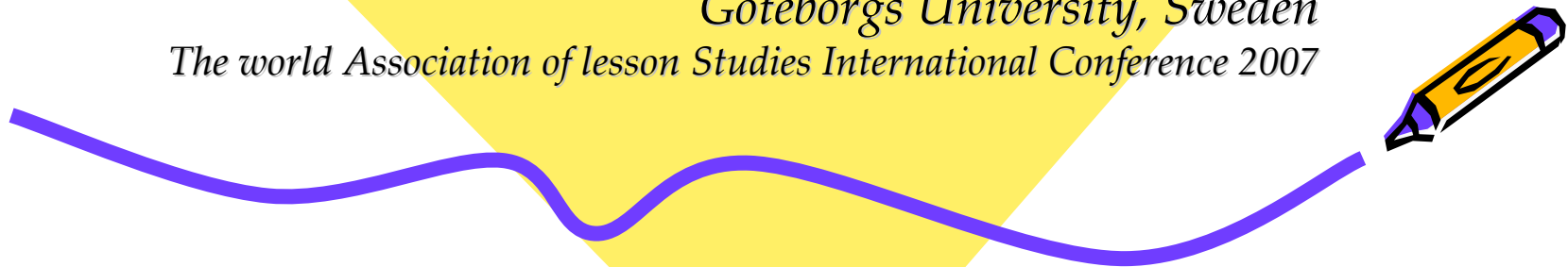


*A Child Perspective
or a Child's Perspective
- What's the different?*

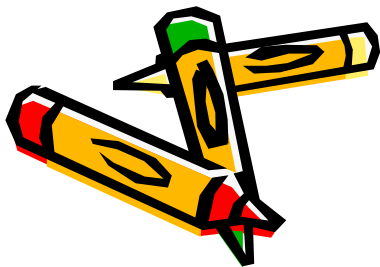
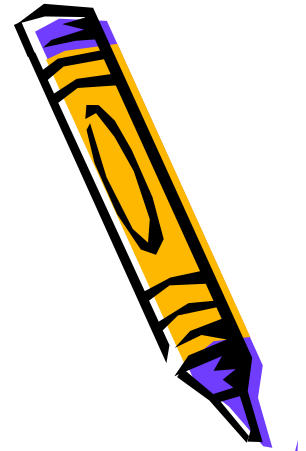
*Ann-Charlotte Mårdsjö Olsson
Göteborgs University, Sweden*

The world Association of lesson Studies International Conference 2007



My results show that:

- Teachers have different views about their participation in children's learning (Mårdsjö 2005).
- The difference and the meaning have consequences for children's learning.



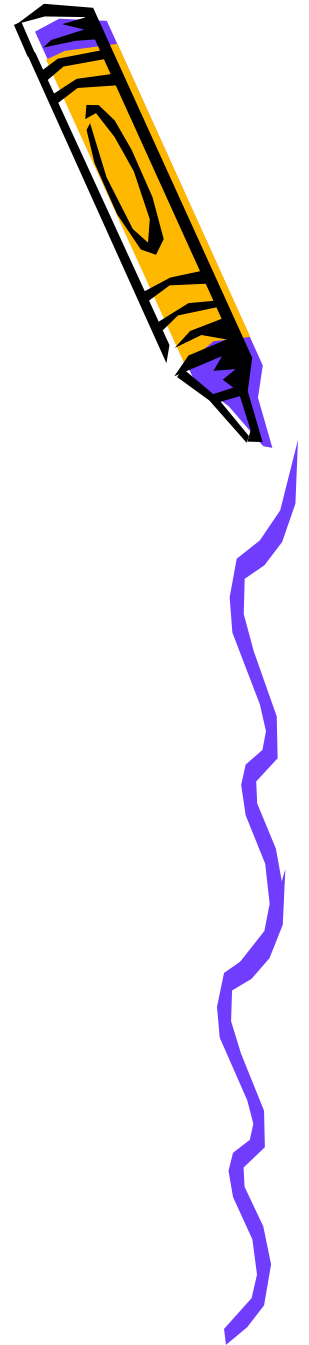
The teacher understand their participation in children's learning in two qualitatively different ways:

A child perspective

- The teacher being sensitive to the children and the world around them.

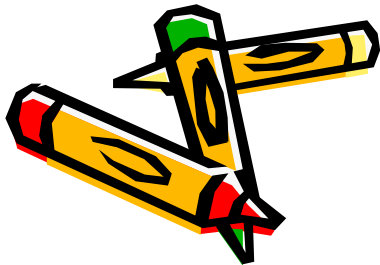
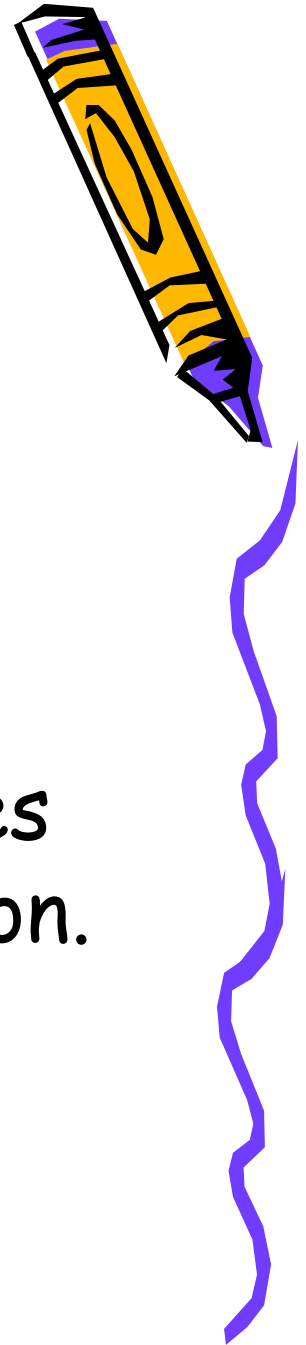
A child's perspective

- The teacher being sensitive to the children and the world around them and challenging the children in their learning.



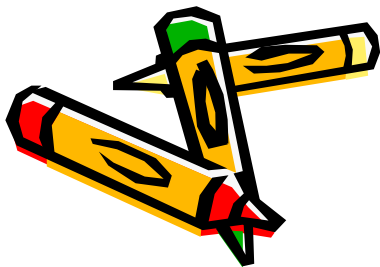
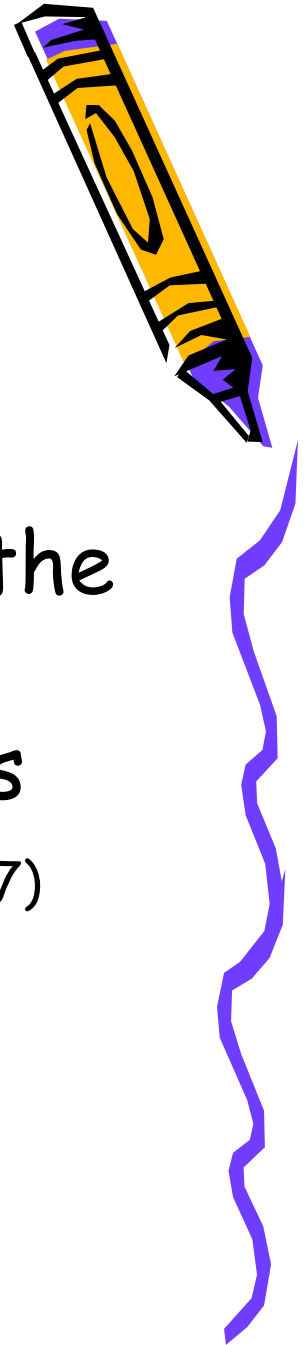
These two qualitatively different conceptions

- are hierarchically ordered
- There is a complexity between these two perspectives in learning situation.



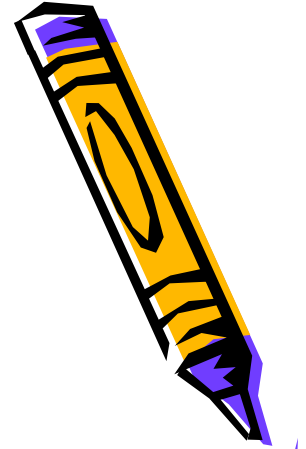
The teacher's ability

- to being sensitive to children and the world is precondition for her to become able to challenge children's ability (Pramling Samuelsson & Mårdsjö Olsson, 2007)



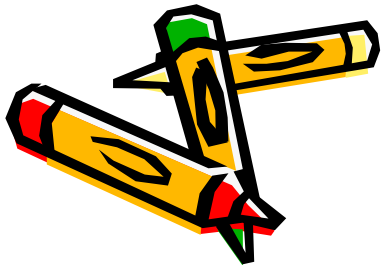
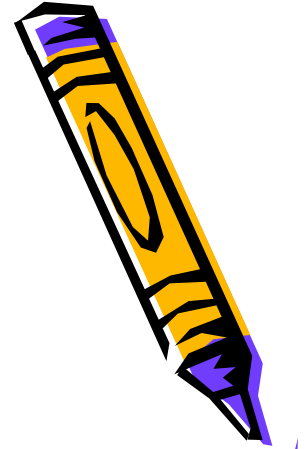
The aim of my presentation

- is to account the child- and the child's perspectives
- develop what it means to the child's ability to create a meaningful and purposeful learning if we take one perspective or the other.



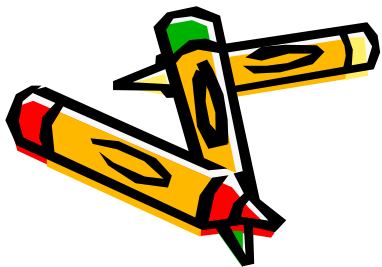
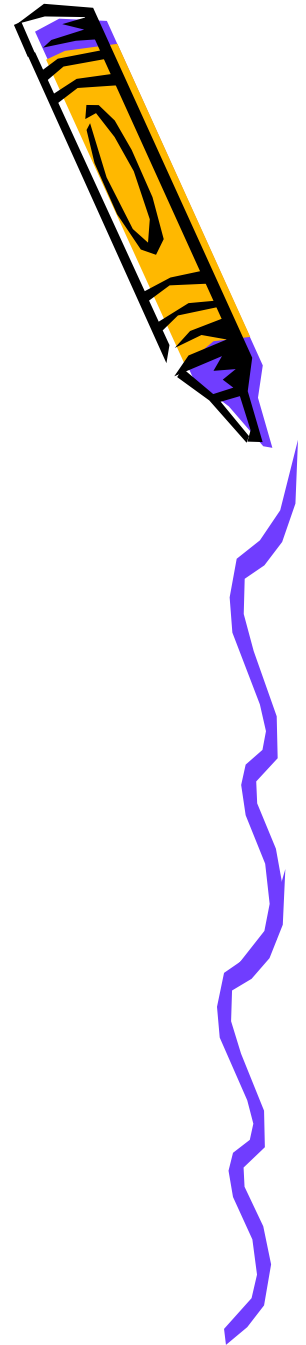
The Theoretical points

- Variations theory focuses primarily on teachers' teaching and the teaching practices.
- It is also a theory of learning with consequences for teaching.



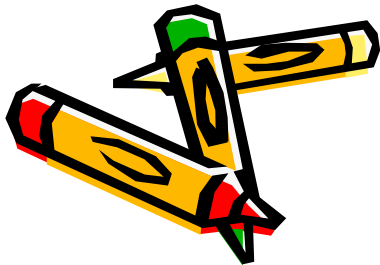
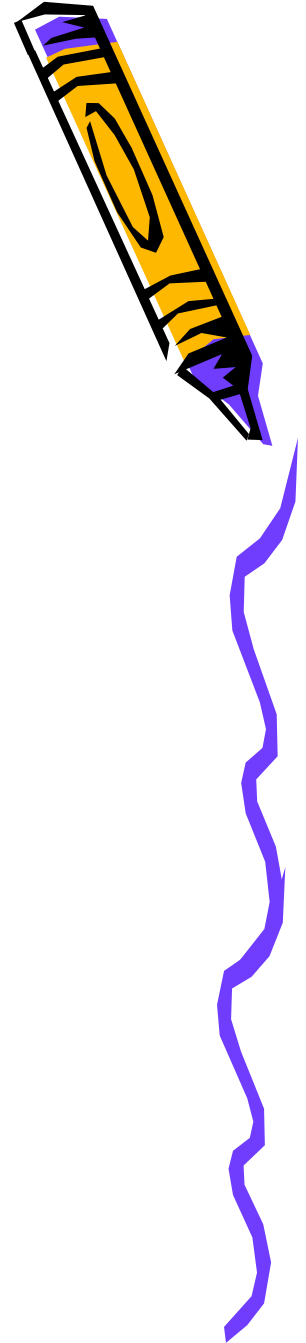
The difference between ...

- A teacher who take a child perspective is child-centred.
- A teacher who take a child's perspective is relational.



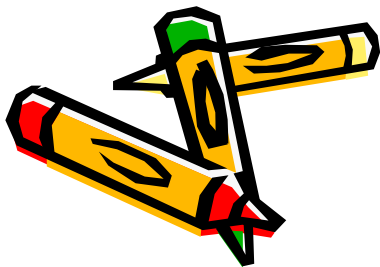
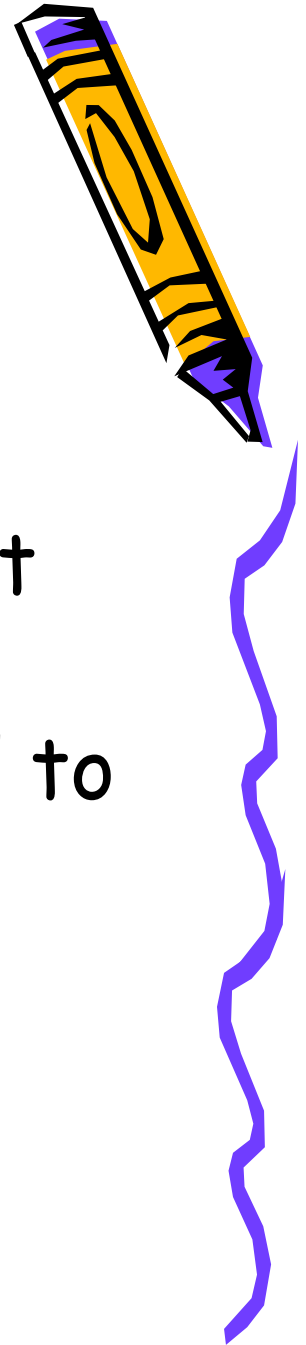
Characteristic for a child perspective:

- Teachers who experience that they participate in children's learning by being sensitive to childrens
- Interests
- Engagements
- Questions
- Comments



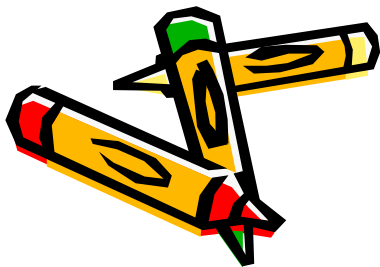
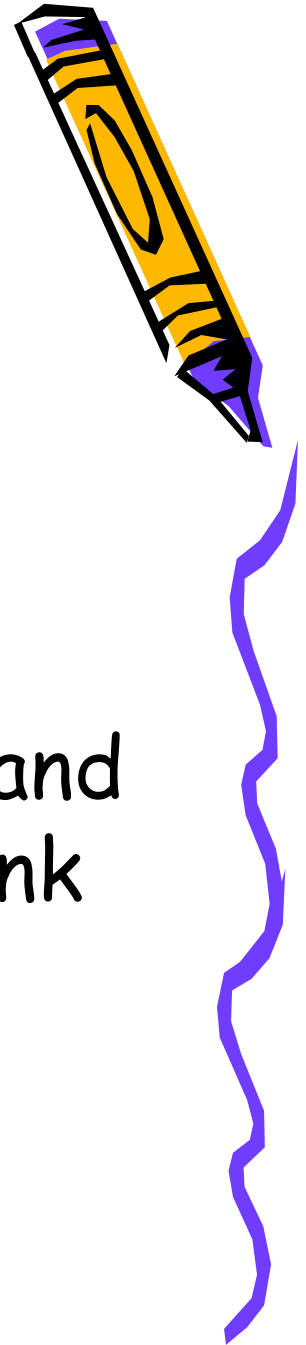
The figure for a teacher who take a child perspective

- Her professional way of finding out how children think about and understand a specific content, and to act out from a general theoretical frame for how children learn.



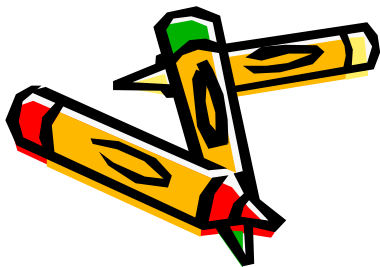
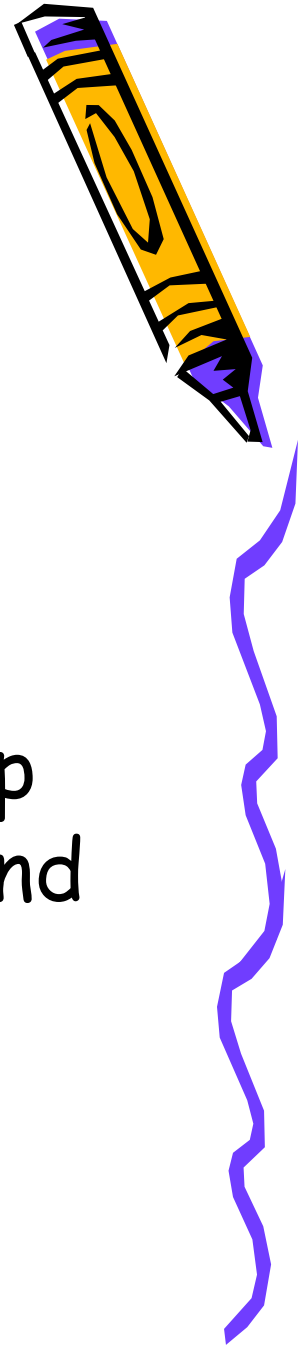
Characteristic for a child's perspective:

- The teacher's saying that they challenge the children in their learning based on what they know and understand about how children think and reason.



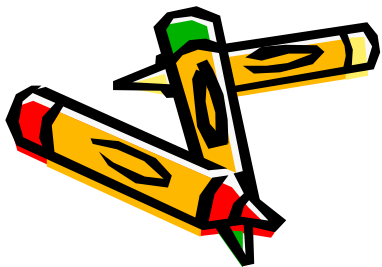
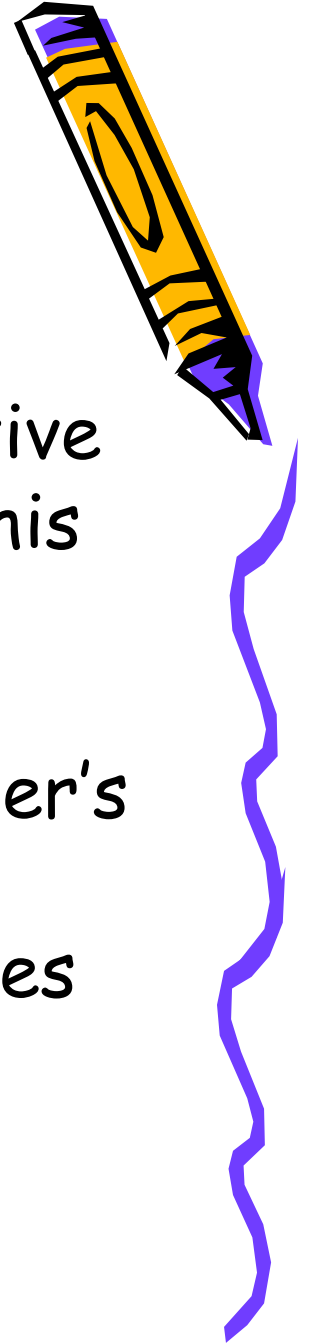
The figur for a teacher who take a child's Perspective

- Her awereness of how she in her professional actions can use children's thoughts in order to help them develop further knowledge and abilities.



Concluding

- The strategy of taking a *child* perspective is fundamental in all education, but if this strategy is not developed in such a way that the teacher takes a *child's* perspective in her teaching, the teacher's knowledge about children's learning becomes abstract, which has consequences for the education.





Tankyou for your
attention!

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