Children's Communities

Understanding Children's learning as connected to social life

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Children’s communities

Understanding Children’s learning as connected to social life

Children’s communities

- a practical point

- Children’s communities are social communities for their lives together in and across institutional practices or social arrangements.

- Children move across together - with adults stay at home, is stay even siblings, in relation to an on...

- A child must be understood from:
  - The context in which the child part:
  - Their conditions for active
  - Their possibilities for action

- The ‘context’ is any other thing their social communities.
- The ‘conditions’ are common creations and they are created within the communities
- The ‘possibilities’ and the interactions lie in and are created in the communities.

When we wish to understand the actions of single child, we must understand those actions by linking what other children and adults are around that child are doing.

The concept “Children’s communities” can help us understanding in which way different pedagogies and educational practices has meaning for children’s participation in- and across various institutional contexts.

A tiny bit that makes a huge difference.

From a research interview with a Danish pedagogue.

Example above shows: how a tiny intervention can change what a child’s possibilities for participation and support the development of the Children’s community.

An analytic approach to the interview.

The example above shows: how a tiny intervention can change what a child’s possibilities for participation and support the development of the Children’s community.

The pedagogue analyse the situation, and see among other points:
- The other children get frightened/alarmed
- He wants to be part of a play (he does not want to bite, hit or hurt anyone)
- He (also) wants a wood-carrot (or whatever...)

The pedagogue realizes instantly that... “If I am farther than him, and get to turn him – then the situation becomes totally different.”

(Then he/can enter the game and start counting the carrots, talking about where they come from, which colours they come in...)

This quick response and pedagogical change shows a great understanding of Children’s communities and their meaning for the children’s possibilities for participation and support the day for the little boy, but also for other children.

Children’s communities in school

- Learning communities (learner’s need for communities for learning) and Teaching question (teacher’s need for communities for teaching)

Teaching quietness does not necessarily lead to learning communities.

L-commoposure is a social phenomenon to be found within the communities of practice in which children participate.

All of this applies to a child’s point of view and to children’s communities. This also applies to how children learn through participation and they participate by being a part of a community.

Children’s possibilities for participation in the children’s communities are therefore of great importance for their ability to learn.

Learning is a social practice happening through participation. From this point of reference, we need to look into what the learner is participating in (the community)

If the pedagogue builds on a basis from which we are supposed to respect each other, learn from each other, learn to be with each other, the pedagogue underpins an inclusive practice where ‘we’ are, we are and part of the same world, the same community, the same everyday life.

If the children’s perspectives were to govern practice, professional cooperation within the ECEC and in school would focus on helping children to develop their communities and children’s possibilities to participate in them.