Exploring young children's voices

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Appendix E

E.1   Instruction Screening Interviews Parents and Teachers

Screening Interviews With Parents and Teachers by Internal and External Researchers

Contribution to the validation of the interpretations of interview protocols

Concerning the interviews with the teachers and parents of the focal children Lennart and Bernadette.
All steps are carried out by the (internal and external) researchers independently from one another.

Procedure
Step 1
- The internal researcher and external researchers read the interview protocols.
- They make notes in the margin (catchwords or brief and to the point summaries) on each paragraph about the essence of what the interviewee is talking about. For instance: what the interviewee is doing, would like, wishes, thinks, notices, stands for, or what is found frustrating or stimulating et cetera. It concerns expressions in relation to school and the school context only. Expressions about situations or experiences outside school and/or at home are left out.
- The internal and external researchers review their notes. Are one or more trends visible in what each interviewee brought up in his or her interview? If so, what trend(s) are visible? The internal researcher and external researchers make a report at the end of each interview on what they have found.

Step 2
Based on her own collected catchwords, summaries and possible trends in each interview, the internal researcher writes 4 narratives, one of each teacher and pair of parents.

Step 3
Both external researchers mail/send the results of step 1 on each interview to the internal researcher. They keep a copy of what they have sent.

Step 4
The internal researcher sends the external researchers the 4 written narratives of the two teachers and the two pairs of parents.

Step 5

- The external researchers read the 4 narratives of the interviewee's, written by the internal researcher.
- Each external researcher reviews the information in those narratives compared to his own findings. Are trends and themes similar, is all the information relevant, is some information left out, or differently interpreted et cetera.
- The external researchers reflect, each, on their own findings and on what is sent by the internal researcher, and make a report about their reflections, including possible questions and recommendations.
- Both external researchers send the internal researcher their reports.

E.2 Instruction Using the Taxonomy for Distinguishing and Interpreting Expressions

The Taxonomy for Distinguishing and Interpreting Children's Expressions in Relation to Adults' Expressions By Internal Researcher and External Researchers

All steps are carried out by the researchers independently from one another.

Materials:
- A list of 133 randomized leading expressions by the focal children. All children's names are left out. They are all referred to as XY. The expressions are indicated with a C (Child) and numbered from C001–C133.
- A list of 43 randomized leading expressions by the teachers. All teachers are referred to as T. The expressions are indicated with a T (Teacher) and numbered from T01–T43.
- A list of 38 leading expressions by the parents of the focal children. All parents are referred to as P. The expressions are indicated with a P (Parent) and numbered from P01–P38.
- An step-by-step instruction using the taxonomy, looking for correspondences between children's expressions (C) and teachers' expressions (T), and looking for correspondences between children's expressions (C) and parents' expressions (P).

Definitions of the taxonomy-levels A–D, looking for correspondences between expressions

- **Level A**
  Child and adult use literally the same words or word combinations for the expression of their voice on school related matters. The situations and/or context child and adult refer to, are highly identical

- **Level B**
  Child and adult use words or word combinations which look alike, but are not identical (synonyms).The situations and/or context child and adult refer to, are highly identical

- **Level C**
  Child and adult use literally the same words or word combinations for the expression of their voice on school related matters. The situations child and adult refer to differ; the contexts are different

- **Level D**
  Child and adult use words or word combinations which look alike, but are not identical (synonyms). The situations child and adult refer to differ; the contexts are different.

Step-by-step plan for comparing children's and adults' expressions

All steps are described in behalf of the first part of the comparison of expressions: looking for correspondences between children's (C) and teachers' (T) expressions. All steps have to be repeated in the second part of the comparison: looking for correspondences between children's (C) and parents' (P) expressions. In all the children's expressions the focal child is referred to as XY. Sometimes the context or the occasion of the expressions is described as well, to contribute to a clear understanding of the expressions. This kind of additional information is put between [ ]. Sometimes others are involved in situations in which the focal children are interacting too, like peers and/or adults. This kind of additional information is also meant for a clear understanding of the expressions by the focal children. It is, explicitly not, the intention to look for correspondences between the expressions by the child and expressions by their "supposed" own teacher or own parent.

1. Every expression by the focal child is compared to all the teachers' expressions. So, expression C001 is compared with expression T01, then with T02, with T03 until T043. Then expression C002 is compared with expression T01, with T02 and so on.

2. Comparing the expressions by the focal children with the teachers' expressions, looking for correspondences, always starts with the description of level A. Are the child and the teacher literally using the same words or word combinations for the expression of their voice on school related matters? And are the situations and/or context the child and the teacher refer to, are highly identical? If not, then the child's and teacher's expressions are compared with the description of level B. If not, the expressions are compared with the description of level C, and if not, the expressions are compared with the description of level D, or no correspondences between the expressions are found at all. After comparing the child's expression C001 with the teacher's expression T01 in this way, the same has to be done with the child's expression compared with the teacher's expression T02, and so on, for all 43 expressions by the teachers. Then this whole process is repeated for the child's expression C002, C003, C004 until C133.

3. It is possible that a child's expression is found corresponding to more than one expression by the teacher, on the same or on different levels.

   In Table 1 (a fictitious example), the expressions of the focal children, C001 (3x) and C015 (2x), are found corresponding more than once with a teacher's expression, on different levels. The expressions of the focal children, C003, C037, C080, C131, are found corresponding with a teacher's expression once.

Table 1

Looking for Correspondences Between Teacher's and Children's Expressions on the Levels A-D

Teachers' Expressions		Levels A – D			
		A	B	C	D
T01	"You'll have to be clear, and rules and punishment are allowed. Very clear. But you'll have to enjoy the company of children and to love them."	C001	C015		
T02	"I think, it's a pity, that at the moment cognition is aimed for. It is the number one ambition. There is an enormous pressure to educate children in learning the letters in the alphabet, to recognize symbols. That is all fine. But it is so much and the pressure is just high."			C037	
T03	"One of the principles in Kaleidoscoop (early childhood support program) is to go into what children indicate as nice. Into what children are interested in, then you see possibilities. At such a moment, children are involved, open to be educated."			C001 C015	
T04	"I have to be aware that I don't think through too much like: Oh, that's fun – the technical side of it. How is water getting into a tap, and take a look: what does grain look like? And then I take care that the whole process is visible until the bakery. Well, these kinds of things I love to do and I do notice that children like that too. I have got an affection in education. How the world is fitting together; that is interesting to me. I think that I am really passing it on."				
T05	"As a teacher, my role is to observe and to organize, and to direct also. Yes, you have to educate children all kinds of things, but you have to leave off too. You have to offer children space too. Yes, and that is possible again, when you observe children."		C001 C003 C080		C131

Note. The "found" correspondences between teachers' expressions and children's expressions on the different levels is completely arbitrary in this Table. There are no relationships between the numbers of children's expressions in this example and the real list with children's numbered expressions C001–C133.

4. When a child's expression is found corresponding with a teacher's expression, at least once and indifferent the level, a X is placed on the list of children's expressions at the according number of the child's expression and T(Teachers)/Yes. When the child's expression is not found corresponding at any scale level, a X is placed on the list of children's expressions at the according number of the child's expression and T(Teachers)/No.

In Table 2 (a fictitious example), the children's expressions C001, C002 and C004 are found corresponding to a teacher's expression, once at least. The children's expressions C003 and C005 are not found corresponding to any of the teacher's expressions.

Table 2

Looking for Correspondences Between Children's and Adults' Expressions at Any Level, Yes or No

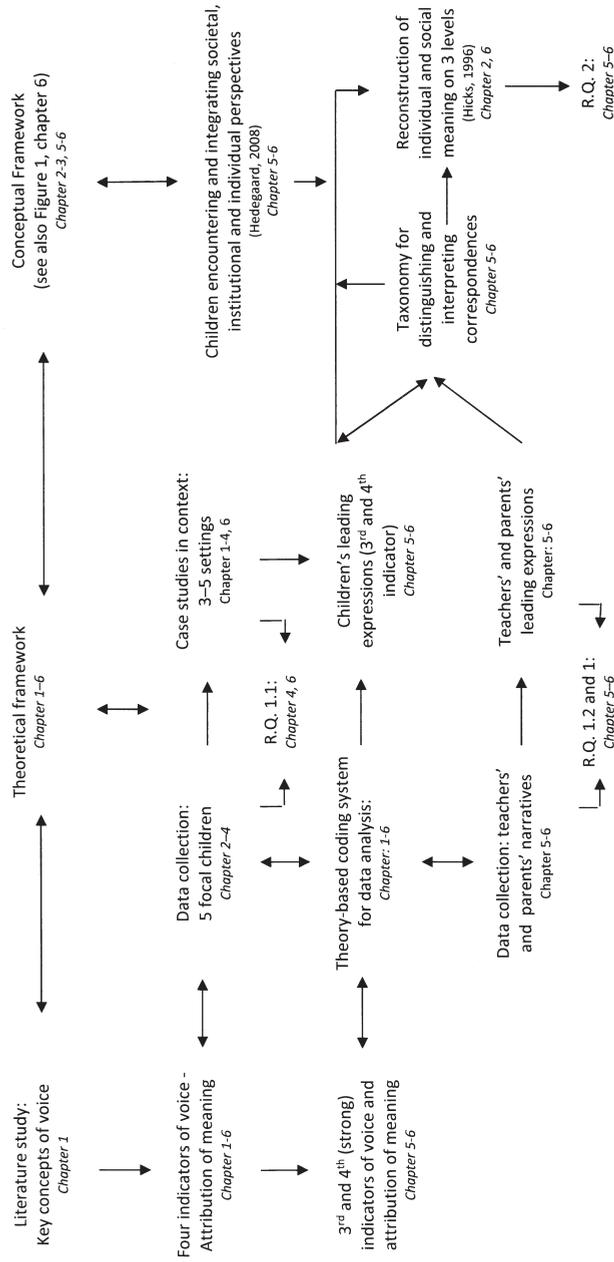|	Children's Expressions	T (Teachers)		P (Parents)	
		Yes	No	Yes	No
C001	[Teacher to XY: "Do you hear me?"] XY: "Yes." [Teacher: "Yes, miss"] XY: "Yes, miss." [Teacher: "Are you ready?"] XY: "Yes." [Teacher: "Yes, miss"] XY: "Yes, miss."	X			
C002	[Researcher interviewing children about their ideal school: "Are there things in school you would like to remove from school?"] XY: "Well, the block area could be removed and the area to play house, for those are a bit childish."	X			
C003	[The teacher is taking a look in the area where the children are playing school] XY (talking to the teacher): "You have to make 16 such as these (folding quadrangles). Well, that is an awful lot of work!"		X		
C004	XY (to a peer in the area to play school): "You are going to write down words and then you put your work on the middle of the table. All the children have to look at the teacher."	X			
C005	XY [responding frequently to the events in the story the teacher is reading during circle time, while the children are supposed to keep still]: "I know it. I see it. I knew already."		X		

Note. The numbers of children's expressions, C001–C005, in this Table are not corresponding to the numbers in the real list with children's expressions. Moreover, the numbers of children's expressions in this Table are not related in any way to the same numbers of children's expressions in Table 1.

5 After all the steps have been taken to compare the expressions by the focal children with the teachers' expressions, the first four steps are taken to compare all the expressions by the focal children with the parents' expressions too.

The step-by-step plan to compare all the expressions of the focal children (133) with all the teachers' expressions (43) and all the parents' expressions (38) is carried out by the internal researcher. To control for a possible researcher's bias two external researchers have compared each half of the list of children's expressions (split half: 67 expressions each out of 133) with all the teacher's and all the parents' expressions. External researcher A: C001–C067 and external researcher B: C067–C133.

Appendix F

Overview of the Strategy for a Systematic Approach on Exploring Young Children's Voices

The following text elements appear in the diagram:

- Conceptual Framework (see also Figure 1, chapter 6) *Chapter 2-3, 5-6*
- Children encountering and integrating societal, institutional and individual perspectives (Hedegaard, 2008) *Chapter 5-6*
- Reconstruction of individual and social meaning on 3 levels (Hicks, 1996) *Chapter 2, 6*
- R.Q. 2: *Chapter 5-6*
- Taxonomy for distinguishing and interpreting correspondences *Chapter 5-6*
- Theoretical framework *Chapter 1-6*
- Case studies in context: 3–5 settings *Chapter 1-4, 6*
- Children's leading expressions (3rd and 4th indicator) *Chapter 5-6*
- Teachers' and parents' leading expressions *Chapter: 5-6*
- R.Q. 1.1: *Chapter 4, 6*
- Data collection: 5 focal children *Chapter 2–4*
- Theory-based coding system for data analysis: *Chapter: 1-6*
- Data collection: teachers' and parents' narratives *Chapter 5-6*
- R.Q. 1.2 and 1: *Chapter 5-6*
- Literature study: Key concepts of voice *Chapter 1*
- Four indicators of voice - Attribution of meaning *Chapter 1-6*
- 3rd and 4th (strong) indicators of voice and attribution of meaning *Chapter 5-6*

Note. R.Q. 1, 1.1, 1.2, 2: Answers to research questions 1, 1.1, 1.2 and 2.