiration for the design of facilitative activities, corroborated by children and professionals' views on their experiences as participants in facilitative activities.

the CHILD-UP archive can be used as a resource to design facilitative activities but also as a resource for practitioners to lead professional development of others ('train the trainers'), in this way securing sustainability of innovation. The next section introduces the key-technical aspects that represent the 'behind the scenes' architecture of the CHILD-UP archive.

The more you click on main areas and then look at the breakdown of each category you will have an idea of how straight forward it is to find areas of interests. You can look for qualitative or quantitative data sets, contexts, issues, main findings and so on. There is also a search button available to enable specific areas to be explored.

SLIDE 10: Navigating the archive, 2. Tips and how to explore.

The criteria matrix has 11 main categories – each category is then broken down into main areas and themes found from the data. For instance, here on the left we can see one of the main categories is about ‘Involved People’ who are involved in the research. For instance, if you look on the right-hand column you can see there are 8 different types of people captured from analysis of data. So, if you have a specific interest in seeing what teachers or social workers have said, you can click onto the group of people you want to engage with.

If you click on social workers, you will see that 6 further sections can be opened that relate to Background analysis - Key obstacles to migrant children’s successful integration into mainstream classes

Qualitative analysis - Professionals’ recommendations; Quantitative analysis - Intercultural communication

Quantitative analysis - General notes; Quantitative analysis - Highlights

Quantitative analysis - General indicators to evaluate effectiveness of hybrid integration of children with migrant background

When you click into each one you will find a format that informs you about

Cities and Regions: Belgium, Finland, Germany, Italy, Poland, Sweden, United Kingdom, Europe (Rest of)

Educational contexts: School context

Involved people: Children from migrant background, All children, Parents, Teachers, Classroom assistants, Educators, Interpreters, Mediators, School counsellors, School heads, Social Workers, Student assistant, Student coach, Study supervisors

Specific issues: Children’s rights, Interpersonal relations, Participation

And then an overview is offered so that you can read what has been said and found out.

If Conditions of migrant children inclusion into mainstream classes is of interest, you will be able to access quantitative data or questionnaire outcomes.

There are lots of ways to do your searches for data...

SLIDE 11:

Abbreviations in the data explained: IT– T21 –F (country; speaker; gender)

SLIDE 12:

Introduction slide to phase 2: navigation of the ARCHIVE.

SLIDE 13: The 4-dimension module and overview of CHILD-Up training (a reminder of how the ARCHIVE relates to the other 3 phases of CHILD-UP Training.

Reflect on how the ARCHIVE materials have already been engaged with throughout modules 1-13 so far to recap how ARCHIVE material has already been used and how it relates to the CHILD-Up Guidelines, MOOC, and Train the Trainer intention. Refer to your own notes or ideas about introducing or building on facilitation.

How can the other dimensions of CHILD-UP be built on, planned for, and engaged with to (i) support your own professional practice, progression expertise (ii) to bring about change (iii) to undertake and/or lead sustainable research or facilitation

SLIDE 14: Possible ideas of how to engage with data.

Observe – to consider the strategies of peers

Perspectives to see things differently

Compare outcomes and possibilities – to try out or do things differently...

For instance, there are many layers and dimensions to think about when engaging with CHILD-UP data. Pause for a minute and think about what it is you want from the data. For instance, do you want to observe the practice and facilitative style used by others?

Do you want to see how children engage and interact across a range of contexts and teaching practices?

Are you interested in observing how children engage when there is less adult directed communication style?

Are you interested in comparing practices to see what is effective and why (or why not)?

Or maybe you are interested in understanding the characteristics and traits of facilitation in practice, or examining slowly the three areas of facilitation found from CHILD-UP data

1) 'mixed facilitation'; 2) 'directive facilitation' and 3) 'participated teaching'.

To develop our own practice and classroom engagements/interactions it is important to recognise and celebrate what is already done...and to share good practice. It is also encouraged for areas that might not be as strong (or not as effective as we think they are) to be identified, reflected on (engage with module 4 theory and models) to consider why something works or not...levels of reflection enable changes to be made. However, as Schon reminds us it is vital to reflect on the right thing for the right reason...but how can we know if we are doing that? It is important to reflect on our own but also with children and peers to hear what they think and how they experience classroom communications. It is vital not to assume it is the same for others, mostly it is not. We all hold different realities and versions of events. Therefore, dialogue and facilitation are promoted,

SLIDE 15: How can the materials be used to benefit future practice?

Relationship building; Getting to know each other inside and outside of performed roles to promote personal expressions and trust; Open spaces for engagement; Enhance what is already being done; Share good practice or quandaries with peers.

Arrange to undertake peer observations to open dialogue (remember facilitation is not about assessment and nor should peer observation be about assessment; it is about shared reflection and learning experiences.

Referring to module 1 and returning to the CHILD-UP aims it is vital to consider how future practice intends to

- enhance migrant children, and all children's agency
- reflects on children's capabilities and how they shape their own identities
- reflect on how children influence their social contexts
- reflect on how those working with and for children engage with children's capabilities and react to them to empower and promote participation
- ...that is a possible plan to build on

SLIDE 16: Using data to compare practice.

The ARCHIVE material along with the other 3 dimensions of CHILD-UP offer practical, theoretical, and facilitative direction to those professionals working with and for children who are interested in enhancing dialogue, agency, and hybrid integration within multilingual and multicultural contexts.

ARCHIVE material offers opportunity to engage with and to evaluate facilitation already undertaken to observe the communication styles that have proved more successful in enhancing dialogue, agency, and hybrid identities.

Reflect: Are you clear about what facilitation is and is not?

How does the use of facilitation enhance and impact on dialogue; How does dialogue empower and promote participation, trust, and space for knowledge holders

How does the use of facilitation and mixed forms of facilitation enhance adults-children's interactions to promote children's participation? How does age range and context impact on facilitation and are styles adopted to promote children's participation age focused? Material in the ARCHIVE can reflect on facilitative actions that proved effective in promoting children's agency when they access, the role of authors of valid knowledge. Opportunities and risks that relate to actions and interactions can be reflected on to plan what might work or not in your context or in line with your own pedagogical approach/identity. For instance, have you found or can you spot in the material how to Promote engagement with invitations to talk; or questions (covered in module 6): Or what do you think about the use of Minimal feedback in the forms of continuers, or acknowledgement tokens (explored in module 7); Can you find across a range of age ranges or contexts how complex feedback and Formulations are used to promote participation and agentic spaces? And finally, perhaps you could see patterns of how: Adults across examples in the ARCHIVE shared their personal comments to build trust and relationships. What do you think about that I wonder...?

SLIDE 17: Introduction slide to Phase 3: Reflection and planning to undertake and lead sustainable research.

How to use the CHILD-UP project, findings, and engagement with facilitation to support my own CPD journey.

SLIDE 18: Engaging with (Module 4) reflective models and theories.

What did I notice in the material that I would like to try, change, or keep the same (why)?

What aspects of facilitation do I intend to focus on and try out (why)?

How can children be informed and involved in classroom communication changes.

How can I find out 'the impact' facilitative interactions and changes have on children's agency and participation?

Use archive material to find examples of the following 3 forms and articulate how each form impacts on agency, participation and environments that enable

- Mixed forms of facilitation
- Directive forms of facilitation
- Participated teaching

SLIDE 19: Planning sustainable research

Sustainability (UN SDG4) is about making sure what we do now impacts positively in the future. Facilitation is about sustained healthy and respectful relationships between adults and children. Facilitation relates to sustainability because it is about the ability to maintain quality interactions. Facilitation and sustainability intertwine because facilitation builds on a child's natural resources, experiences, and knowledge.

Facilitation is about maintaining balance. Balance between respectful, equitable and two-way dialogic exchanges.

Observe my practice: Plan a focus 'to evaluate how or if I engage with facilitation' For instance, aim to focus on a specific aspect or activity that will offer opportunity to self-assess how you engage with children, how you promote participation and agency.

Plan a research schedule. How long do you intend to engage with facilitation to begin with, and when? Weekly, daily, monthly?

How and who will you need to seek permission and consent from for the research; who will be involved; who will participants be; will children be researchers.

SLIDE 20: Dimensions of Reflection and Self-Assessment for CPD (continuous professional development).

In the training package (in the appendix) you will find SWOT analysis, Development plans, reflective notes and actions plan to support facilitation and research ideas to evolve throughout your CPD journey. It is also a great idea to keep reflections about how facilitation evolved, what worked well or not and why.

SLIDE 21: A plan to introduce facilitative practice.

Ideas might be to plan small steps to introduce facilitation with children (or peers)
 How will you signal a difference in practice or communication and talk from what is normally done...?
 How will children know you aim to engage with facilitation? Will facilitation be signalled as different, as a different space?
 What happens if facilitation does not work to begin with?
 It is OK...keep at it...we learn by doing and I can share when I first started facilitation it did take a while...it is achievable in small steps...and then facilitation becomes embedded. A way of life
 ...

SLIDE 22: Peer observation

A model used to provoke facilitative practice and/or peer observation

SLIDE 23: A plan to undertake or lead research on facilitation /classroom dialogue

Research is a fluid and ever evolving act that changes and shifts depending on context and focus. Research is about learning from doing and leaning from data and findings. The learning happens during engagement with all aspects and dimensions of research, CPD and training - CPD is in the planning, discussing, doing and analysis and dissemination of the data. The learning from and about facilitation is ongoing...as it unfolds and evolves with children because of all involved.

SLIDE 24: Conclusion. Facilitation as sustainable practice and engagement.

To conclude...why is facilitation an important part of our daily interactions with children...
 Facilitation relates to sustainability because it is about the ability to maintain quality interactions
 Facilitation and sustainability intertwine because facilitation builds on a child's natural resources, lived experiences and knowledges
 Facilitation is about maintaining balance. Balance between respectful, equitable and two-way dialogic exchanges.
 Facilitation happens when one person dialogues with the other...towards sustainable and authentic communication

End.

ARCHIVE categories

to help you search throughout age ranges, educational contexts, topics, data types, involved people, modes of intervention, medium of intervention and recordings; issues; actions; identities and countries.

<p>Educational contexts Primary School (93) Secondary school (59) Upper secondary school (51)</p>	<p>Medium of intervention Face-to-face interaction (97) Digital platforms (22) Dialogic teaching (1)</p>
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<p>Nursery school (50) School context (47) Other categories Reception centres (25) Other extra-school situations (8) Second language teaching (2)</p>	<p>Individual reflection (1) Medium of recording Videorecording in presence (31) Audio-recording in presence (16) Audio-recording online (6) Videorecording online (3)</p>
<p>Involved people Children from migrant background (128) All children (99) Teachers (98) Facilitators (40) Parents (39) Other categories Mediators (38) Social Workers (20) Educators (6)</p>	<p>Type of intervention Facilitation of specific issues (64) Language mediation (24) Inclusive teaching (10) Second language teaching (10) Intercultural education (4) Other categories Facilitation (1) Group discussion (1) Small group with linguistic support (1)</p>
<p>Specific issues Interpersonal relations (34) Participation (24) Pandemic (17) Language (10) Gender differences (8) Other categories Children's rights (7) Identity construction (4) Citizenship (1)</p>	<p>Modes of intervention Group discussion (27) Dialogic teaching (17) Collective discussion (16) Reflection (9) Individual reflection (3) Other categories Drawings (2) Oral presentation in class (2) Written texts (2)</p>
<p>Types of action Appreciations (54) Formulations (46) Questions (39) Open questions (36) Focused questions (34) Other categories Minimal responses (34) Repetitions (25) Summaries (20)</p>	<p>Forms of interventions Facilitation (41) Instruction (5) Self-evaluation (3) Evaluation (1) Children's agency Agency through initiatives (54) Agency through responses (26) Lack of agency / limited agency (9)</p>
<p>Cities and Regions Italy (128) Germany (80) United Kingdom (67) Poland (63) Sweden (59) Belgium (49) Finland (45) Europe (Rest of) (3)</p>	<p>Identity Personal identity (11) Cultural identity (9) Hybrid cultural identity (6) Social identity (5) Cultural festivities (1) Other categories Racialised identity (1) Role Identity (1)</p>

The access the CHILD-UP ARCHIVE → <https://movio.child-up.eu>

Evaluation of the Module

Trainee/Trainer space to reflect upon each module to consider possible impact; any new knowledge or concepts learnt, reactions, learning evaluation, feedback, ideas, and examples to discuss the philosophy of facilitation in comparison to the philosophy and intent of teaching.

What has been seen, observed, learnt, heard, or experienced about how children share, feel, interact, lead, listen and engage during facilitation?

Training notes and summary to develop practical ideas and plans for future/current use of facilitation within practice	
Possible changes within practice might be to: (share and critique ideas and plans to use facilitation)	
Critique facilitation to consider strengths of possible use or challenges	
Ideas or change in facilitation practice or approach might be:	
Ideas or changes regarding language, interaction, time, pedagogy, agenda and listening skills might be:	

APPENDIX: SWOT ANALYSIS AND DEVELOPMENT PLAN TOOLS

SWOT Analysis tool

Identify Strengths; Weaknesses; Opportunities; Threats within your professional role that impact on 'how' facilitation can be introduced into your practice/school context

<p><u>STRENGTHS</u> 😊</p> <p>Identify strengths, support, resources and/or skills that support the use of facilitation:</p> <ul style="list-style-type: none"> • 	<p><u>WEAKNESSES</u> ☹️</p> <p>Identify challenges that might prevent the use of facilitation:</p> <ul style="list-style-type: none"> •
<p><u>OPPORTUNITIES</u> 😊</p> <p>Identify skills, support or resources that can bring about change:</p> <ul style="list-style-type: none"> • 	<p><u>THREATS</u> ☹️</p> <p>Identify challenges that might prevent change in practice:</p> <ul style="list-style-type: none"> •



Development Plan (to develop areas identified in the SWOT analysis)

Development Plan (DP)			
Name:			
Select an area to focus on and/or develop from the SWOT Analysis:			
Starting date of DP:	DP first review date:	DP second review date:	Final DP evaluation date & completion:

What do I want/need to change or develop? (WHY?)	What will I do to achieve this and how?	What resources or support will I need?	What will my success criteria be? (You might also identify issues or challenges that resist or prevent change)	Target dates for review and completion



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