



Focus groups structure and consent details:

The aim of these creative exchanges is to support my investigation of practices related to publishing with children in formal and informal education settings. The study will draw on your collective knowledge and understandings to:

1. increase understanding of the pedagogies employed in publishing books with young children and
2. theorise the publishing of books by young children as pedagogical praxis.

The overarching research questions are:

1. How have educators perceived their pedagogical basis for co-publishing books with children over time?
2. From educators' perspectives, how do their practices of co-publishing books with children engage with children's sense of being in relation-centred and socially just ways?
3. How might a theory of publishing pedagogy emerge in the context of broader language and literacy practices?

In this exchange, I position you as co-researchers and this is an opportunity to learn more about your own work, particularly the pedagogical focus (that is, the relationship between teaching and learning that informs how you approach publishing books with children as authors).

I have allowed 2.5 hours (maximum) including a break.

Part 1: We will centre an open discussion around shared experiences of publishing books with children as authors surfaced through the process of making and micropublishing of personal and individual 'hot-dog' books¹. I invite you to make a book using words, images in any way that tell any part of the story that come to mind

You will need access to paper, pens, a glue stick, scissors and other art making materials of your choice, such as collage material.

¹ Micro-publishing involves transforming a single sheet of paper into a book imposition (the layout of pages on a single sheet of paper) to facilitate cost-effective 'instant publishing' in situ using a computer printer or photocopier (sometimes referred to as the magic publishing box). The printed sheets are easily folded, cut or stapled to form an edition of small self-covered book (or zine).



A provocation:

Kucirkova (Kucirkova, 2017) developed the 5 As of agentic personalisation that guide children's agentic story making:

'to what extent are the stories based on the children's own content? (**Authorship**)
to what extent was the creation of the final product child's independent work? (**Autonomy**)
who owns the final product? (**Attachment**)
to what extent do children's stories capture content that is genuine and responsive to the child's own situation? (**Authenticity**)
to what extent does the final product reflects the child's own taste and preference? (**Aesthetics**)' (Kucirkova, 2017)

1. Containing their content or ideas = **Authorship**
2. Presenting their independent work = **Autonomy**
3. Having a sense of ownership = **Attachment**
4. drawing on own experience of life = **Authenticity**
5. Reflecting personal taste and preference = **Aesthetics...**

Part 2:

I will provide a provocation drawn from my review of the literature as a starting point for a collaborative editing of a shared google doc. Together we will dissect, disrupt, add and subtract until we arrive at a co-created collective text as a temporal summary of our thinking.

We may make time to work individually, in pairs in break out groups as required; to make visual or written responses, including memories, moments and anecdotes related to your experience of publishing books with children as authors.

Proposed provocation:

Provocation 1: Drawn from Ada, Campoy and Zubizarreta's principles informing their *Early Authors Program* (Ada, Campoy, & Zubizarreta, 2004):

When children are authors, they:

1. have a voice that is heard, seen and felt by others
2. affirm their identity and sense of being in the world
3. feel pride in their cultural heritage and linguistic repertoire
4. develop their creative and artistic sense of self
5. build deeper connections with family, community and place



6. learn empathetic skills, to read and understand the 'other'
7. learn to solve problems, both their own and others
8. engage with an expanding range of literacy practices
9. develop a love of reading
10. become more resilient learners
11. develop their own aesthetic vocabulary and judgements
12. children develop a sense of responsibility toward the natural world and the planet they inhabit

A reading:

Pedagogy under the Waterline of Perceived Value:

'When we begin to describe the affective intensities of pedagogical relations, our language stutters to express the feeling of even everyday relational transformations between and among teacher–student, student–student, student–texts–and–. . . . Yet these everyday relational transformations are the qualities of pedagogical experience to which we point and say: That's what it's all about; that's when things changed; I'll never forget that. Authors in this part move beyond the ordinary work of language and attempt to express speculative propositions through which there is an explicit call upon the future to become different. Collectively, authors also move with a breadth of language in tones, styles, formats and ethos that create differences through which to feel pedagogical relations. To question and connect, Boldt (Chapter 1) traverses her worlds as a teacher and as a psychotherapist. In play therapy with one child, "Bo," she has many, many perceptions of him and how she might reach him. Yet, nothing seems to work; nothing seems to reach across for very long. Something imperceptible is filling up all space. One day, Bo comes to therapy after trauma, and seems to have completely shut down. He silently plays in the sand table. Boldt weaves a line of thought through her narrative in her chapter—a desire to relate above all. She reflects on a proposition from a mentor: "Stay with the child. Stop trying to make interpretations." Boldt plays alongside Bo in the sand table, moving sand, trying to stay present, becoming interested after a time in shoveling, sometimes bumping into Bo, giving up on knowing but not on relating. Something moves.

The part continues with an invitation to rethink value in pedagogy. A common and important critique of contemporary education centers on our current obsession with, and standardization of, forms of assessment. Value in education in this modality creates its own economy, as Manning (Chapter 2) describes, of cycles of debt and credit, of plans, of measurement in the form of assessment. Critical reform of the assessment-driven



curriculum poses its set of solutions: fewer assessments, different assessments, more authentic assessments. Yet, in what Manning terms the “undercommons” (following Harney & Moten, 2013) learning creates its own value, value that is not well perceived, perhaps not perceived at all. How do we evaluate teaching and learning in the undercommons, where “The soundscape of learning is full of inklings which reside below the threshold of actual perception?” (Manning, this volume). What does pedagogy caught up in all these inklings look like? And, in the contradictory attempt to express the ineffable, what do these inklings become?’ (Leander & Ehret, 2019).

Consent:

At the start of the Zoom meeting I will post a link to a consent form that indicates that you:

1. have received a statement explaining the processes involved in this project
2. consent to participate in the above project, the particulars of which – including details of the creation and reproduction of images have been explained
3. consent to this Zoom meeting and the Chat being recorded
4. authorize the use of images of artworks, stills from the recording and quotes in publications resulting from this research, based on prior approval

and that you acknowledge the following statements:

- (a) I understand that my participation is voluntary and that I am free to withdraw from the project at any time up to three months, and to withdraw any unprocessed data previously supplied
- (b) The project is for the purpose of research and it may not be of direct benefit to me.
- (c) The privacy of the personal information I provide will be safeguarded and only disclosed where I have consented to the disclosure or as required by law.

References

Ada, A. F., Campoy, F. I., & Zubizarreta, R. (2004). *Authors in the classroom: A transformative education process*. Boston, MA: Allyn and Bacon.



UNIVERSITY of
TASMANIA

Pedagogies for publishing books with children as authors (H0018658) Victoria Ryle - June 2020

Kucirkova, N. (2017). How can digital personal(ized) books enrich the language arts curriculum? *Reading Teacher*, 71(3), 275-284. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1158850&site=ehost-live>
<http://dx.doi.org/10.1002/trtr.1624>

Leander, K. M., & Ehret, C. (2019). *Affect in literacy learning and teaching: Pedagogies, politics and coming to know*: Routledge.