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## Exploring young children's voices

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# Supplemental Materials



Table 1  
*Bernadette's Involvement in Daily Activities of Free Choice (Setting 1)*

Setting 1: Regular School Activities			Coding				
			C	P / F / O	SC	Properties	
(1)	Teacher C.	"Let's take a look in another classroom."	P		06	Adding	i
(2)	Bernadette	returns with Elza, holding a large box together.		P	03	Collaborating	
(3)	Bernadette	takes out the pieces of a jigsaw floor puzzle.			02	Demonstrating	
(4)	Bernadette	(to Elza) "Now, get aside!"		P	01	Assigning	
(5)	Bernadette	and Elza start making the frame and they lean over each other, trying to fit pieces in.		P	02	Demonstrating	
				P	03	Showing	
(6)	Bernadette	and Elza are laughing.		P	01	Revealing	
	(...)						
(7)	Bernadette	and Elza show teacher C. the cover of the box.		P	04	Following	
					08	Attending	i
(8)	Bernadette	"We have already finished, miss!"		P	02	Commenting	
(9)	Teacher C.	"You are much too good in doing jigsaw puzzles!		P	08	Complimenting	i
		Just take another one in the classroom."		P	06	Obliging	i

Note. C: conation (thinking, feeling, wanting). P: peers / F: Family / O: Others. SC: subcategory. i: in interaction with the teacher.

Table 2

*Bernadette's Involvement in Playing School, Proclaiming the Program of Activities (Setting 2)*

Setting 2: Playing School			Coding			
			C	P / F / O	SC	Properties
(1)	Bernadette	"And now, put it in a file. You have to put your name on it. Where is your work?"		P	01	Assigning
(2)	Linda	"I am also miss."				
(3)	Bernadette	"Noho, one miss. Molly is miss."		P	01	Rejecting
(4)	Bernadette	"Now: at the table!! And work!"		P	01	Assigning
(5)	Bernadette	(to Linda) "I am going to draw a triangle and cut it. And then you are going to color it and very nicely."		P	01	Assigning
(6)	Bernadette	"And not just a bit, for I am going to do a little round. Okay?"		P	01	Suggesting
(7)	Molly	"We are strict teachers."				
(8)	Bernadette	"Have you heard? Play!"		P	01	Assigning
(9)	Bernadette	"This afternoon: play, seal and this. Moon. Mooooon."		P	01	Assigning
(10)	Bernadette	shows the letter case.		P	03	Showing

Note. C: conation (thinking, feeling, wanting). P: peers / F: Family / O: Others. SC: subcategory.

Table 3

*Bernadette Expressing Feelings About Playing School and Teacher's Roles (Setting 4)*

Setting 4: Semi-Structured Interview			Coding			
			C	P / F / O	SC	Properties
(1)	Researcher	"Is there something you would like to do, which you can't do in school now?"				
(2)	Bernadette	nods.	x		O 03	Showing
(3)	Researcher	"What would you like to do, Bernadette?"				
(4)	Bernadette	"To play school"	x		O 01	Preferring
	(...)					
(5)	Researcher	"What is so nice about playing school?"				
(6)	Bernadette	"That I am the teacher and then you may tell what they'll have to do."		P	O 01 06	Revealing Obliging

Note. C: conation (thinking, feeling, wanting). P: peers / F: Family / O: Others (here: researcher). SC: subcategory. r: in the role of the teacher.

Table 4

*Bernadette's Involvement in Playing School, Referring to School Rules (Setting 2)*

Setting 2: Playing School			Coding				
			C	P / F / O	SC	Properties	
(1)	Bernadette	sits down on the teacher's chair, where Linda is sitting already.			03	Postulating	
(2)	Linda	gets up a bit later and sits down at the table with Molly and Barbara.					
(3)	Bernadette	"You are now the oldest. You are allowed to use the felt-tips."		P	04 07	Accepting Initiating	r
(4)	Bernadette	"You have to work in a minute."		P	06	Obliging	r
(5)	Bernadette	"Which color? You are allowed to choose."		P	07	Accordinging	r
(6)	Bernadette	"Not just like that... First ask, then take, Molly."		P	04 07	Imposing Correcting	r

Note. C: conation (thinking, feeling, wanting). P: peers / F: Family / O: Others. SC: subcategory. r: in the role of the teacher.

Table 5

*Numbers of Corresponding Expressions Found By Internal Researcher and External Researchers Among Children's Expressions and Teachers' and Parents' Expressions, Coded on the Same Levels*

	Children's Expressions Corresponding With Teachers' Expressions		Children's Expressions Corresponding With Parents' Expressions	
	Content			
	Level A: ++	Level B: --	Level A: ++	Level B: --
Context	4	16	6	16
	Level C: +-	Level D: --	Level C: +-	Level D: --
	12	56	3	44

Note. Number of children's expressions: 157 found correspondences by internal and external researcher(s) - on the same level -among children's expressions and teachers' expressions: 88 (71%) and children's and parents' expressions: 69 (80%).

Levels:

A ++: word content(s) literally the same (+), context highly identical (+). Content of expressions mainly related to children's social development (norms driven), the focus is the child as part of a social group.

B --: word content(s) look alike (synonyms (-), context highly identical (+). Content of expressions mainly related to children's cognitive development (educational assignment), the focus is the child as (future) learner.

C +-: word content(s) literally the same (+), context differs (-). Content of expressions mainly related to notions about differentiated instruction (children's age and competences related), the focus is the needs of the individual child.

D --: word content(s) look alike (synonyms (-), context differs (-). Content of expressions mainly related to children's social-emotional development (values driven), the focus is the child as an individual person.

**Table 6**  
*Numbers of Corresponding Expressions Among Children's Expressions and Expressions by Teachers and Parents, Who Are Not the Child's Own Teacher(s) and Parent(s), Found By Internal Researcher and External Researchers, and Coded on the Same Levels*

Children	Teachers					Parents					Total	Total
	Level A	Level B	Level C	Level D	Total	Level A	Level B	Level C	Level D	Total		
Tom		2	3	11	16				3	3	19	
Irfan		1	1	8	10	1	2		4	7	17	
Margareta	1	4	1	4	10		1	1	12	14	24	
Lennart	1	2		2	5	1	4		6	11	16	
Bernadette		1	4	2	7	2	3	1	3	9	16	
Total	2	10	9	27	48	4	10	2	28	44	92	

Table 7

*Corresponding Expressions Among Children's Expressions and Expressions by Teachers as well as Parents, Who Are Not the Child's Own Teacher(s) and Parent(s), Found By Internal Researcher and External Researchers, and Coded on the Same Levels*

Examples of Found Correspondences Among Children's and Adults' Expressions		
Teachers	Children	Parents
<p><i>Magda</i>: "And I really have a role to raise children too. For many things happen which cannot pass, of which you believe that a child needs correcting. For instance, a young child, when I said that it was tidying up time, who responded in a temper: 'ye-es!' Then I get the feeling: 'don't talk to me like that.'"</p> <p><i>Tessa</i>: "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."</p> <p><i>Mandy</i>: "Anyway, I am expecting older children to work carefully and not to rush through activities. That they are well prepared, get enough exercise to do just what they have to do."</p> <p><i>Jona</i>: "Some children have it in them to address certain things towards other children, like: you have to act like this. Maybe they have adopted my way of acting. Could be."</p>	<p>[A young child, who recently attends school, is sitting behind a computer and presses some buttons]. <i>Margareta</i>: "Oh, miss Mandy, he is putting the computer on the internet!!!"</p> <p>[A young child is roller-skating on the grass of the school playground]. <i>Margareta</i>: "You are not allowed to do so. The skaters will break down!"</p> <p><i>Lennart</i> (in the play area) at <i>Eliza</i>: "16... no, you have to... double fold it! Look, first 16 little quadrangles. Then put it together. Just like that. And then stick it together. And here: the same. Not... just the same. Do the same." [<i>Eliza</i>: "I would..."] "No, you have to..."</p> <p><i>Tom</i> (in the play area at two peers): "There, go to work! We are going to play outside and then we'll go home [claps his hands]. Work. We'll have to go to work now. There, fetch some work!"</p>	<p><i>Tom's and Lennart's parent(s)</i>: "Education should contribute, socially, to children's ability to stand up for themselves. To be prepared to become not too nice. That they have the nerve... when something is not right... to handle."</p> <p><i>Bernadette's parents</i>: "The school is very structured. Yes, I like that as well. There are many school rules and, yes, the children are listening well. My child knew already all the rules on the first school day: how to be in a queue or to visit the toilets, when they were allowed to talk to the teacher and when they were not."</p> <p><i>Bernadette's parents</i>: "My child is also arranging all kinds of things. I think that is quite funny. We are both the arranging kind of people."</p>

*Note*. *Magda* and *Cecile* are the teachers of *Lennart* and *Bernadette*. *Tessa* is *Tom's* teacher. *Jona* and *Mandy* are the teachers of *Irfan* and *Margareta*. During the process of analysis and interpretation all names were left out.

Table 8

*Corresponding Expressions Between Children's and Teacher's or Parents' Expressions, Who Are Not the Child's Own Teacher(s) and Parent(s), Found By Internal Researcher and External Researchers, and Coded on the Same Levels*

Examples of Found Correspondences Between Children's and Adults' Expressions			
	Children		Adults
Margareta:	[Teaching assistant: "Do you hear me?"] "Yes." [Teaching assistant: "Yes, miss"] "Yes, miss." .... [Teaching assistant: "Are you ready?"] "Yes." [Teaching assistant: "Yes, miss"] "Yes, miss."	Magda, teacher:	"And I really have a role to raise children too. For many things happen which cannot pass, of which you believe that a child needs correcting. For instance, a young child, when I said that it was tidying up time, who responded in a temper: 'ye-es!' Then I have the feeling: 'don't talk to me like that!'"
Irfan:	"We are not allowed to go into the barn. We are not allowed to go into bushes. I think that is sad!"	Margareta's parents:	"At home we may have different rules, but I don't mind. In school my child just has to deal with somebody else and I prefer that this person has made clear what her own boundaries are. And then my child just has to go along."
Margareta:	[decides to play school today]. "I am going to do arithmetic." (To a younger peer) "How much makes 10 times 3?" [The peer keeps silent] "It makes 30."	Tom's and Lennart's parent(s)	"I consider it important that children like to learn, are able to work. Of course the ordinary subjects. Mathematics, language, as well as geography and whatever else."

*Note.* Magda and Cecile are the teachers of Lennart and Bernadette. Tessa is Tom's teacher. Jona and Mandy are the teachers of Irfan and Margareta. During the process of analysis and interpretation all names were left out.



